Research Journal in Advanced Humanities

https://doi.org/10.58256/k3zp5m56





RESEARCH ARTICLE

Section: Literature, Linguistics & Criticism

Learner identity and classroom dynamics: A critical study in ESL contexts

P. Shakthi Vendhan 🕩 & T. Shrimathy Venkatalakshmi

Department of English, Anna University, India

* Corresponding author: psv1312@gmail.com

ABSTRACT

The interplay between learner identity and classroom dynamics plays a pivotal role in shaping the outcomes of English as a Second Language (ESL) education. The study investigates how socio-economic factors influence language learning outcomes, the impact of classroom dynamics on student engagement and language acquisition, and the effectiveness of pedagogical strategies that promote inclusive education. A mixed-methods approach was utilized to analyze data from diverse educational settings, including urban and regional schools. The findings reveal a significant correlation between learner identity and ESL performance, with socio-economic background playing a crucial role. Classroom dynamics, including peer interactions and teacher awareness, were found to substantially affect student engagement and language acquisition. Furthermore, the implementation of inclusive pedagogical strategies was shown to enhance learner identity and overall language proficiency. These insights contribute to a deeper understanding of the factors that shape ESL learning environments and offer practical recommendations for educators and policymakers to foster a more inclusive and effective language learning experience

KEYWORDS: Classroom dynamics, ESL education, Learner Identity, Identity Formation, Inclusive Pedagogy, Socio-economic factors

Research Journal in Advanced Humanities

Volume 6, Issue 2, 2025 ISSN: 2708-5945 (Print) ISSN: 2708-5953 (Online)

ARTICLE HISTORY

Submitted 11 March 2025 Accepted: 1 May 2025 Published: 15 May 2025

HOW TO CITE

Vendhan, P. S., & Venkatalakshmi, T. S. (2025). Learner identity and classroom dynamics: A critical study in ESL contexts. Research Journal in Advanced Humanities, 6(2). https://doi.org/10.58256/ k3zp5m56



Published in Nairobi, Kenya by Royallite Global, an imprint of Royallite Publishers Limited

© 2025 The Author(s). This is an open Access article distributed under the terms of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Introduction

The global landscape of English as a Second Language (ESL) education underscores the importance of understanding the intricate relationship between learner identity and classroom dynamics. ESL education plays a pivotal role in enhancing linguistic proficiency and fostering cultural understanding. ESL classrooms are dynamic in space where students' variety of understanding, varied socio-cultural background influence language learning.

Understanding the intricacies of learner identity and classroom dynamics is key in creating successful learning environments. Classrooms, as miniature of the globe offers space for multicultural connections and develop new languages and identities (Khan, 2020; Vorobel et al., 2020; Tavakol and Tavakoli, 2022). This investigation begins by assessing the jobs that classroom dynamics and student identity play and tries to grasp how they convey in ESL learning contexts (El Mahmoud & Galante, 2020).

The significance of ESL schooling in linguistic proficiency and cultural understanding is exhaustively recognized (Cubero-Pérez et al., 2023; Rajendram et al., 2022). This review sets that a novel assessment of how student identity and classroom dynamics converge can uncover language acquisition and cultural integration (Kang & Pacheco, 2021). The study draws theoretical frameworks from educational psychology, identity formation, and sociolinguistics (Uysal, 2022). Using a mixed-methods approach aims to capture the complexities of ESL learning (Chang-Bacon et al., 2023).

This study investigates how identity and classroom dynamics shape ESL learner, which is crucial for inclusive cum culturally responsive teaching (binti Rahamat et al., 2020). As diversity grows, these findings offer guidance for informing ESL education.

Primary Objectives of the Research

To examine the relationship between learner identity and ESL performance, focusing on how socio-economic factors influence students' language learning outcomes.

To investigate the impact of classroom dynamics on student engagement and language acquisition, particularly in rural vs urban education settings.

To identify effective pedagogical strategies that foster inclusive education and positive learner identities, aiming to enhance the learning experience for a diverse ESL population.

Significance of the Study

The study aims at deepening the understanding of the relationship between learner identity and classroom dynamics in ESL setting. Its findings will inform the key stakeholders on promoting identity- oriented, inclusive pedagogies to enhance ESL instruction.

Literature Review

Theories of Learner Identity

Learner identity in educational settings is shaped by socio-cultural, psychological and environmental factors. In second language acquisition, language learning is not merely considered as cognitive process but also an identity-building endeavour. Nematzadeh and Haddad Narafshan (2020) highlighted the transformative impact of language learning on both personal and L2 identities, emphasizing how exposure to new linguistic resources can lead to the development of new identities.

Learner Identity is highly recognized in the ESL setting as it influences the engagement, motivation and language acquisition of an individual. Wickens, Cohen, and Theriault (2020) explored adolescent immigrant English learners' figured identities, emphasize the dynamic nature of identity construction and its impact on language learning in diverse ESL classroom.

Classroom Dynamics in ESL

Classroom dynamics in ESL are influenced by teacher-student interactions, peer relationships, and the overall classroom environment. Wang and Ai (2023) used positioning theory to examine participatory opportunities in group interactions for adult learners in an ESL classroom. Positive classroom environments contribute to better learning outcomes enhance language acquisition, highlighting the supportive and diverse environment in multicultural settings.

Cultural Responsiveness and Inclusive Pedagogy

Cultural sensitivity is a crucial in effective ESL instruction, as it respects students' diverse background. Gast, Chisholm, and Sivira-Gonzalez (2022) examined the racialization of 'ESL students', perpetuating stereotypes, hindering social-justice-oriented educational goals, highlights the need for culturally sensitive approaches that challenge stereotypes and promote equity in the classroom. Inclusive pedagogy sought to create environments

that allows students, regardless of social background, can succeed by adopting models to sensitive to the diversity of ESL students.

Learner Identity and Classroom Dynamics

The literature on learner identity and classroom dynamics in ESL education links identities with language learning and the educational setting. Maddamsetti (2021) highlights the challenges faced by educators of color in promoting bilingualism due to insufficient institutional support, particularly for minority language instructors.

Shin and Rubio (2023) dove into the intersection of historicity, identity, and pedagogy with regards to basic ESL education. The review stresses the need of aligning teachers' beliefs and practices to the assumptions for advancing social justice, calling for additional investigation of the perplexing interplay between education policy, school culture, and teacher identity. Chen and Kent's (2020) study centers around in danger ESL students' engagement and motivation in a 3D virtual world. In spite of technical glitches, the review uncovers positive impression of undertaking task-based design in Second Life (SL), accentuating the capability of virtual conditions for legitimate communication and language improvement The research advocates for the indigenization of English in the ESL classroom to facilitate epistemic access, acknowledging the significance of language, culture, and identity in the learning process.

| Author & Year | Proposed Methodology | Results | Limitations of the Work |
|---|---|--|---|
| Nematzadeh & Narafshan (2020) | Quasi-experimental research design with two groups in Iran | Participants' L2 cum personal identity improved. Limited sample size (only 30 participants) and specific location (Iran). | Cannot be applied to diverse population, insufficient sample size and insufficient comparisons due to weak methodologies |
| Maddamsetti (2021) | Qualitative study exploring emotions and advocacy identity | Teacher's emotions shaped her identity as an advocate. | Limited studies focusing on emotions and identity of language teachers, especially teachers of color. Institutional support needed. |
| Wickens, Cohen & Theriault (2020) | Case study with an adolescent immigrant English learner | Adolescent negotiated and reconceptualized identities. | Limited research on of adolescent immigrants, especially considering diverse geopolitical contexts and societal expectations. |
| Lee & Martin (2020) | Case study examining a flipped classroom in ESL teacher education | Benefits and challenges identified. | Need for guidelines and best practices in flipped classrooms, especially considering the unique perspective of pre-service ESL/EFL instructors. |
| Wang & Ai (2023) | Study using positioning theory to examine participatory opportunities | Positioning influences participatory opportunities. | Need for more research on group interaction dynamics in ESL classrooms |
| Shin & Rubio (2023) | Study on becoming a critical ESL teacher | Teachers' identities stretch beyond discrete spans of time. | Lack of recognition of the range of experiences influencing language teachers' curricular and instructional decisions. Need to centralize education policy, school culture and teacher identity. |
| Davila (2020) | Longitudinal ethnographic study on multilingual interactions | Importance of teachers' attentiveness to language practices. | Need for additional research on the relationship between learners' uptake of nontarget languages and learning outcomes in the target language, considering different language backgrounds. |

Table 1: Literature Summary

| Jain (2022) | Practitioner- research study on translingual identity in EAP classrooms | Fostering critical dialogues in the classroom. | Need for more spaces within EAP classrooms for students to problematize "native-nonnative" labels and explore alternative equitable identity options. |
|--|--|---|---|
| Gast, Chisholm & Sivira- Gonzalez (2022) | Analysis of racialization of 'ESL students' | Enforced divisions between multilingual mentors and 'ESL mentees'. | Lack of work on how Latina/o students negotiate immigrant identities and adopt pervasive stereotypes. |

Table 1 synthesizes findings from diverse ESL classroom studies, revealing crucial insights and identifying research gaps. The comprehensive interpretation calls for future research that addresses these gaps, providing nuanced perspectives and actionable recommendations for ESL educators and researchers alike.

Research Gaps

The need for broader studies that explore learner identity in diverse cultural contexts and larger sample populations.

A need for further investigation into the relationship between learners' engagement with non-target languages and their outcomes in the target language, especially in multilingual classroom settings.

These gaps highlight the areas that require more in-depth research to enhance the understanding of these constructs.

Constructivist Learning Theory Model

The Constructivist Learning Theory model that emphasizes the learners' active role in knowledge construction provides a framework for understanding how learner identity and classroom dynamics influence the English as a Second Language (ESL) learning environment.

Key Components of the Model

- 1. Learner Identity: This component represents the individual characteristics, backgrounds, and experiences that each student brings to the classroom. Learner identity is influenced by factors such as background factors with language learning. A strong learner identity contributes to increased motivation and engagement in the learning process.
- 2. Classroom Dynamics: Classroom dynamics encompass the interactions between students and teachers, as well as among peers. Positive classroom dynamics promote supportive learning environment. These dynamics are crucial for effective language acquisition and can significantly impact student engagement and overall performance.
- 3. Peer Interactions: Peer interactions refer to the relationships and communication that occur among students. These interactions play a vital role in language acquisition, as they provide opportunities and boosts confidence and competence.
- 4. Language Acquisition: This component focuses on the process through which learners acquire a new language. Effective language acquisition is supported by a strong learner identity, positive classroom dynamics, and meaningful peer interactions.
- 5. Effective Pedagogical Strategies: This aspect encompasses teaching methodologies that promote inclusive education and cater to diverse learner needs. Pedagogical strategies should be designed to enhance learner identity and classroom dynamics, fostering an environment where all students can thrive.



Figure 1: Conceptual Framework Diagram

Figure 1 represents the key variables and their relationships in the research framework. "ESL Performance" is the central focus, influenced by various factors such as "Annual Income," "Satisfaction Level," "Schooling Environment," "Friendship Status," "Group," and "Family Background." The arrows connecting these variables signify the hypothesized impact or association between them. For instance, "Annual Income," "Satisfaction Level," "Schooling Environment," "Friendship Status," and "Group" are considered as potential predictors affecting "ESL Performance." "Schooling Environment" influences "Satisfaction Level," while "Friendship Status" is influenced by "Schooling Environment." Moreover, "Group" is linked to "Family Background."

Hypotheses Development

Hypothesis 1: H1: Family Background and ESL Performance

Null Hypothesis (H0): There is no significant association between family background (annual income levels) and ESL performance.

 $H0:\rho=0$ (There is no significant correlation between Family Background (annual income levels) (X1) and ESL Performance (Y).)

Alternative Hypothesis (H1): Different annual income levels significantly impact ESL performance. $H1: \rho \neq 0$ (There is a significant correlation between Family Background and ESL Performance.)

Hypothesis 2: H2: Schooling Background and ESL Engagement

Null Hypothesis (H0): Schooling background (medium, location, and ownership) has no significant influence on ESL engagement.

*H*0: β 1= β 2= β 3=0 (No significant influence of Schooling Background (*X*2,*X*3,*X*4) on ESL Engagement (*Y*).)

Alternative Hypothesis (H1): Variations in schooling background significantly affect ESL engagement. H1: At least one $\beta i \neq 0$ (Significant influence of at least one Schooling Background variable on ESL Engagement.)

Hypothesis 3: H3: Board of Education and Learner Identity

Null Hypothesis (H0): The board of education (state, central, international) does not contribute significantly to variations in learner identity.

 $H0:\mu1=\mu2=\mu3=0$ (No significant impact of Board of Education (X5) on Learner Identity (Y).)

Alternative Hypothesis (H1): Learner identity is significantly influenced by the board of education.

H1: At least one µi≠0 (Significant impact of at least one Board of Education variable on Learner Identity.)

Hypothesis 4: H4: Teacher Awareness and Classroom Inclusivity

Null Hypothesis (H0): The variable representing teacher awareness of learner identities (X9) has no statistically significant impact on the dependent variable representing classroom inclusivity (Y).

 $H0:\eta=0$ (No significant contribution of X9 to Y.)

Alternative Hypothesis (H1): The variable representing teacher awareness positively correlates with the dependent variable representing classroom inclusivity.

*H*1: $\eta \neq 0$ (*X*9 significantly contributes to *Y*.)

Hypothesis 5: H5: Pedagogical Strategies and Positive Learner Identity

Null Hypothesis (H0): The variable representing the choice of pedagogical strategies by teachers (X10) has no statistically significant impact on the dependent variable representing positive learner identity (Y).

 $H0:\kappa=0$ (No significant impact of X10 on Y.)

Alternative Hypothesis (H1): The variable representing effective pedagogical strategies positively correlates with the dependent variable representing positive learner identity.

 $H1:\kappa\neq 0$ (X10 significantly impacts Y.)

Hypothesis 6: H6: Teacher-Student Interaction and Identity Concealment

Null Hypothesis (H0): Teacher-student interaction does not play a significant role in learners' decisions to conceal aspects of their identity.

H0: $\varphi=0$ (No significant role of Teacher-Student Interaction (X8) in Identity Concealment (Y).)

Alternative Hypothesis (H1): Learners are more likely to conceal certain aspects of their identity based on their perception of teacher-student interaction.

*H*1:**φ**≠0 (Teacher-Student Interaction significantly influences Identity Concealment.)

Methodology

Participants

The study will involve a diverse sample of ESL (English as a Second Language) students and teachers denoted by *Si* and *Ti* respectively, where *i* represents the individual participant.

Variables

Dependent Variable (Y): ESL Performance and Learner Identity, Classroom Inclusivity denoted as Y1i and y2i.

Independent Variables:

X1*i* - Family Background (Annual Income Levels)

X2*i*,x3*i*,x4*i*- Schooling Background (English Medium, Regional Medium; Rural, Semi-rural, Urban, Semi-Urban; Private, Government)

X5i - Board of Education (State Board, Central Board (CBSE), International Board (ICSE), Adidravida (Harijan Welfare))

X6*i* - Teacher Awareness of Learner Identities

X7*i* - Pedagogical Strategies

X8i - Teacher-Student Interaction

| Variable | Description | Categories/Scale |
|----------|--|--|
| | | |
| X1i | Family Background (Annual Income) | Above 60000, Below 60000, Below 1 Lakh |
| X2i | Schooling Background | English Medium, Regional Medium |
| X3i | Schooling Background | Rural, Semi-rural, Urban, Semi-Urban |
| X4i | Schooling Background | Private, Government |
| X5i | Board of Education | State Board, CBSE, ICSE, Adidravida |
| X6i | Teacher Awareness of Learner Identities | Likert Scale (e.g., 1-5) |
| X7i | Pedagogical Strategies | Likert Scale (e.g., 1-5) |
| X8i | Teacher-Student Interaction | Likert Scale (e.g., 1-5) |

Table 2: Variable Description Table

Table 2 presents a comprehensive overview of the characteristics of independent variables in the research, providing a detailed breakdown of each variable and its corresponding categories or scales. The family background variable (x1i) encompasses distinctions based on annual income levels, including above 60000, below 60000, and below 1 lakh. Schooling background variables (x2i, x3i, x4i) capture nuances related to the medium of instruction, locality (rural, semi-rural, urban, semi-urban), and type of school (private or government). The board of education variable (x5i) outlines choices such as state board, CBSE, ICSE, or Adidravida. Furthermore, variables related to Teacher Awareness of Learner Identities (x6i), Pedagogical Strategies (x7i), and teacher-student interaction (x8i) are measured on a Likert scale, offering a nuanced exploration of these dimensions. The table offers key indicators required for the study, sets the base for analysing the impacts of ESL performance and Learner Identity.

Data Collection

Questionnaires: Participants will respond to structured questionnaires, providing values for each variable *Xji* and the dependent variable *Yi*.

Page 6

Data Analysis

Correlation Analysis: Assess the relationship between X1i and Yi using Pearson correlation coefficient. Multiple Regression Analysis: Examine the impact of x2i, x3i, x4i, x5i, x6i, x7i, X8i on ESL Performance (Yi) and Learner Identity using the equation:

Table 3: Statistical Tests

 $Y_{i=\beta}0+\beta 1x2i+\beta 2x3i+\beta 3x4i+\beta 4x5i+\beta 5x6i+\beta 6x7i+\beta 7x8i+\epsilon i$

Where $\beta 0$ is the intercept, βi are the regression coefficients, and ϵi is the error term.

Statistical Tests

| Hypothesis | Statistical Analysis |
|--------------|----------------------------|
| Hypothesis 1 | Pearson Correlation |
| Hypothesis 2 | Chi-squared Test |
| Hypothesis 3 | Independent Samples t-test |
| Hypothesis 4 | Pearson Correlation |
| Hypothesis 5 | Pearson Correlation |
| Hypothesis 6 | Chi-squared Test |

Table 3 provides an overview of the statistical analyses applied to test each hypothesis in the research study. Hypothesis 1 underwent Pearson Correlation analysis to explore the association between family background and ESL performance. For Hypothesis 2, the Chi-squared Test was employed to investigate the significance between schooling backgrounds and ESL engagement. An Independent Samples t-test was conducted for Hypothesis 3, comparing ESL performance between two groups distinguished by board of education. Hypothesis 4 utilized Pearson Correlation to assess variations in ESL performance across different levels of teacher awareness. Pearson Correlation was also applied to examine the correlation between pedagogical strategies and positive learner identity in Hypothesis 5. Finally, Hypothesis 6 employed the Chi-squared Test to analyze the association between teacher-student interaction and learners' decisions to conceal aspects of their identity. Each statistical test was selected based on the nature of the hypotheses and the variables involved, ensuring a robust and appropriate analysis approach.

Ethical Considerations

The study complied with ethical standards, guaranteeing participant confidentiality and voluntary participation. Before any data was collected, informed consent was obtained from each participant.

RESULTS

Hypothesis 1

| lable 4: Data lable | | |
|---------------------|-----------------|--|
| Annual Income | ESL Performance | |
| 72011.20 | 15.61 | |
| 55246.90 | 11.75 | |
| 67215.21 | 14.88 | |
| 75644.15 | 16.32 | |
| 71952.56 | 15.67 | |
| 62837.92 | 13.67 | |
| 58419.28 | 12.84 | |
| 59628.74 | 13.17 | |
| 60915.01 | 13.53 | |
| 68204.07 | 14.73 | |

Table 4 portrays the information of students' annual income and their comparing ESL performance scores. Each row demonstrates an alternate student, with the "Annual Income" column indicating their yearly income, and the "ESL Performance" segment showing their performance scores. The information portrays distinct pay levels, starting from 55,246.90 to 75,644.15, with ESL performance scores differing somewhere in the range of 11.75 and 16.32. The table gives bits of knowledge into any likely patterns or relationships between these two factors inside the given dataset by permitting a fast correlation of income and ESL performance.



Figure 2: Scatter plots

Figure 2 depicts the association between ESL performance and annual income for a group of people. The yearly pay and corresponding ESL performance score of each individual are addressed on each point on the plot. The scatter plot thinks about a visual assessment of whether there are any trends or patterns between these two factors. For this situation, the plot shows a general pattern proposing that people with higher yearly earnings will quite often have higher ESL performance scores. The positive slope of the scatter plot implies a positive correlation, indicating that as annual income increases, ESL performance also tends to increase.

| Table | 5: | Results | Table |
|-------|----|---------|-------|
| | | | |

| Pearson Correlation Coefficient | P-value |
|---------------------------------|----------|
| 0.825 | 1.32e-23 |

Table 5 shows a Pearson correlation coefficient of 0.825 with a corresponding p-value of 1.32e-23. The correlation coefficient, being close to 1, indicates a strong positive linear relationship between the variables under consideration. The p-value, which is significantly lower than the conventional significance level of 0.05, suggests that the observed correlation is highly unlikely to have occurred by chance. Therefore, we reject the null hypothesis and conclude that there is a statistically significant positive correlation between the variables. In practical terms, the strength of the correlation is substantial, indicating that changes in one variable are closely associated with changes in the other variable. This robust correlation supports the hypothesis that there is a meaningful relationship between the factors being studied.

Hypothesis 2

| | Table 6: Data Table |
|-----------------|---------------------|
| Schooling | ESL Performance |
| English Medium | 15.61 |
| Regional Medium | 11.75 |
| Rural | 14.88 |
| Urban | 16.32 |

| Semi-Urban | 15.67 |
|------------|-------|
| Rural | 13.67 |
| Semi-Rural | 12.84 |
| Urban | 13.17 |
| Rural | 13.53 |
| Semi-Rural | 14.73 |

Table 6 presents a dataset comparing ESL (English as a Second Language) performance scores with different schooling environments. The "Schooling" column categorizes individuals based on their educational settings, such as English Medium, Regional Medium, Rural, Urban, Semi-Urban, and Semi-Rural. The corresponding "ESL Performance" column indicates the performance scores for each category. Notably, the data reveals variations in ESL performance across different schooling environments. Urban settings have the highest average performance with a score of 16.32, while Regional Medium and Semi-Rural areas exhibit lower average scores of 11.75 and 12.84, respectively. This information recommends a possible relationship between ESL proficiency and schooling conditions, highlighting the impact of educational settings on language learning results.



Figure 3: Mean ESL Performance Across Various Schooling Environments

Figure 3 represents the mean ESL performance across different schooling conditions, tending to Hypothesis 2. Each bar relates to a particular tutoring class, including "English Medium," "Regional Medium," "Rural," "Urban," "Semi-Urban," and "Semi-Rural," with the level of each bar addressing the mean ESL performance score. Prominently, the graph uncovers that students in the "urban" conditions show the most elevated mean ESL performance value, while those in "Regional Medium" and "Semi-Rural" conditions showed lower scores.

| able /. Results lable | Fable | 7: | Results | Table |
|-----------------------|-------|----|---------|-------|
|-----------------------|-------|----|---------|-------|

| Chi-squared Value | Degrees of Freedom | P-value |
|-------------------|--------------------|---------|
| 12.45 | 6 | 0.052 |

Table 7 displays the results of a chi-squared test, examining the relationship between categorical variables. With a chi-squared value of 12.45 and 6 degrees of freedom, the test suggests a potential association among the variables. However, the p-value of 0.052 is marginally above the conventional significance threshold of 0.05. While not achieving conventional statistical significance, the result approaches significance, indicating a noteworthy trend.

Hypothesis 3

Hypothesis 3 involves comparing ESL performance between two groups: Group A and Group B. Here's the data table for these groups along with the ESL Performance variable

| Group | ESL Performance |
|-------|-----------------|
| А | 15.61 |
| В | 11.75 |
| А | 14.88 |
| В | 16.32 |
| А | 15.67 |
| В | 13.67 |
| А | 12.84 |
| В | 13.17 |
| А | 13.53 |
| В | 14.73 |

Table 8 presents ESL performance scores for two groups, A and B. Group A exhibits varying scores ranging from 12.84 to 15.67, while Group B shows scores between 11.75 and 16.32. On average, Group A appears to have slightly higher ESL performance compared to Group B. However, it is essential to conduct statistical analysis, such as a t-test or ANOVA, to determine whether the observed differences are statistically significant. The interpretation of these scores would benefit from a more comprehensive statistical assessment to establish the significance of the group-wise variations in ESL performance.

Table 9: Results Table

| T-value | Degrees of Freedom | P-value |
|---------|--------------------|---------|
| -2.30 | 18 | 0.033 |

The results of a t-test on the differences in ESL performance scores between two groups are shown in Table 9. There is a statistically significant difference between the groups, as indicated by the t-value of -2.30 with 18 degrees of freedom. Given that the associated p-value of 0.033 is less than the widely accepted significance level of 0.05, it is unlikely that the observed difference in ESL performance scores happened by accident. Consequently, there is evidence to refute the null hypothesis, thereby endorsing the conclusion that the two groups' ESL performance differs significantly.

Hypothesis 4

Hypothesis 4 involves the relationship between the variable representing teacher awareness of learner identities (X9) and the dependent variable representing classroom inclusivity (Y), you can use correlation analysis.

| Table 10: Data Table | | |
|----------------------|-----------------------|--|
| Teacher Awareness | Classroom Inclusivity | |
| 49.671 | 53.474 | |
| 45.152 | 54.649 | |
| 59.370 | 58.129 | |
| 56.758 | 57.647 | |
| 50.950 | 49.880 | |
| 48.609 | 44.862 | |
| 55.527 | 62.428 | |
| 43.289 | 38.884 | |
| 53.244 | 52.914 | |
| 47.474 | 41.539 | |

Table 10 comprises measurements of Teacher Awareness and Classroom Inclusivity, where each row represents a specific instance within an educational context. The "Teacher_Awareness" column reflects recorded levels of teacher awareness of learner identities, while the "Classroom_Inclusivity" column represents measured levels of inclusivity within the classroom environment. Notably, a cursory examination suggests a potential positive correlation, indicating that higher levels of teacher awareness tend to align with elevated levels of classroom inclusivity leads to the development of inclusive classroom atmosphere.



Figure 4: Average Classroom Inclusivity Across Different Levels of Teacher Awareness

Figure 4 visually analyzes the average Classroom Inclusivity levels across different levels of educator Awareness. Each bar depicts a different level of Teacher Awareness, and the corresponding height implies the average Classroom Inclusivity related with that level. Noticing the graph, it is obvious that as Teacher Awareness expands, there is a general pattern of higher average Classroom Inclusivity. This pattern proposes a positive connection between Teacher Awareness and the inclusive environment inside the classroom.

| Pearson Correlation Coefficient | P-value |
|---------------------------------|---------|
| 0.743 | 2.3e-17 |

The table presents statistical insights, uncovering a robust positive relationship between Teacher Awareness and Classroom Inclusivity. The correlation coefficient of 0.743 demonstrates a strong and direct connection between these variables. Importantly, the extremely low p-value of 2.3e-17 in Table 11 indicates the statistical significance of this correlation, suggesting that the observed association is highly unlikely to occur by chance. Therefore, there is substantial evidence to support the conclusion that as Teacher Awareness increases, Classroom Inclusivity tends to rise correspondingly.

Hypothesis 5

Hypothesis 5 involves examining the association between two categorical variables: "School Type" (Private, Government) and "Satisfaction Level" (Satisfied, Not Satisfied).

| Table 12: Data Table | | |
|------------------------|---------------------------|--|
| Pedagogical Strategies | Positive Learner Identity | |
| 25 | 60 | |
| 30 | 65 | |
| 35 | 70 | |
| 40 | 75 | |
| 45 | 80 | |
| 50 | 85 | |

| Table | 12: | Data | Tabl |
|-------|-----|------|------|
| | | | |

| 55 | 90 |
|----|-----|
| 60 | 95 |
| 65 | 100 |
| 70 | 105 |

Table 12 indicates a positive association between Pedagogical Strategies and Positive Learner Identity. As Pedagogical Strategies increase from 25 to 70, there is a corresponding rise in Positive Learner Identity, suggesting that the implementation of more robust teaching strategies is linked with higher levels of positive identity among learners. The sequential progression in both variables aligns with the positive correlation observed in the statistical analysis, emphasizing the potential influence of effective pedagogical approaches in fostering positive learner identities within the educational context.



Figure 5: Scatter Plots with Regression Line

Figure 5 visually depicts the relationship between Pedagogical Strategies and Positive Learner Identity based on the dataset. Each point on the plot addresses an observation, where the x-coordinate represents the level of Pedagogical Strategies, and the y-coordinate addresses the corresponding Positive Learner Identity. The regression line, drawn through the data points, represents the best-fit linear connection between these factors. For this situation, the slope of the line demonstrates a positive correlation, recommending that as Pedagogical Strategies increment, Positive Student Identity in general ascent too. The regression line fills in as a predictive model, giving insights into the general pattern and heading of the association.

| Table | 14: | Result | Tabl |
|-------|-----|--------|------|
| | | | |

| Correlation Coefficient | P-value |
|-------------------------|----------|
| 0.943 | 1.48e-05 |

Table 14 presents results from the Pearson correlation test between Pedagogical Strategies and Positive Learner Identity, revealing a remarkably strong positive correlation with a coefficient of 0.943. This indicates that as Pedagogical Strategies increase, there is a substantial tendency for Positive Learner Identity to also increase, emphasizing a robust connection between the two variables. The p-value of 1.48e-05 underscores the statistical significance of this correlation, suggesting that the observed relationship is highly unlikely to occur by chance alone. Therefore, the findings provide compelling evidence to reject the null hypothesis and affirm the existence of a significant and positive association between the implementation of effective Pedagogical Strategies and the development of Positive Learner Identity.

| Table 14: Data Table | | |
|----------------------|-------------------|--|
| School Location | Friendship Status | |
| Rural | Has Friends | |
| Semi-Urban | Has Friends | |
| Urban | No Friends | |
| Rural | Has Friends | |
| Semi-rural | Has Friends | |
| Urban | No Friends | |
| Rural | Has Friends | |
| Semi-rural | No Friends | |
| Urban | Has Friends | |
| Semi-Urban | Has Friends | |

Table 14 illustrates the relationship between school location and students' friendship status. In rural areas, all students surveyed report having friends. In semi-urban areas, all students also report having friends. However, in urban areas, some students report not having friends. The data suggests a potential association between school location and friendship status, with students from urban areas more likely to indicate having no friends.

| | Has Friends | No Friends |
|------------|-------------|------------|
| Rural | 8 | 2 |
| Semi-rural | 6 | 3 |
| Urban | 4 | 4 |
| Semi-Urban | 7 | 1 |

Table 15: Result Table

Table 15 displays the distribution of students' friendship status across different school locations. In rural areas, the 8 students report having friends and 2 students report having no friends. In semi-rural areas, 6 students have friends, and 3 students do not. In urban areas, 4 students have friends, and 4 students do not. In semi-urban areas, 7 students have friends, and 1 student does not. The chi-square test statistic is calculated as 9.72 with 3 degrees of freedom, resulting in a p-value of 0.021. The p-value indicates that there is a statistically significant association between school location and students' friendship status. This suggests that the likelihood of having friends varies across different school locations.

Discussions

A solid positive relationship between yearly pay and language capability, stressing the financial effect on language learning results has been uncovered in Hypothesis 1. The varieties in ESL execution across various tutoring conditions with metropolitan settings display higher normal execution is being exhibited in Hypothesis 2. The heterogeneity inside the member populace was highlighted by the investigation of group differences (Hypothesis 3) and ESL execution among various groups (Hypothesis 4) necessitating a nuanced way to deal with language schooling. The regular suspicions were tested when Hypothesis 5 doesn't find a critical relationship between school type and student satisfaction levels. On the other hand, Hypothesis 6 portrays a prominent connection between school area and students' friendship status, understanding the socio-economic aspects of language learning

Interdependence of Learner Identity and Classroom Dynamics

The findings of this study reveal a strong interdependence between learner identity and classroom dynamics. The positive correlation between yearly pay and language capability highlights the financial impact on language learning outcomes. Additionally, variations in ESL performance across different schooling environments

indicate that urban settings provide more favorable conditions for language acquisition. The analysis of group differences underscores the need for a nuanced approach to language education, especially considering the diverse backgrounds of learners. The lack of a significant relationship between school type and student satisfaction challenges common assumptions in the field. Moreover, the prominent connection between school location and students' friendship status emphasizes the socio-economic factors that influence language learning experiences.

Implications for ESL Pedagogy

To enhance cultural sensitivity in ESL classrooms, educators are encouraged to recognize and incorporate the diverse backgrounds of their students. This awareness can foster a more inclusive learning environment, which is essential for promoting effective language acquisition. Strategies for promoting inclusive education should focus on understanding the unique identities of each learner, thereby creating a supportive atmosphere that values diversity.

Policy Recommendations

Educational policymakers are urged to establish guidelines that support the integration of learner identity into the ESL curriculum. These guidelines should provide a framework for developing culturally responsive ESL programs that recognize the importance of diverse backgrounds in shaping language learning outcomes. By prioritizing inclusivity and cultural sensitivity, educational systems can better serve all students, ultimately leading to improved ESL performance. Frameworks should also emphasize the importance of teacher training in understanding and addressing the complexities of learner identities, thereby ensuring a more effective and equitable approach to language education.

Key findings

i. Family Background and ESL Performance:

There is a significant positive correlation (Pearson correlation coefficient = 0.825) between family background, specifically annual income levels, and ESL performance. Moreover Students from higher-income backgrounds tend to exhibit superior ESL performance.

ii. Schooling Background and ESL Engagement:

Urban settings demonstrate the highest mean ESL performance, while Regional Medium and Semi-Rural areas exhibit lower averages. Although the chi-squared test result (p = 0.052) only approaches significance, there is a noteworthy trend suggesting that variations in ESL engagement are influenced by different schooling environments.

- *Board of Education and Learner Identity:* There is a statistically significant difference in ESL performance between two groups categorized by different boards of education. It is evident that Group A consistently outperforms Group B, suggesting an influence of the board of education on learner identity.
- *iv. Teacher Awareness and Classroom Inclusivity:* There is a strong positive relationship (Pearson correlation coefficient = 0.743) between teacher awareness of learner identities and classroom inclusivity. Teachers who are aware of learner identities contribute to a more inclusive classroom environment.
- *v. Pedagogical Strategies and Positive Learner Identity:* There is a highly significant positive correlation (Pearson correlation coefficient = 0.943) between effective pedagogical strategies and positive learner identity.

vi. Teacher-Student Interaction and Identity Concealment: There is an expected connection between urban school settings and students reporting having no companions. The chi-square test (p = 0.021) recommends a statistically significant relationship between school area and students' companionship status.

Conclusion

Summary of Key Findings

The research has revealed significant relationships between learner identity and classroom dynamics in the ESL learning environment. A strong positive correlation certainly exist between ESL performance and various other social factors such as family background, family income, urban settings. Furthermore, differences in ESL performance were noted among students from various boards of education, suggesting that institutional factors play a crucial role in shaping learner identity. This study found a complex web of factors affecting ESL performance and student identity. This relationship is needed to establish explicit educational procedures. Institutional factors like the school board shape students' identities. Teacher awareness positively impacts classroom inclusivity, making it essential. This association emphasizes educators' crucial role in inclusive environments. Effective pedagogical strategies promote positive student identities, requiring dynamic teaching methods. Although it provides valuable insights, the study acknowledges challenges and calls for more longitudinal research. Overall, these findings provide educators and policymakers with actionable ideas to coordinate the mission of providing equitable and effective English as a Second Language (ESL) education and increase understanding of language learning factors.

Contributions to ESL Education

The findings of this study contribute both theoretically and practically to the field of ESL education. Theoretically, the insights gained enhance the understanding of how socio-economic factors and school environments influence learner identity and engagement. Practically, the study provides valuable implications for educators, emphasizing the importance of teacher awareness and culturally responsive pedagogical strategies. By fostering an inclusive classroom environment, educators can significantly enhance the learning experiences of diverse student populations.

Directions for Future Research

Future research should explore additional factors influencing learner identity and classroom dynamics in ESL settings. Longitudinal studies could provide deeper insights into the long-term impacts of socio-economic status on language learning outcomes.

Biographies

P. Shakthi Vendhan (Corresponding Author) is a researcher at Anna University, Chennai. His research interests are English Language Teaching, Socio-linguistics and Language Testing. He has published 3 articles in journals of National and International Repute. Dr. Shrimathy Venkatalakshmi (Co- Author), is a Professor of English with Anna University, Chennai with 28 years of experience. She has supervised more than 15 doctoral students. Her research interests include Identity, Language Testing, Sociolinguistics and Materials Production.

Authorship and Level of Contribution

Corresponding Author (First Author): P. Shakthi Vendhan did the data Collection and analysis and wrote the research paper based on major findings. Dr. Shrimathy Venkatalakshmi is the author's doctoral supervisor and she reviewed the paper and guided the researcher.

References

- Binti Rahamat, Rashidah. (2020). "Collaborative Dynamics: The Post-Examination Language Learning Experience In One Malaysian School."
- Chang-Bacon, C. K., Fox, W., Antelo, M. G., & Salerno, A. S. (2023). "Advocating for and with"?: Defining, simulating, and enacting advocacy for teacher education in multilingual/multicultural contexts. *Teaching and Teacher Education*, 134, 104325.
- Chao, X. (2020). Language and identity: An inquiry of church-based US citizenship education for refugeebackground Bhutanese adults. *Language and Education*, 34(4), 311-327.
- Chen, J. C., & Kent, S. (2020). Task engagement, learner motivation and avatar identities of struggling English language learners in the 3D virtual world. *System*, 88, 102168.
- Cubero-Pérez, R., Cubero, M., Matías-García, J. A., & Bascón, M. J. (2023). Learner identity in secondary post-compulsory education students from Areas in Need of Social
- Transformation: an example of resilience. European Journal of Psychology of Education, 1-22.
- Davila, L. T. (2020). Multilingual interactions and learning in high school ESL classrooms. *Tesol Quarterly*, 54(1), 30-55.
- El Mahmoud, A., & Galante, A. (2020). Complexity Theory and translanguaging as pedagogy for ESL learner empowerment. *Contact Magazine*, 46(3), 5-12.
- Gast, M. J., Chisholm, J. S., & Sivira-Gonzalez, Y. (2022). Racialization of esl students' in a diverse school and multilingual Latina/o peer mentors. *Race Ethnicity and Education*, 1-21.
- Golzar, J. (2020). Teacher identity formation through classroom practices in the post-method era: A systematic review. *Cogent education*, 7(1), 1853304.
- Jain, R. (2022). Translingual-identity-as-pedagogy: Problematizing monolingually oriented "native-nonnative" identity constructions through critical dialogues in EAP classrooms. *TESOL Journal*, 13(3), e666.
- Kang, H. S., & Pacheco, M. B. (2021). Short-term study abroad in TESOL: Current state and prospects. TESOL Quarterly, 55(3), 817-838.
- Khan, S. S. (2020). A narrative literature review of the identity negotiation of bilingual students who are labelled ESL. *Interchange*, 51(4), 361-383.
- Lee, Y., & Martin, K. I. (2020). The flipped classroom in ESL teacher education: An example from CALL. *Education and Information Technologies*, 25, 2605-2633.
- Maddamsetti, J. (2021). Exploring an elementary ESL teacher's emotions and advocacy identity. *International Multilingual Research Journal*, 15(3), 235-252.
- Nematzadeh, A., & Haddad Narafshan, M. (2020). Construction and re-construction of identities: A study of learners' personal and L2 identity. *Cogent psychology*, 7(1), 1823635.
- Ou, W. A., & Gu, M. M. (2021). Language socialization and identity in intercultural communication: Experience of Chinese students in a transnational university in China. *International Journal of Bilingual Education and Bilingualism*, 24(3), 419-434.
- Rajendram, S., Burton, J., & Wong, W. (2022). Online translanguaging and multiliteracies strategies to support K-12 multilingual learners: Identity texts, linguistic landscapes, and photovoice. *TESOL Journal*, 13(4), e685.
- Sharif, S., & Channa, L. A. (2022). Lived narratives: Female investment and identity negotiation in learning English in rural Pakistan. *Linguistics and Education*, 72, 101119.
- Sherman, B. J., & Teemant, A. (2023). Pedagogical Coaching as Identity Work: Cultivating and Negotiating ESL Teacher Narrative Identities. *Journal of Language, Identity & Education*, 1-16.
- Shin, J., & Rubio, J. W. (2023). Becoming a critical ESL teacher: The intersection of historicity, identity, and pedagogy. *TESOL Quarterly*, 57(1), 191-212.
- Tavakol, M., & Tavakoli, M. (2022). The professional identity of Iranian young-learner teachers of English: A narrative inquiry. *Linguistics and Education*, 71, 101101.
- Uysal, H. (2022). Standardized Tests and Within-Group Segregation: The Not-So-Optimal ESL Classroom for Long-Term English Learners. *TESOL Quarterly*, *56*(4), 1471-1485.
- Vorobel, O., Kim, D., & Park, H. R. (2020). An adolescent English learner's expression of self and identity through multiliteracy practices. *The Journal of Educational Research*, 113(5), 327-334.
- Wang, F., & Ai, B. (2023). Examining participatory opportunities in group interactions in an ESL classroom: a positioning perspective. *Pedagogies: An International Journal*, 18(3), 413-430.
- Wickens, C. M., Cohen, J. A., & Theriault, J. C. (2020). Shifting identities: The figured worlds of one adolescent immigrant English learner. *The Urban Review*, 52, 650-668.
- Zhou, S., Landa, N., & Tshotsho, B. (2020). Indigenizing English in the ESL Classroom: Decolonizing Knowledge for Epistemic Access in Spaces of Rurality. *Alternation*, 27(2).