

4-26-2019

# The Influence of Investment on Generation 1.5

Karis E. Ryan

*Cedarville University*, [karisryan@cedarville.edu](mailto:karisryan@cedarville.edu)

Follow this and additional works at: [https://digitalcommons.cedarville.edu/linguistics\\_senior\\_projects](https://digitalcommons.cedarville.edu/linguistics_senior_projects)

Part of the [Anthropological Linguistics and Sociolinguistics Commons](#), [Applied Linguistics Commons](#), [First and Second Language Acquisition Commons](#), and the [Spanish Linguistics Commons](#)

---

## Recommended Citation

Ryan, Karis E., "The Influence of Investment on Generation 1.5" (2019). *Linguistics Senior Research Projects*. 21.  
[https://digitalcommons.cedarville.edu/linguistics\\_senior\\_projects/21](https://digitalcommons.cedarville.edu/linguistics_senior_projects/21)

This Article is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in Linguistics Senior Research Projects by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact [digitalcommons@cedarville.edu](mailto:digitalcommons@cedarville.edu).

Footer Logo

The Influence of Investment on Generation 1.5

Karis Ryan

Cedarville University

**Abstract**

This study seeks to look at the relationship between Generation 1.5 language learners, and the investment that is made. It reflects on the influence that student language investment in an English-speaking high school has on the language identity and social capital of Generation 1.5. Following the learning patterns of three different immigrant students, readers will observe the differences and effects of investment in school programs, as well as the involvement and availability of ESL programs in public school systems.

## **The Influence of Investment on Generation 1.5**

### **Introduction**

The rising number of immigrant students in the United States has led to an increased need to study second language study practices and language identity. Many students continue to struggle, surrounded by an English school system they do not understand. As these students attempt to integrate into a new school body, there are several different factors that play into their acculturation process. This study will examine the relationship between Generation 1.5 students and the investment that is made in their learning. It will look into the influence that student language investment in an English-speaking high school has on the language identity and social capital of Generation 1.5. This study follows three Generation 1.5 language learners and the relationship between social and personal investment and language development.

### **Literature Review**

Numerous studies have delved into the topics of immigrant identity and language-learning, but in this case study, I combine the two to focus on the investment of the Hispanic population of Generation 1.5 in American local schools. Generation 1.5 is a term coined by Rumbaut and Ima in 1987. Together, they developed this term to define the children of first-generation immigrants who immigrated into the States as children. Alongside this definition, Rumbaut and Ima identified two important issues seen among these immigrant children:

- (1) adolescence and the task of managing the transition from childhood to adulthood, and
- (2) acculturation and the task of managing the transition from one culture to another.

(Rumbaut & Ima, 1987)

Both of these issues are dependent on learning a second language, which serves as a basis for this study.

When talking about Second Language Acquisition (SLA), the word “motivation” comes up frequently. This motivation usually refers to a generalized conception of desire or willingness to do something, many times a description that is unidimensional. Pierce (1995) argues, however, for the concept of *investment*, in place of *motivation*. She recognizes a gap in the field of SLA, where theorists have not connected the language learner and language learning context with a full comprehensive theory of social identity. Pierce’s argument (1995) can be summed up well by this:

I argue that SLA theory needs to develop a conception of the language learner as having a complex social identity that must be understood with reference to larger, and frequently inequitable social structures which are reproduced in day-to-day social interaction. In taking this position, I foreground the role of language as constitutive of and constituted by a language learner’s social identity. It is through language that a person negotiates a sense of self within and across different sites at different points in time, and it is through language that person gains access to—or is denied access to—powerful social networks that give learners the opportunity to speak (p. 13).

This study will be following the research of Pierce to pursue the theory of investment, which seeks to determine the relationship between the learner and the world around him or her. The viewpoint of investment differs from motivation by recognizing that there can be more than one desire behind learning a second language. The theory of investment also recognizes that the social identity of the learner is complex and constantly evolving, based on changing social surroundings (Pierce, 1995). Investment theory will lead the way in looking at how investment in an English-speaking high school influences the language identity and social capital of Generation 1.5 participants.

In the realm of language learning, social identity proves to be a huge factor. Social identity is defined as “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (Norton, 2000). The social identity factor plays into Norton-Pierce’s theory of investment and social capital. Kim and Duff (2012) draw on the concept of cultural capital from Pierre Bourdieu (1977) to argue the following:

If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. (p. 83)

Although there is much for ESL students to gain by learning the language, there is still a price to pay. As Kim and Duff (2012) saw in their study, even the label “ESL student” places the immigrant students in a space between two worlds. By learning the new language, and acculturating to the new culture, the student is often put in the situation of having to “choose” cultures. They feel the pull between loyalty to their family and home country, while trying to fit in and acculturate to the world around them. Kim and Duff make the point that these students’ ethnographic cultures must be considered to understand their goals (cultural capital) as a language learner. This pull between cultures can affect how students interact in language learning settings.

Social adaptation can serve as a great influencer in the realm of language learning. In some cases, students will learn language to invest in their social capital, with the hope of fitting into the community around them. Finklepearl, Smith, and Liese (2009), highlight short writings of stories and experiences from Generation 1.5, and the challenges that they faced on a daily basis. It looks at their stories and hardships from personal accounts, helpful to all who are placed in the same situation. A study conducted by Harper, Subida, Lavi, Nakash, and Shoshani (1995)

also serves as a unique perspective into acculturation. This study was conducted with a group of about 125 Israeli adolescents to examine the role of social structure to form a linguistic identity. The authors of this text corroborate Pierce's theory (1995) that identity formation is a continuous process, constantly evolving based on surrounding circumstances. Harper et al.'s work further describes this continuous process by stating that "the host country and origin country, both or neither of them, create dynamic hybrid patterns of identifications" (2013). Rocio Castillo (2015), in her ethnography, provides an inside look on this social adaptation in play.

On the topic of social identity and integration, Lucy Resnyansky (2016) writes about the issue of language and integration. After defining different types of integration, she suggests that instead of defining language in a way that does not go along with the complexity of integration, to inform integration "by a broader range of ideas developed in the philosophy of language, semiotics, and psychology." These ideas can aid to gauge the cost to the individual and the society, as well as future heritage language retention (Resnyansky, 2016). Another relevant topic in regard to social adaptation and identity is that of transnational patterns. Trieu, Vargas, and Gonzales (2016) study this pattern, primarily with Asian American and Latina/o American children. With the pull between cultures that immigrant children often face, the way they are raised and influenced can serve as a great determiner with their future transnational interactions. According to the research of Trieu et al., about 60% of immigrant children make homeland trips, but about 72% of immigrants never readmit into their country (Trieu et al., 2016). This attitude toward students' home countries can greatly influence their social identity, and the way in which they invest in language learning.

Schechter (2012) brings out the idea that many times, Generation 1.5 ELLs have not been able to have proper schooling in their own country, and many times, have a very low literacy in

their native language. Schechter demonstrates it is commonly found that the L1 and L2 literacy skills are very closely related. With this background in literacy, it is sometimes difficult to grasp the base of the second language. With this information, Schechter conducted a study, seeking to determine what types of learning strategies students use for reading and writing, how the students' native language and practices relate to their academic efforts, and what kind of strategies in education develop cognitive development (Schechter, 2012).

As a result of Schechter's study (2012), he presents "three disjunctures and a way forward." In regard to literacy struggles, Schechter finds that because of the academic and linguistic switch during such a crucial time in a child's learning, a majority of Generation 1.5 ELLs will have missed the opportunities to develop these literacy skills, such as reading and writing. Because the students have not been able to fully develop these skills in their primary language, there are not many skills to transfer to the L2 learning. Secondly, Schechter found a concern with the relationship between academic facilitators, and the parents of generation 1.5 students. A majority of the minority parents were concerned with the academic success of their children but felt a disconnect with the school's administration and expectations. Not only was it difficult to have contact with these teachers and administrators, but they also found an inability to help their children with their school work. The third disjuncture was found in the way in which the students' acculturation was handled by authority in the school. Schechter notes "an implicit standard of intersubjective ethics operating just below the surface of a professional subculture" (p. 329). In his work, Schechter seeks to bridge activities that will integrate concepts acquired from experimental and academic learning, as well as discourses from formal schooling material (Schechter, 2012).



Schechter is not the only one to look into the educational adjustment of immigrant students, as several other studies have also specifically looked at the literacy and writing struggles of generation 1.5. Authors such as Crosby (2007), Euniyu (2016), and Rebennack (2005) study various ESL techniques to see which best accommodate and assist these immigrant students. Rebennack specifically looks at the topic of writing and composition on a university level. Working through a university writing center, he follows five university students to connect the student's sociolinguistic and educational backgrounds, to view why Generation 1.5 students are more likely to struggle than international students (Rebennack, 2005). Similar to Rebennack's study, Crosby follows three Generation 1.5 students through their first year of university study, to focus on the academic literacy difficulties that these they face. She also seeks to develop strategies to help students such as this overcome these difficulties (Crosby, 2007). Taking a slightly different approach, Euniyu (2016) gives an inside view of a Generation 1.5 student in an English composition class. The author tracks the experience of the student, as well as his journey from "alien to master" of the language. When asked about the helpfulness of having English speaking classmates, the student replied:

To be honest, not so much, because most of the native English-speaking peers I met are pretty ignorant and annoying because they don't understand my culture and ideas...! would say most ESLs won't ask their native English-speaking peers for help since ESL students rarely make friends with other kind, and usually they would go to a professional such as tutors and professors. And also, that I feel sometimes native English-speaking peers are making fun of me instead helping me. (p. 75)

The student concludes that the teachers should first reach out to ESL students in order to make them feel welcome and break down the barrier that generation 1.5 student sometimes feel with their classmates (Euniyu, 2016).

Alexis Silver also notices a separation between the generation 1.5 population, and American peers and leaders. She notes that while the school promotes ethnicity-based academic and extracurricular programs for the immigrant population, and prides themselves in diversity, there is still a distance between the Americans and the minority population. Silver speculates that there has been a growth in diversifying extracurriculars because the incoming population was viewed as new or foreign. With the rising population, she also notes growth in the school ESL programs:

At first, the school implemented an ESL programme but did not provide any additional resources. Gradually, it incorporated Spanish-language materials and parental outreach programmes, clubs for Latino students, Latino administrators and staffers, Spanish classes for native speakers, and, after much resistance, football teams. The incorporation of clubs, programmes and resources encouraged Latino students to find a place of belonging within the school and community. The school's proactive responses to the expanding Latino population resulted in progressively better graduation rates, rising academic achievement levels among Latino students, and growing Latino representation in student government and other prestigious school organizations (Silver, 2015, p. 836).

While many studies focus on the educational adaptation of university students, specifically in literacy, there were not as many studies on junior high and high school level high schools, as well as high school ESL programs as a whole. This study will seek to explore investment patterns in a high school ESL setting—a very important, transitional time for all adolescents.

### **Methodology**

This study seeks to answer the question of *how does investment in an English-speaking high school influence the language identity and social capital of Generation 1.5?* The research conducted for this study was performed in the form of a case study. This method was chosen for this study because of the ability to gain insight and view trends as well as underlying objectives for learning English. Another reason for a qualitative study was the way in which research was ordered. The study began with observations, followed by a literature review, so as not to influence data collected from observations, interactions, and interviews. There were several methods used for data collection, including approximately 24 hours of observation, multiple sets of interviews, and home visits.

Before observations began, there were many steps taken to gain access into the field of study. All observations were made through Springfield public schools, in Springfield, Ohio. Initial contact was made with the area Hispanic coordinator, who began the process to gain approval for this study through the local high school. After initial contact with the school, a brief, initial project proposal was submitted through the research coordinator, followed by a more extensive description of the project. Before data collection began, the project gained approval through Springfield schools, as well as through Cedarville University's Institutional Review Board. Once the approval was given, contact was once again made with the Springfield Hispanic coordinator, who then made connections with the generation 1.5 students. Three prospective participants were contacted, all of which agreed to take part in this study.

Observations began on January 29, 2019, when contact was first made with all three participants. The observations first began in an ESL classroom. This classroom provided insight into the school's ESL program, as well as how the participants interacted in the classroom

setting. An initial interview was conducted within the first few weeks of these observations. While observing the student's interactions in the ESL classroom was useful to the researcher, there was not a sufficient accumulation of data, so access to the regular high school classes was sought. This access was found through an ESL tutor, who aids immigrant students in their class work, as well as in integrating into the American school culture and classes. ELL students spent some class periods in class with the rest of the students, in an immersive setting, while other class times were spent in a pull-out tutoring model, separating the immigrant students from the rest of the students. When immigrant students sat in a normal classroom, they sat in a cluster together, where the tutor could easily step in to help. The pull-out model showed a slower-paced class, to attempt to bring non-native students up to pace. Towards the end of the observation period, another set of interviews was conducted with each participant. During this second set of interviews, some results proved to be quite different from the first set.

Apart from the in-school observations, an opportunity arose to observe a baseball practice of the high school team where one participant played. Viewing this practice brought further evidence and information as to why this one participant was advancing much faster than the other two participants, regardless of the short time spent in the United States. Once the period of observations was over, visits to each participant's home were made. Access to the homes helped to gain insight into the participants backgrounds, as well as providing a chance to conduct another set of interviews with the parents.

### **Findings**

The participants in this study come from two different families, which have immigrated from two separate countries. For the privacy of participants, pseudonyms will be used in the entirety of this study. The first participant, Paula Perez, has been living in the United States for

about three years, with her family from Guatemala. She is currently in the process of learning English as her third language, her first being an indigenous Aztec language, the second being Spanish. Paula is currently in the ninth grade at Springfield High School. The two other participants are brothers, who just arrived with their family from Venezuela this past October. The younger brother, David Estrella, is in the eighth grade at Hayward Middle school. Every day, middle school immigrant students are bused over to the high school for a few hours, where they have their regular ESL classes. After the classes, they return back to their own grade. Guillermo Estrella, the older brother, is currently in the twelfth grade at Springfield High School. Shortly after coming to the school, he earned a spot on the Springfield varsity baseball team.

Springfield local schools provide several resources for their immigrant population. Each non-native student has an ESL class, in place of a traditional American “Language Arts” (English) class. This class provides services to the generation 1.5 students, to aid them in their language learning. The school system also employs an ESL tutor, utilizing both the push-in and pull-out ESL model. Depending on the classroom and material being covered that day, the tutor would either use the “push-in” model, by accompanying the students in their general classroom and aiding them in the teacher’s instructions, or she would use the “pull-out” model, by removing the immigrant students from the classroom, to work as a small group at a slower pace. The presence of this tutor in some classes has been a previous debate in the school, as the school faces the issue of students becoming too dependent on the help. Among the immigrant students in the school, there is a range of English comprehension and production abilities. This study looks at two sides of the language-acquisition spectrum.

### **Paula**

Upon meeting Paula Perez, it was evident that she was very soft-spoken and timid. Earlier it had been shared that she always upheld this manner, in all classes, as well as most interactions. Whether this was a factor of her personality or of past traumatic circumstances was not clear. Within the first few days of observations, it was clear that this was the way in which she would act throughout the whole observation period. While still in the ESL classroom, I was curious as to whether her demeanor would change with the switch to the general classroom. However, this did not occur in the classroom switch. There were times in which she would timidly answer a question here or there, in either the pull-out small group setting, or ESL classroom. Later in an interview, she confirmed this lack of interaction by saying that she prefers to sit quietly. Outside of answering a few questions in English, much of her interaction occurred in Spanish. In a small group tutoring setting, when Paula did not know the answer or what was going on, the instructions were readily provided in Spanish. After several weeks of observations, it became clear that Paula did not have to work to understand English because she could get anything she needed translated into Spanish.

Each of Paula's interviews were conducted in Spanish, because she could not understand enough of the language to answer the original questions in English. In the three years that she had been in the U.S., Paula stated that she only has a few friends, all of which are Hispanic. She almost never speaks English with her friends. When asked about English practice in the home, Paula replied that she practices English about three days a week, 30-45 minutes, by looking up vocabulary words on her computer. Her younger brother is also learning English, but many times they practice separately. In the first observation day, Paula had mentioned planning on dropping out of school the next year, so she could work. During the first interview set, when asked about the future, Paula stated that she would like to go to a university to become a lawyer. Through her

efforts and demeanor in school, it seemed as if she was not completely aware of what those ambitions would entail.

The last observation conducted, was a home visit to the Perez family house. It was a clean, nicely kept house, but it was clear that the family did not own a lot. The Perez family is made up of the father, mother, Paula, one younger brother who is also generation 1.5, a younger brother that was born in the United States, and a baby girl. Each family member's first language was an indigenous Aztec language from Guatemala. For the mother and the youngest brother, this is the only language that they speak. Paula, her father, and one of her brothers also spoke Spanish. It was clear that the only family members learning English are Paula and her younger brother. Both the father and mother have jobs in which they do not have to use English, so learning the language is not a priority to them. When they go to the store, they primarily use either Paula or her younger brother to translate. From an interview with the parents, it was communicated that since arriving, the younger brother has learned much more English than Paula, because of this young age when he arrived. Overall, both through observing Paula and the Perez home visit, it became evident that although the Perez family is living in the United States, they still are living in a Spanish speaking world.

### **Guillermo**

From the first observation day, it was clear that Guillermo Estrella was a lot more outgoing and extroverted than Paula. Each time he was observed in class, he diligently took notes, was usually attentive to the class, and asked a fair number of questions to gain understanding. It was obvious that he was very invested in his classes, evidenced by not only his diligence, but also exemplified from his frustration a few times, when the classroom slideshow he was copying switched too fast. It was also evident that he was adjusting to environment, shown by the way he

interacted with some friends, or mirrored various behavioral actions as other students. The high school was ridden with technology, as many students listen to music during the day, or pull out their cellphones, permitted or not. While using technology such as this may serve more as a distraction than a help, it can also serve to evidence adjustment. There were several times where Guillermo was observed listening to loud music or using his phone in class. Although this may serve as a distraction, it also showed a sense of comfortability that he must have felt in the classroom.

It was clear that Guillermo's social circles were constantly pushing him to learn English. Aside from his friends, Guillermo stated that he practices English at home for about 30 minutes, mainly by studying verbs. When asked why he wants to learn English, Guillermo replied with, "I need to learn how to speak English because I live in an English world, so... I want to learn English." He would like to be able to speak English perfectly in the future. Having baseball practice daily, Guillermo considers the team some of his best friends in the United States. They have accepted him as family and help him daily in his ELL journey. Describing Guillermo's interaction with the team, his coach stated, "Guillermo has been accepted by his peers since day one and everyone is happy to have him on the team both because of his talent, and because he is so fun to have around. He is a great teammate."

Although Guillermo is a senior by credit this year, he is taking an extra year in order to improve in his English and prepare for University entry exams. During the whole observation period, he was very motivated by scholarships, especially those including baseball. At one point, he asked "which scholarships earn more: scholarships for grades, or scholarships for baseball?" By receiving good grades, and playing well, he is hopeful of earning both. Guillermo is a very sharp student, consistently growing in his language skill. From the beginning of the month of



observation, to the end, his English improved immensely. As an example, the first interview was conducted all in Spanish: both questions and answers. But towards the end of the observation period, the interview conducted took place all in English. His baseball coach confirmed this growth by speaking of his growth on the baseball team: “To be honest, Gabe from day one was accepted by our team and it really seemed as though he had been here for years. I have seen him open up and joke around a lot more. He seems to really enjoy his time with the boys, and always has. There never was a time where I thought he looked uncomfortable.”

Visiting the Estrella household explained much about Guillermo’s character and personality. The Estrellas are a very motivated family as a whole. They came as a family from Venezuela on political asylum, last October. Like the Perez family, their household was very well-kept and clean, although it was evident that the Estrellas were a little better off than the Perez family. Both parents were very talkative and welcoming during the entirety of the visit. They readily stated that they are learning English, through a private tutor, and by practicing together for about 30 minutes a day. While none of them knew much English before coming to the States, it was very evident that they were all making a great effort to learn. The Estrella father stated that while maybe someday he and his wife may return to Venezuela, he would like his sons to go to a university in the U.S., and later get a job.

### **David**

In many ways, observing David Estrella was very similar to his brother. He did not interact as much as his brother did, but it was evident that he understood much of what was going on around him, because of the way he interacted and responded to the teacher’s commands. Over the span of the month, it became clear that David was much more talkative than first perceived. When speaking with friends, he still mainly used Spanish, but he answered many

questions in class, as well as was asked by the teacher several times to translate for a newer classmate. David often verbally processed, repeating words or phrases multiple times, to either understand the pronunciation, or to remember the word. He was very diligent and attentive in his classes, very similar to his older brother.

According to David, he also practices English at home for about thirty minutes a day, frequently with the app, Duolingo, or the computer program, Rosetta Stone. He also practices English with his friends, who serve as a great motivation for learning English. When asked what he hopes to gain from learning English, David responded with, "I would like to be able to talk with my friends better, English, and understand more." Some of his best friends in the United States are "gringos" (white/American students), because he can practice more English with them. Within the day, David still uses mainly Spanish, but has been improving greatly in the short months that this family has been in the United States.

David's home life is the same as Guillermo, both living in the Estrella household. At times, he will visit an English class with his parents at a local church. He recently made the middle school baseball team, which will invest in his language learning growth, once practices begin. In the future, he would like to play baseball professionally, preferably going to a university first.

### **Discussion**

The drive behind the investment made by each student observed can be very clearly explained by each family background. Simply put, the family who has put English as a priority in their household has experienced much more substantial growth than that of the family who built a Spanish world into the English culture. While the Perez family is living in the United States, it is evident that they do not adopt the culture in any way. On top of this, they do not seem to have

any intention to do so in the future. While they would like their children to learn English, the timid answer spoke “loudly”, in saying that there was a lack of awareness of the work that language learning actually takes. It would seem as if there are many other families in the system that act in this way.

On the other hand, the Estrella family is doing their best to strive for English proficiency. From the children to the parents, practicing English has become routine, made important by their hopes and ambitions—the social capital they would like to gain. There is a desire to learn, so that they may interact with those around them, as well as climb the social ladder of success. The whole family is very involved and supportive of the baseball team. They are also seemingly hard workers, as they wish to open up their own restaurant in the near future.

Individual investments showed in the work ethic and involvement of each individual student. Whether in the ESL class, general classroom, or small ESL tutoring group, the work that Guillermo and David put into the class period was evident in their rapidly progressing speech. Both of these language learners placed themselves out of their comfort zones during a certain time or place, which resulted in an even further growth and knowledge of the language. Even in the times that they could have been handed the answer or the instructions in Spanish, they purposely chose to use English. From their attitude towards their classes and teachers, it was clear that the boys had a desire to learn English, rather than to learn only because they had to.

Each time class material was translated into Spanish was one less time that Paula did not have to struggle to find the answer on her own. Within the school, there was a desire for success that at times exuded through the teachers or tutors. At times, this seemed to extend into doing the students’ work for them. There seemed to be a fear of failing on the part of the faculty, even though there are times when mistakes end in some of the greatest lessons. The times in which it

seemed like Paula may have been stepping outside her comfort zone were very few, resulting in limited English interactions and growth. Through these results, an ESL investment dilemma was seen, demonstrating the struggle to help the students while not hindering them. Through an interview with the area coordinator, it was discovered that at one point, it was noticed that the students were getting too much help from the ESL tutor. Any answer or explanation that the student needed, they could get in Spanish. Because of this “spoon-feeding” of information, the school tutor was pulled from the program for a short time. In this time, students started failing classes and material, because they did not understand the language. This led to students losing desire to attend class, some students dropping out. This plethora of help from the tutor can still be seen in the system today, but at the same time, is keeping students in school.

### **Limitations and Further Study**

Within this study were several limitations, the largest of which were time restraints. In order to create a more substantial data base and view more progression, participants could be tracked in their studies for a year, or longer, if the researcher desires. With time, this study has the potential to go in many different directions. Because of time restraints, there could also be only a limited number of participants involved. A larger number of participants would expand the study and gain a larger understanding of language learning in the population and would create more student diversity across the board.

This study could be further pursued in several different directions. First off, a study could be done to explore ways to go about ESL learning in local schools. It must be taken into consideration that not every school’s population will be the same, let alone each student. Having this in mind, the same ESL system should not be applied across the board. The information and goal of this case study could be furthered to better understand the relationship between students

and ESL programs to better accommodate students in future programs. A larger audience could also be targeted, by studying multiple school systems and student ESL populations.

Another direction this study could take is how to encourage Generation 1.5 student investment in their school, by the joining of school groups such as sports teams, clubs, or music groups. As was seen in this study through the advancement of Guillermo Estrella, the baseball team played a huge role in his language growth and acculturation to the school environment. By encouraging more ESL students to join teams such as this, schools would be encouraging their investment in learning English, and aiding in their acculturation process. Joining these teams or groups would also add to the student's desired social capital, as they make friends and are encouraged to speak English with them.

### **Conclusion**

Through this study, Pierce's theory of investment (1995) was seen in relation to Generation 1.5, first generation immigrants coming to the United States as children. By observing these students, an ESL investment dilemma was discovered—there are many instances in which the school will over-provide for the ESL students, so that they do not have to push themselves in the language, if not desired. It was seen that students who were determined to learn were very invested in their surroundings, putting themselves in situations in which they would grow. This concept was especially seen through one participant, and his role on the school baseball team. With this involvement in the school, his English comprehension grew rapidly, as well as his adjustment to the school environment. These results were contrasted with those of another participant, whose language growth has only slowly progressed over the course of the past three years. The answer to the base question of this study, *how does investment in an*

*English-speaking high school influence the language identity and social capital of Generation 1.5?* was found in these results, which has the potential to lead into a future study.

ESL development is a topic that will be very influential in the future, as refugee and immigrant populations continue to grow. Generation 1.5 students are continuing to find the balance between acculturation and remaining loyal to their home culture, which has the potential to influence their role in the school greatly. When going forward with further study, it is very important to keep the population in mind, being aware that each situation will be different and require its own unique solution.

Where there is a greater desire and greater investment, the further a student will grow in his/her language learning. Specifically, when students find a way to be engaged and involved, they will develop more and more of a transcultural investment and return. As more and more generation 1.5 students come into the U.S., it is important that we continue to search for the best way in which to push these prospective students to step out of their comfort zones and not be afraid to make mistakes. While not every school or area can use the same method, it is still just as important to theorize ways in which the students can grow, and teachers can come alongside of them in their language learning.

### References

- Castillo, R. A. (2015). ¿Mujeres migrantes, generación 1.5, latinas, chicanas? Etnografía sobre las negociaciones de las ciudadanías en la lucha por la justicia migrante en Austin, Texas. *Cotidiano - Revista de La Realidad Mexicana*, 30(191), 43–52.
- Crosby, C. R. (2007). *The academic literacies experiences of Generation 1.5 learners: how three Generation 1.5 learners negotiated various academic literacies contexts in their first year of university study*. Columbus, Ohio: Ohio State University.
- Eunju, Y. (2016). Crossing Borders: Generation 1.5's Journey from Alien to Master. *Research & Teaching in Developmental Education*, 32(2), 73-77.
- Finklepearl, T. Smith, V. & Liese, J. (2009). *Generation 1.5*. New York: Queens Museum of Art, 2009.
- Kim, J. & Patricia A. Duff. (2012). The language socialization and Identity Negotiations of Generation 1.5 Korean- Canadian University students. *TESL Canada Journal*, 29(6), 81-102
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Essex, UK: Pearson Education.
- Pierce, B. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, 29(1), 9-31.
- Rebennack, E. O. (2005). *Generation 1.5 in the writing center: an exploratory study of writing tutorials with immigrant students*. Columbus, OH: Ohio State University.

Harper, Zubida, Lavi, Nakash, & Shoshani. (2013). Home and away: hybrid perspective on identity formation in 1.5 and second generation adolescent immigrants in Israel.

*Glocalism: Journal of Culture, Politics and Innovation*, 1(1), np

Rumbaut, R. G., & Ima, K. (1988). *The adaptation of Southeast Asian refugee youth: A comparative study: Final report to the Office of Resettlement*. San Diego, CA: San Diego State University.

Resnyansky, L. (2016). Scientific justification of social policies: concepts of language and immigrant integration. *Journal of Ethnic & Migration Studies*, 42(12), 2049–2066.

Schechter, S. R. . (2012). The Predicament of Generation 1.5 English Language Learners: Three Disjunctures and a Possible Way Forward. *Canadian Journal of Education*, 35(4), 308–340.

Silver, A. M. (2015). Clubs of culture and capital: immigrant and second-generation incorporation in a new destination school. *Ethnic & Racial Studies*, 38(5), 824–840.

Trieu, M. M., Vargas, N., & Gonzales, R. G. (2016). Transnational patterns among Asian American and Latina/o American children of immigrants from Southern California. *Journal of Ethnic & Migration Studies*, 42(7), 1177–1198.