LEARNER AGENCY OF IMMIGRANT PUPILS

in a Finnish Complementary Language Classroom Context

Dukkeum Sun

Master's Thesis

June 2018

Department of Language and Communication

University of Jyväskylä

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty	Laitos – Department
Humanities and Social Science	Department of Language and Communication

Tekijä – Author : Dukkeum Sun

Työn nimi – Title
Learner Agency of Immigrant pupils in a Finnish Complementary Language Classroom Context

Oppiaine – Subject	Työn laji – Level
Appiled Linguistics	Pro gradu

Aika – Month and year	Sivumäärä – Number of pages
June, 2018	77

Tiivistelmä – Abstract

This research project starts with a simple but significant need for the exploration of the true meaning of the learners' act for the sake of better learning and negotiation of their identity as social beings in a second classroom context. A successful language teaching is realized not only when a teacher maximizes the learners' performance on the target language with well-woven syllabus and material but more importantly when he/she senses the ongoing appearance of the language learners' identities in the daily classroom context in a keen manner. The present study was designed to explore the young language learners' agency through which they become complete independent thinkers and decision makers to act to make a sense of meaning of all the potential resources within the language classroom context. To be more specific, it intends to investigate how the young learners act through their identity-agency, which is one's own willingness to use the possible affordances to develop their identities as language learners. The initial orientation of the design of this study was realized by a bottom-up observation and analysis on the circulative process of the multilingual young learners' development of identities and their exertion of the identity-agency through the interpretative phenomenological approach.

Säilytyspaikka – Depository

Muita tietoja – Additional information

Table of Contents

1. INTRODUCTION

There have never been times when language teaching and learning becomes more interactive and situational than nowadays. The development of communicative pedagogies through a lot of research have improved more participatory and democratic language classroom. For example, the innovation of technologies such as electronic aids in classroom have challenged to activate the eye, tongues and mouths of even the shyest and least motivated students in a classroom. Also, up-to-date real-life information and authentic materials through the Internet and social networks have been delivered to the teachers and learners in language classrooms every day. Yet there has never been a greater tension between what is taught in the classroom and what the students need in the real world once they have left the classroom (Kramsch, 2014). Ironically, such great deal of globalization and mobilization of the real world brought fresh-blown updates to a language classroom most of the time; however, it also brought a lack of awareness and embodiment of the great speed of such a variety of the learners' up-to-date and dynamic learning needs resulting from their real lives. Indeed, critics within the SLA field have persistently pointed out that language teachers implement the top-down order of approach-method-activities based on the theory and concepts which may pay little attention to what the teachers actually deal with in their daily classrooms (Seedhouse, 2010). One as a teacher working in an on-site classroom often inevitably observes the discrepancy between the ideality and reality - between the etic experimental results projected by some SLA theory, regarding learners as "bunches of variables"(Dewaele, 2005, p.369) while neglecting temporal and spatial contexts and the practical response and reflection produced by the learners within the context of real classroom dynamics (Seedhouse, 2010).

As a matter of fact, a lot of research has raised the importance of the L2 learners' socioculturally interacting properties with an emic perspective, focusing on subjective and mobile variables of learners actively engaging with their environments (Kalaja et al., 2015). Furthermore, according to Cameron's 'learning-centered perspective', a successful language classroom has been defined as a place where a thorough awareness about pupil's learning process within a classroom context needs to be seen as central for an effective teaching (2010, p.1). A more

delicate understanding of pupil's learning process during a teaching in a classroom would challenge a need of emphasis on how meaningful all the language resources the teacher distributes to the pupils would be, rather than how the general knowledge from the next text-book units or the teacher-centered learning objectives would be passed onto the pupils' brain (Lave & Wenger, 1994). In other words, a focal attention in a L2 classroom needs to move on what all the language resources mean to the pupils' own lives and how the pupils interact with the resources within the social learning contexts. In order to situate a pupil's existential meaning in which they draw on their experiences to form their indigenous multilingual identities on the center of a L2 classroom, here a reasonable necessity to prove and discover 'a pupil's agency' manifested when *a power to act* is exercised by a pupil as a complete independent thinker to want to move forward through all of the possible interactions in one's meaningful repertoire of a classroom context, is called upon.

This study aims at taking a down-to-earth and respectful perspective (Crump & Phipps, 2013) on immigrant pupils' agency and their learner identity development in a Finnish complementary language classroom context, which is one of the most realistic and onsite examples to be able to observe the dynamics of the multilingual learners who share Finnish as a common target language. I would like to set the language classroom as an initial and foreground setting for the present study to problematize some realistic issues in the L2 educational area such as 'what makes a good teaching in a language classroom' and 'what to teach.' Now more significance will be weighed on the existential meaning of the pupils along with such propositions as 'what the learners want to learn', 'who they are really in a L2 classroom' and 'what they do for the sake of learning.' Noting that the sociocultural frame serves as the main theoretical impact on this study, I would like to be equipped with a new lens of perspectives to define L2 learners and to describe a second language classroom. In this study, the learners will not be treated as linguistic performers or results of the scientific process of linguistic input and output but as *agents* who constantly form and reform their *identities* in a classroom. Also, the main contents learnt in the classroom I would like to pay attention to is not the input of the linguistic knowledge of the target language but the potential *affordances* the learner might interact with according to their own choices. Furthermore, the traditional view on the structure of a language classroom will be replaced with a new perspective which

views language classroom as a social context. Finally, the job of finding learning objectives in the classroom will pay more attention to *how the learners develop their learner identities* rather than expectation for their better linguistic performance or measurement whether the learners meet the demands from the teacher's syllabus for the day.

In order to weigh a significance on the learners' sociocultural meaning of L2 classroom, a willingness to explore the learners who acts in a self-directed way to learn better through the active interaction with meaningful affordances in a classroom context (van Lier, 2000) has become a central agenda for the present study. Along with this agenda, the present study will do some relevant tasks such as : 1) taking a down-to-earth perspective on pupils' learner agency and their identity development in a Finnish complementary language classroom and 2) investigating what affordances are used to empower the agency and identity development (van Lier, 2008).

The structure of the study is as follows: chapter two will perform a set of theoretical concepts such as agency, identity-agency, affordances and identity. The theoretical framework will contribute to drawing an appropriate and reasonable background as a starting stage of the study. In chapter three, I will introduce the research aims and questions, research context and procedural explanation of data collection and analysis in the light of the main methodological tool of this study, which is IPA (Interpretative Phenomenological Analysis). In chapter four, there will be the major findings of the study, which will be the manifestation of the pupils' agency through their use of affordances. In chapter five, I will discuss a more insightful analysis inviting some meaningful findings and the concept of identity-agency to answer the major research questions and then there will be more deepened stage of theoretical implication to see the essence of agency. At least but not the least, in chapter 6, I will discuss a conclusion, some limitations and implications for the further research.

2. LITERATURE REVIEW

This chapter has been trying to organize a logical format to justify an exploration of the pupils who learn a language in a second language classroom. To be more specific, this chapter will endeavor to have an innovative theoretical installation to define a meaning of the existence of a pupil 1) who is an active agent, 2) especially exercises an identity-agency, 3) interacts with all the potential affordances within one's own meaningful language learning context and 4) to develop their identity. This has just brought up a necessity to explore the theoretical origin and meaning of such concepts as agency, identity-agency, affordances and identity.

2.1 Agency

Agency has recently got a meaningful amount of spotlight in the fields of educational research. Also, it often refers to the mediated capacity to act along with sociocultural framework (Pappa et al., 2017). Agency has been most favorably defined as 'the socioculturally mediated capacity to act (Ahearn, 2001, p.112).' which can be formed among all the interplay between the individuals and the society through various kinds of interactions (Kalaja, Aro, & Ruohotie-Lyhty, 2016). To be more specific, agency is a situated action, an activity that an individual does under the impact of context such as time, relations, and potentials for transformation and improvement (Biesta, Prietley, & Robinson, 2015). The manner of definition of agency embraces not only a sense of 'bare-bones' in a state of neither individual nor social level (Ahearn, 2001, p.112). Of all the varied theoretical approaches to define agency, the two following fore features of agency have particularly served as important keys to develop the meaning of agency for the present study.

To begin with, an addition of a social value to the meaning of agency has been brought to an important precondition to specify its definition. Language here is a social action where the meanings are co-constructed by the participants along with a set of particular social interactions.

According to Ortner, it is important to discuss the relationship between the structures of society and culture on one hand and the nature of the human action on the other (1989, p.11). Here social influence on human actions is above all prominent. In other words, human actions cannot be explained, separating themselves from the nearest social structures around them such as time and place. Aligned with this basic assumption, it can be argued that language does not only reflect a previously existing reality but it also contributes to creating a *now and here* reality. In this sense, both text and context should be regarded as central and they must be treated to be intrinsically correlated (Duranti & Goodwin, 1992). Especially, Pickering suggests that human beings display quite different capacities for action from that of what their original cultural and customary variables have inherited them within a category of a unique and different spatial and momentary cultures (2010). This brings about a new definition of agency which can be captured in quite different context by context, that is to say, moment by moment and space by space. In the end, this approach of defining agency contributes to setting a justification of why a language classroom - a complementary language classroom in specific - has been selected as a research context to explore the pupils' action in this study. In terms of the main participants of the present study, who are immigrant children and have just got on the board of Finnish school environment, their learning aims toward Finnish language and their most urgent and realistic situation would be so clear and even urgent. In one of their most realistic and meaningful places for their *now and here* context in their lives, the pupils' agentic action to negotiate a lot of meanings such as urgent facing issues in their life, identities, and life goals and the essence of now and here is expected to be seen in the classroom.

Another feature of agency has raised its significance to be added to the definition of agency for the study: human agentic actions have an indigenously interactional quality, which means human beings often act with other(s) and it attributes to its intersubjectivity. Mannheim and Tedlick states that "Language lives only in the dialogic interaction of those who make use of it (1995, p.4)". They explain that dialogue, whose etymological meaning is 'talk'(logos) plus 'back and forth'(dia), can contain any of the followings: any kinds of linguistic exchange, social contexts within which multiple voices and cultural background argue with one another, or a multivocal embracing a sense of egalitarianism rather than univocal from a sole presider such as a teacher in a language classroom with more authority in general sense in a language

classroom. In this regard, a classical relationship between linguistic knowledge and action, which is considered as a reflection of a prior linguistic knowledge, *has been denied,* supporting a newer relationship where a new linguistic knowledge appears only via *social, contextual action*. That is to say, words or texts are produced in a social and contextual level, not in an individual level (Tedlock & Mannheim, 1995, p.5). This approach on the notion of agency contributes to proving the justification of listening to pupils' voices they articulate through social actions in the classroom context for the present study. Their voices will not merely be expected to be heard from their linguistic performance through the hierarchical structure formed with the teacher(s) or usually the better speakers of the target language or their own prior linguistic knowledge; they will be also expected to be heard from their agentive and engaging interaction with all the social and contextual meanings in the environment in a more egalitarian sense. Above all, these two fore features of agency have just made a contribution to the reasonable justification to investigate the pupils' agency especially in a context of momentary (now and here) and more egalitarian and dynamic interaction from the pupils' side in a language classroom. However, this study is willing to take a denser focus on the 'identity-agency' in particular, that is to say, a subjective and independent act exercised for the sake of one's identity development since the pupils' learner identity formation and development has been considered as a main objective in the classroom context. Now I would like to delve into the notion of identity-agency and the justification of its need for the present study.

2.2. Identity-agency

In most recent theory about identity influenced by the poststructuralism, the individual has been described as diverse, contradictory, dynamic and continuously changing over time and space (Weedon, 1997). Whereas the individual would be seen as a passive and powerless object isolated from a social context in the former studies, with a poststructural view on identity, the individual is depicted as a subjective animator, which means the individual is subject to a variety of interactions in a social context or to a set of interactions in another social community. Now the individual oneself would have a greater impact in one's process of identity development within a social context. Namely, one performs a situated action, which is an

activity that an individual does under the significant influence of social context such as time, relations, and powers for one's identity transformation and improvement (Biesta, Prietley, & Robinson, 2015). What is of the central point here is that the individual's subjective power, which can be explained by 'agency', what could best describe as one's 'identity' and the social context are always defined in *relational* notions. In other words, the individual never stays apart from the outer world, but is always integral and essential constitute to it. Such theory offers a significant insight the SLA field. In a language learning classroom where the leaner's value on one's existence is marginalized and has less significant meaning on their subjective power or agency, the learner's opportunities for social interaction will be more constrained. However, in a language language classroom context with more poststructural view where the learner is valued, and is in a more agentic(subjective) position of relations of power, one will be encouraged to engage in the social interaction in a more active manner (Norton, 2013a). In this sense, borrowing the concept of identity, an ongoing phenomenon of either development or transformation expressed through the manifestation of subjective power or acts, which is 'agency', the relationship between identity and agency can be formulated in a close contact.

Ruohotie-Lyhty and Moate coined the term, 'identity-agency', the mixture of the two concepts as they explored the agentic nature of preservice teachers' identity development – their ongoing process of forming and reforming the meanings of self and belongings as well as language and pedagogy (2016). They explained that an individual relies on one's own value, previous experiences and beliefs as well as the expectations, belief systems and demands from the society when implementing an agentic behavior. In other words, when an individual ponders over a subjective action such as how and why, she/he is deemed to negotiate with who (Duff, 2012; Ruohotie-Lyhty & Moate, 2016, p.16). It can also be stated that a specific professional identity-agency will be exercised particularly for the sake of one's professional identity development (Eteläpelto, Vähäsantanen, & Hökkä, 2015). According to Ruohotie-Lyhty and Moate, the notion of agency has been divided into two significant forms of agency; 'participation in the community' and 'the capacity to use experiences and participation in the development of identity (2016, p.319).' Under the influence of such relationship between agency and professional identity within an educational context, a professional identity alone with the roles such as teachers or learners cannot be formed without the execution of the

individual's agentic action. That is to say, an identity cannot grow up separately from an agentic action interacting with the community, which entails varied perspectives, expectations and roles, varied forms of participation, opportunities for self-determined and responsible action (Moate & Ruohotie-Lyhty, 2014).

Even before them, Vähäsantanen endeavored to conceptualize the agentic nature of identity as she explored Finnish vocational teachers' professional agency amid an educational reform. She maintained that the exercise of agency forms professional identity and establishes its maintenance and transformation (2015, p.15). To be specific, a professional identity can be regarded as a collection of one's career history such as one's present professional interests, perspectives on the career and on the students' learning and future expectations (Beijaard, Meijer, & Verloop, 2004). Thus, the relationship between professional identity, agency and change could be in a close contact because an agency will be exercised as a prerequisite if an educational reform demands a renegotiation of an identity (Beijaard et al., 2004; Day et al., 2013; Kayi-Aydar, 2015). This proves that it will be essential to investigate a member's identity-agency in order to explore ongoing process of identity development in a social context and to understand how an identity would be negotiated or renegotiated for the change of an educational setting.

Recalling the aims and target participants of the present study, all of the above approaches on the correlation between agency and identity have now suggested that it would be vital to set the immigrant pupils' identity-agency, that is, the pupils' investment in the development of their learner identity, as a main research subject to be investigated in the complimentary language classroom, where the pupils are expected to undergo a dynamic and even radical changeover of their identity development and to form or reform and negotiate or renegotiate their learner identity for their new target language after their immigration and getting on the board of a new educational setting (Eteläpelto, Vähäsantanen, & Hökkä, 2015). It is definite that to put a dense microscope into young learners' identity-agency would be an innovative and meaningful challenge since identity-agency itself is quite a new-born concept in this academic field.

Furthermore, attending to a holistic view of the learners' action and the language classroom, an ecological approach would be able to set a coherent foreground of this study, where the inseparable connection between language and education is highlighted and language is regarded as a major part of other message systems that are related to all of the learners' sensory systems, all their memories, and all the narratives they construct to create and garden their identities (Van Lier, 2004). This idea clearly has linked language to ecology and semiotics. Also, the way of viewing learning as a narrative or a story puts an innovative angle on the prevailing view of language classroom as an institution and a bureaucracy with hierarchy of the teacher(s), students and parents. Based on the ecological view of a language classroom, this study will explore the learners' actions for the sake of their identity construction and development in a language classroom with the selection and use of all of the ecology and semiotics. To pay attention to the learners' language and learning with the viewpoint of the learners' use of ecology and semiotics in the learning context, I will specify the concept of 'affordances' and investigate the learners' actions to make an active sense and use of them.

2.3. Affordances

According to Van Lier, the focus in SLA studies has gradually shifted from the correlation between an individual's cognitive properties and the linguistic inputs to the learners' interaction and socialization, engaging themselves in a meaningful series of activities in a social context (2007). One of the examples of the L2 learners' individual properties researched on was the concept of 'autonomy' in the late 1970s pertaining to the self-control and initiative and motivation (van Lier, 2008). However, influenced by a variety of sociocultural approaches in 1990s, the focus of research has shifted from simply autonomously acting individual to the individual as part of the learners' environment, namely, from autonomy to agency. Also, in the field of ecological linguistics, language is defined as *relations* along with the concepts of thought, action and power, not just *objects* such as words, sentences, rules. Also, it contains not merely verbal elements but also all the other meaningful aspects for the leaner's potential

semiotic resources such as gestures, drawings, proximity and artifacts (van Lier, 2000, p.251). To put it short, it can be assumed that the learner's meaningful learning emerges out of semiotic activities. The learning context, in this situation, not only provides the learner with input (linguistic objects) to a passive receiver; however, it provides a semiotic repertoire where the learner actively engages oneself in meaningful activities within oneself or with other members and all the possible resources within the current situation for the sake of their own meaningful learning. The semiotic repertoire does not mean the amount of input available to the learner, nor the the amount of input which can be boosted by the learner's cognitive comprehension; however, it means all of the resources which the learner can make the most use of their own meaningful actions, that is to say, the resources that the context can 'afford' to the learner. Right at this moment, the notion of *affordance*, a noun form of the verb 'afford' got its birth as an alternative to input.

The word affordance was first coined by James Gibson. It means a reciprocal relationship between an organism and a particular element within the environment (Gibson,1979). To be more specific, it refers to a particular element in the environment which is related to subjective and agentic organism in that environment. It would not always work for the organism for goodness's sake. It could sometimes do harm to the organism at the end of relating it to the organism's action. According to van Lier, an affordance '*affords'* possible future action (2000); however, it does not cause or determine the results of possible actions taken by the organism. Some of the dictionary definition of the verb 'afford' describes well enough to get the gist of the above statement; it refers to 'to bear without serious consequence or adverse effect or 'to be capable of yielding or providing ("Affordance", 2018) .' Affordance is not the subject which gets ahold of controlling power to trigger the results. Rather it waits for the organism's active decision according to one's desire and need for itself and it is always ready to react to an action of an organism. In Gibson's ecological view, an affordance exists only in an organic relationship between the actor and the object related to the meaningful environment for the actor. One of the examples Gibson suggested was a hermit crab searching for a bigger room. Hermit crabs are the animals which always need shells to live in. They look for a suitable shell on the ocean floor. However, as one grows bigger and the size of the shell does not fit its size any more, they have to search for a larger one. When they run into a good candidate for a new

14

home, it will first try for the shell, crawling it over, turning it around and examining the inside and outside from all different angles. This is because the size of the new shell should fit in for that of the crab. Otherwise, the crab would not be able to survive or continue its life journey in the wild jungle of the ocean. In a Nutshell, all of these crab's actions attempt to make the most effective use of the affordances of the prepared object in the environment. So to say, an affordance becomes finally meaningful only when it builds a relationship with an animated organism's action. This example helps remind of a young language learner who has just got on the board of a new environment such as Finland, for example, following one's parents with their decision. In a completely new environment, one has no choice but to learn the target language of the new environment as one's second language. In a while, the parents send the pupil to a Finnish school. However, since the pupil's Finnish ability is not ready for the regular Finnish classroom, one is supposed to be sent to a complementary program for a particular amount of time, which is one year, where they mainly teach the pupils Finnish as one's second language. During one year of this special second language program, the pupil can improve his or her Finnish and can sometimes (or according to the pupil's language development or wishes) tries for visiting the regular Finnish classroom to see how much he or she can adjust oneself for Finnish language and school life. The young learner who learns Finnish as one's second language becomes destined to adjust oneself for the new school environment one day on a lot of purposes mainly resulting from one's parents' situations. Supposed an ecologist interprets this situation, he/she will say that this immigrant pupil would not be passively receiving all the input or produce some set of linguistic objects such as rules, words and phrases in the second language classroom in one's brain. To know a new language in this new environment dooming onto the pupil would mean to get the knowledge of how to survive in a new life jungle. He/she would need to know how to use the jungle and how to continue his/her life journey. It does not mean that the pupil 'has' or 'possesses' the language, but he/she gets to learn how to 'use' it and how to 'live in' it in order to fit in for a new environment. In this situation, the notion of language should not be defined as a set of rules, words, phrases and so forth. Now it has just become so natural that it needs to take a semiotic stance to amplify its meaning and to situate it inside a more in-depth frame of sign-making systems.

At last, the notion of interaction is also important to be raised as one of the central issues here.

According to Rosch, Thomson, and Varela, affordances exist in the process of an interaction between a thing in the environment and an organism who possesses the sensorimotor capacities (1991). In terms of language learning, the environment is full of opportunities of interaction through which a participating learner actively engages oneself to one's own meaningful learning. The learner can access to all the possible interactive activities such as demands and requirements, opportunities and limitations, rejections and invitations, enablements and constraints – in short affordances. Recalling the initiative intention of this research to nominate a young learner's existential meaning as a dynamic interactant in a language classroom context, it would be essential to see a leaner as a whole person functioning actively with their meaningful repertoire of the environment (van Lier, 2008). Also, highlighting an extended and deepened version of the environment and reciprocal interaction between the learner and all of the possible semiotic resources and taking a new lens with a holistic view on the learners in a language classroom, it has just raised a necessary question to be asked (Bronfenbrenner, 1979). Since, in ecological understandings of language learning, learner's agentic action and affordances are seen as correlating and essentially to each other, it would be one of the central issues to explore the learner's active use of affordances found through their agency - that is to say - meaningful interplay between the learner's action and the semiotic resources in the environment. In other words, a learner can exercise a power to act only with a suitable affordances and one's own will to use them (Skinnari, 2014). Thus, agency can clearly be observed when a learner actively and dynamically finds one's existential meaning, situated in one's own meaningful repertoire of environment. In this study, a thorough investigation of the pupils' subjective decision, selection and utilization of the possible affordances will be the significant proofs of their manifestation of agency.

2.4. Identity

At last but not the least, I would like to delve into the notion of identity again and especially the importance of laying it on the table for the main argument for the present study. To take a new lens with a holistic view on an individual language learner in a language classroom has a thread of coherent connection with all the theoretical endeavors to put identity as an agenda to

be investigated in the field of language learning. In fact, all the relevant interest and research on the identity in the area of language education has offered a more integrative insight in such way that it has integrated an individual language learner with the larger social world relating to oneself (Norton, 2013b). For instance, if a language classroom gets to compare itself as a stage of a performance, there are actors such as teachers and students who are supposed to perform some sets of linguistic performance on the small stage as a foreground. However, the actors are also carrying such a wide range of background as social, economic, cultural, historical and linguistic complexity. Especially, before the analysis of a language classroom, it should not be overlooked that the language learner is representing such a variety of individual properties such as age, gender, motivation and social properties such as family background, nationality, race(s), immigration, previous linguistic exposure to the target language and so on all the time on one's stage of the classroom (Duff & Uchida, 1997). An appearance of all the mixture of sociocultural identities and ideologies of an individual language learner which is foregrounded on the stage of a language learning setting relies largely on the institutional and interpersonal contexts where the learner finds one's ego, the purpose of one's being there and one's personal biographies (Heath & McLaughlin, 1993). However, as Kramsch pointed out, such sociocultural identities and ideologies that the learner brings to the classroom are not static or deterministic enough to be easily taken away at the end of the classroom (2014). Nor they are so easy or simple enough to be easily influenced or dominated by the larger social, cultural, linguistic contexts. Rather, as a number of previous applied linguists already defined them as things which are ceaselessly 'co-constructed, negotiated and transformed" with the help of language (Kramsch, 1993; Duff & Uchida, 1997, p.452). This is why a number of applied linguists are in favor of conceptualizing identity as 'a process of continual emerging and becoming (He, 1995, p.216). Also, a number of socio-constructivists have been seeking for 'the ebbs and tides' of identity over the times of interaction, historical events, even an individual's development and even over an hour of a language classroom.

To move onto the area of SLA, the researchers on the site who are interested in identity have put more focus on the relationship between the language learner and the larger social world than the linguistic input and output. They are skeptical to put too a deterministic boundary between such terms as motivated or unmotivated, introverted or extroverted and passive or

active. They believe that such affective elements are often socially constructed, changing over contexts such as time and space, and coexisting with such varied constructs even within a single individual. Hence, the diverse social and cultural and sometimes historical contexts in which a language learning takes place and how the learner negotiates, compromises and sometimes resists such a diverse social positions and roles with which the contexts provide them are the main interests for them. Many of them interested in identity in a second language classroom also pay attention to how relations of power within a classroom promote or constrain the process of language learning. They argue that whether the learner's linguistic performance is active or inactive is fundamentally dependent on how the learner is valued in the learning community. At this moment, what is of central interest to the researchers is an instant but continuous and phenomenological capture of the fluctuation of the learner's ongoing representation of identity expressed through the language and actions. In this regard, language is not merely a system of signs; it is also a social practice in which the learner's experiences are organized and identities are negotiated for the moments of participation in the learning context. To put a weight on a social activity to define what language means to the learner within one's social context, the present study will consider the language learner's agentive behaviors for the sake of one's development of identity as the main orientation and final destination to reach in the end.

3. RESEARCH DESIGN

The purpose of this chapter is to outline the setting of my research, beginning from its aims and data collection and finalizing with a brief explanation of the analytic process. The goal, on one hand, to explain how my research has been motivated and has been planned to reach the objectives of the research and finally to answer the research questions.

3.1. Research aims

The main motive of the present study has been originated from the researcher's long empirical impression on a general language classroom as a language teacher when one has interacted with a variety of groups of language learners in a variety of language classroom. As Van Lier pointed out, the educational system often implicitly treats learners as input-receivers and output-producers of homogenous linguistic performance (van Lier, 2007). To be more specific, a teacher has previously planned and woven a syllabus considering a commonly shared nationwide or regional curriculum and expected some quality language products performed by the learners as a successful result for a class hour. However, once she/he passes identical worksheet or test packets onto the learners, the teacher often faces a huge gap between her/his scientific prediction on the learner's process of input and output and a variety of leaners' own idiosyncratic and voluntary voices during their tasks in a language classroom beyond their prediction. Right at this moment, we should reflect on a profound question referring to a language classroom such as *what makes a good teaching in a language classroom* and then *what to teach.* If *what to teach* becomes the agenda, then *what the learners want to learn* becomes the next significant issue. If we want to know *what their own learning objectives* are or *what is meaningful for their own life indeed*, setting the teacher's wish lists aside, we should really understand *who they are as L2 learners in a classroom*, which is an initial point where the researcher put one's main interest and curiosity for the present study. Preceded by this initial question, a new perspective to define L2 learners in a language classroom is needed to be adapted. As supposed, L2 learners should not be treated as linguistic performers or results of the scientific process of linguistic input and output but as *active agents* of their own educational destiny in a L2 classroom (van Lier, 2007). In fact, it has already been proven that the active learner whose actions are self-directed rather than commanded by the teacher or the system, will become strong at developing intrinsic motivation and autonomy for the language (Ushioda, 2003). Aligned with the importance of the L2 learners' socioculturally interacting properties with an emic perspective (Hymes, 1972), this research focuses on how the learners actively engage themselves with the resources in their own meaningful environment to develop the learner identities (Kalaja et al., 2015). To put the learners' social existential meaning on the

center of L2 classroom, a willingness to look into who a L2 learner is as a social being who acts in a self-directed way to learn better through the active interaction with meaningful affordances in a classroom context has become a central agenda for the present study (van Lier , 2000). Hence, this study has brought up some major tasks such as : 1) taking a down-to-earth perspective on pupils' identity-agency and their identity development in a Finnish complementary language classroom and 2) investigating what affordances are used to empower the agency and identity development (van Lier, 2008).

3.2. Research questions

These research aims have formulated a set of research questions. The major big question would be *'How is the pupils' learner agency manifested by the pupils in the L2 learning context of the Finnish complementary school program?'* This big question has been specified according to the properties of research activities and the logical steps as follows.

    a. What agency do the pupils exercise?

    b. What kind of affordances do they use through agency?

    c. How do they make active sense of the classroom through identity-agency?

    d. How does their learner identity develop through identity-agency?

3.3. Research Context

All the data for this research will be collected within the classroom context of one semester (four months) of complementary program in a Finnish public school in which a group of immigrant students who have all the variety of native language(s) and cultural backgrounds have just come to Finland for a variety of reasons and are trying to adjust themselves to become eligible Finnish learners to be relocated into regular Finnish classrooms according to their ages

or their proficiency for Finnish language the following year. I chose this particular group of immigrant pupils, expecting it to share a clear common goal which is to be fluent at Finnish enough to be able to move onto a regular class and therefore to show a variety of dynamic interaction to fulfill their linguistic success within a clearly assigned boundary of time and space, where I expect to capture somewhat more indigenous and dynamic agency involving their active use of possible affordances than other language classroom contexts.

3.3.1 Participants

The present study was followed by a research project about the two pupils' language learning (one is 8 and the other is 10 years old), which was a combination of the Finnish complimentary classroom observation, language activities with the pupils and interviews with the teachers in the classroom, the parents of the two pupils. Hence, the participants of the precedent project were the two pupils, two (one main and the other assistant) teachers and the parent of the pupils. However, once the project was done to set the background of the present study, the two pupils remained as the main participants of the study so as to purely focus on their agency. As a matter of fact, the pupils shared a common language background - English, although all of the students' L1 backgrounds differ in the complimentary language classroom. This particular selection of L1 group as the main participants has its origin in the intention that the interview or classroom observation are supposed to be considerably dynamic and flexible so that all the dynamics on agency will be able to be investigated in animated and elaborated manners. To bring it to fruition, to make a natural and reciprocal relationship between the researcher and the participants would be essential. In the current situation, English would be the most appropriate, realistic and practical language to be used because it is the only common language both the researcher and the participants share.

The table below is the language practices and the sociolinguistic profile of the participants' family language background. Before I put my purposeful eyes on their agentic behaviors, I wanted to know about their history and background mainly regarding their language

background so that I could get a more insightful grasp of the historical and identical intentions of their behaviors. I gained all the information about the historicality of the two participants from the serial interviews with the teachers (the main and assistant teacher of the classroom) and the mother of the participants (TABLE 1).

TABLE 1. Historicality of the participant family

Family members	Eero	Angela	Janne	Katie
Age and gender	Mid 40, Male	Mid 40, Female	10, Male	8, Female
Residing in Finland since	Birth	2016	2016	2016
Age upon arrival in Finland	Mid 40	Mid 40	10	8
Country of birth	Finland	U.S.A.	U.S.A.	U.S.A.
Mother tongue	Finnish	English	English	English
Language(s) spoken at work/school	Finnish / English	English	Finnish / English	Finnish / English
Language(s) spoken at home	Finnish	English	English / Finnish	English

The two main participants, whose agentic actions will be investigated and discussed as the central issue for this study are a 10-year-old boy and 8-year-old girl. They are siblings who were born in the U.S. Their father is Finnish and mother is American. They have been exposed to Finnish culture and language quite considerably so far because of the strong influence of Finnish family from their father side. The parents met each other and started their family in the U.S and they came to Finland due to the Finnish father's professional situation after some years. They had not been terminally decided to stay in Finland either forever or temporally at the time I met them for the study. However, the parents put the two pupils to the Finnish school while they were in Finland. Since it was the children's first year and their Finnish language was not eligible enough to study in a regular Finnish classroom, they were assigned to learn mainly Finnish language in the complementary classroom- which is called 'Vary' in Finnish – during the year.

3.3.2. Ethical issues

Since the main participants of the present study were underage and some research activities such as classroom observation of the pupils' act and interviews were implemented in the school, a careful and various versions of consent forms were required before the project. All of the consents were asked through paper forms. I got all of the necessary permission from the principle of the school, the teachers and the parents and the pupils (the main participants and the other pupils in the classroom). Still there were some concerns by the teachers for some pupils who appeared to feel sensitive about the video recording of the classroom, it was decided not to harm or violate the respect for the pupils so that I replaced the video recording with other activities such as audio recording and taking some field notes for the classroom observation. A special attention was paid to take care of the two pupils' privacy for the procedure of data collection. For example, since there was some private information such as their names, pseudo names according to the pupils' wishes were used and all the other sensitive information from the participants' perspectives was carefully dealt with.

3.3.3. Data collection and analysis

Most of data were collected through the form of semi-structured interview of the participants and the field notes made by the researcher through the classroom observation when they perform and interact with the teachers, the other pupils in the classroom and within themselves actively using all the environmental repertoires to accomplish certain L2 learning activities. Especially, from the beginning of the study and even in the middle of the study, the interview with the teachers and parents were implemented before or after the classroom observation to get a grasp of the participant pupils' multilingual background. The pupils' interaction to complete their learning tasks was observed during the researcher's classroom observation through both audio recording and field notes at the same time. Once some remarkable moments when the pupils' agency were captured during the observation by the researcher's purposeful eyes, they have contributed to formulate the serial interview questions for the pupils, the

parents and the teachers as well. Also, some linguistic activities have been created by the researcher's intention to see more in-depth layers of the pupils' agentic behaviors observed in the classroom and then exercise by the pupils. In other words, I invented some certain activities for the pupils after or while I was capturing some remarkable and impressive agentic behaviors performed by the pupils through the classroom observation. For the next and further step, I encouraged the pupils to participate in the activities where they are supposed to present their own interpretation and intention of their behaviors. All in all, the procedure of observations and interviews of the pupils has been implemented in a circulative way. This way of data collection, that is to say, to collect a set of observation, interview and meaning-making activities has its philosophical origin from ecological approach and hermeneutic phenomenology, from which Interpretative phenomenological analysis (IPA) got its birth as one of the methodological approaches. I will further explain about the rationales to use the philosophical stems as the primary methodological ideas for the whole data collection and analysis process of this study.

3.3.3.1. Methodology

There are two methodologies used in this study: ecological approach and interpretative phenomenological approach. They provided me with the idea of the general attitude to view the young participants and to treat the data and a most appropriate tool to collect and analyze data according to my philosophical stacne for the study respectively.

3.3.3.1.1. Ecological approach

An ecological approach was taken as a philosophical attitude to view the young participants' act and to treat the data. Equipped with a new pair of lens (ecological approach) to observe the learner, my attitude to treat and view them during the whole process of the research has been reflected. Here I specify the basic presuppositions of the approach in brief. First of all,

ecological perspective criticizes the three propositions which a lot of precedent scientific work took upon: 1) To pursuit a coherent investigation, simplifying and selecting the infinite variables in the world, to pursuit a coherent investigation, simplifying and selecting the infinite variables in the world is essential. 2) The simplest and most coherent interpretations that minimally explain the data are in favor. 3) Problems must crunch all of the component elements and analyze them piece by piece. Next, ecological approach to language learning shift its main interest from the three above propositions to the following ones; 1) the emphasis moves from 'scientific reductionism' to the notion of 'emergence' (van Lier, 2000, p.246). It means no phenomenon can be explained with simpler components. Instead, at every stage of development when the learner's properties emerge, they cannot be reduced under the influence of the properties of the previous development stage. 2) ecology asserts that not all of the learning process can be defined only as something going in and out of the learner's brain. 3) an ecological approach argues that social activity of the learner which they are engaged in through one's either verbal or nonverbal interaction is the main tool to understand one's learning process. This emphasizes again the premises that the learner 'shows up' or 'emerge' in an environment which is full of potential meaning, which becomes gradually meaningful as the learner engages and interacts within a potential environment. Their learning takes place not only in their brain or through inner mind activities but also through their subjective dealing with their meaningful outside world. To be more specific, language learning happens in both representational (schematic, historical, cultural and so forth) and ecological (perceptual, emergent, action-based) processes (van Lier, 2000, p.247) This idea of ecological approach logically justifies my philosophical attitude of how to view the young learners' behavior during their classroom practices and how to treat the data I collected from their learning acts and products.

3.3.3.1.2. Interpretative Phenomenological Approach

Secondly, interpretative phenomenological approach provided with a proper way to collect and analyze the data with a most appropriate agreement with my philosophical rationale for the study. In fact, there is a very relevant attachment to the concept from one modern philosophical

thinking root, which is 'hermeneutic phenomenology' to explain about the methodological idea of my research. I will explain briefly about the basic idea of this philosophical concept. Hermeneutic phenomenology means literally a combination of the hermeneutics and phenomenology. First of all, the word of hermeneutic was originated from 'Hermes', one of the gods from the ancient Greek mythology. Hermes is known as the god of messenger between the god and human beings. His role as a messenger can be better accomplished when one makes an active medium between the more transcendental world and reality. Hence, hermeneutics basically is to find the essence of an object mediated by the meaning which one assigns and has embraced through active interaction with the context, not just to accept the object as it appears externally. Also, a phenomenon is not what exists objectively but what is reconstructed by one's perception, that is to say, one's assignment of meaning and interaction with the environment. Thus, meaning assignment and interaction are the key words in hermeneutic phenomenology. To lay the card of the argument on the original intention of the methodological idea for my research on the main table, I would like to make the primary use of an approach called 'Interpretative phenomenological analysis (IPA)', which has been theoretically originated from this hermeneutic phenomenology. The main purpose of this approach is to assign an intentional meaning into 'how a given person, in a given context, makes senses of a given phenomenon'("Interpretative Phenomenological Analysis", 2017). This statement clearly claims that the approach would suit my research questions such as 'How do the pupils make an active meaning of the classroom?' Also, this approach would be best useful when I would challenge to put an intentional and microscope examination into the experiences and meaning–making actions of the participants to answer the big question of the present study, 'How is the learner agency manifested by the pupils in the L2 learning context?'

3.3.3.2. Data collection

Following some keywords of the interpretative phenomenological approach(IPA) such as interaction, context and meaning-making activities, I challenged to divide the data collection methods into two major parts. First, through the classroom observation, I put purposeful eyes on some particular moments when the participants interacted with their own meaningful

environmental resources - also known as affordances - in a given classroom context as language learners through their agentic behaviors. Once a scene where their peculiar agentic experience involving a certain affordance was captured through the researcher's purposeful eyes, I assigned the meaning of agency to the objective scene (phenomenon). Secondly, the participants have been encouraged to take part in certain linguistic activities managed by my intention to see the participants' own interpretation of their agentic behaviors. Hence, this whole data collection methods and procedure, which is called 'purposive sampling' ("Interpretative Phenomenological Analysis", 2017), has been processed in an accordance with my consistent intentionality and meaningful insight on the pupils' agency.

The two following tables are the array of all of the data collected for the research, which has been arranged in a chronological order. To take it with a denser glance, all of the research activities can be divided into three major genres such as the field notes for the researcher's classroom observation, portfolios created by the pupils and interviews with the teachers, the parents and the pupils themselves. Also, another way to categorize all the research activities can be referred through the tables. The first table shows a stage to observe the pupil's agency such as preliminary experiences before the main data collection, interviews with the teachers and parents to gather some linguistic background of the pupils and classroom observation to discover the pupils' agency from my perspective.

TABLE 2. Collection of observational data

Date (Period)	Researcher's activity	Details
1~31 March	Preparatory steps	▪ Find a suitable group of participants and context for the research and contact the relevant people ▪ Prepare for the consent forms ▪ Get permission for the research activities ▪ Negotiation about the whole data collection plan with the participants
29 March (13:00~14:00)	Classroom observation	▪ General impression of the classroom ▪ Try to get familiarized with the pupils

5 April	Interview with the teacher	General information about the class and the participant pupils
12 April (13:00~14:00)	Classroom observation	Purposeful eyes to capture agency from the participants
17 April (13:00~14:00)	Classroom observation	
17 April (14:00~16:00)	Interview with the teacher	▪ Specific questions about my observation of the participants ▪ Teacher's perspectives on the pupils' linguistic behaviors
19 April (13:00~14:00)	Classroom observation	Purposeful eyes to capture agency from the participants
12 May (1 hrs)	Interview with the mother	Information about the family background ; language uses and practices, linguistic exposure of the pupils
23 May (13:00~14:00)	Classroom observation	Purposeful eyes to capture agency from the participants
24 May (13:00~14:00)	Classroom observation	
24 May (1hrs)	Interview with the teacher	▪ Specific questions about my observation of the participants ▪ Teacher's perspectives on the pupils' linguistic behaviors

The second table refers to a more intensified stage to confirm the researcher's observation on the pupils' agency from the preliminary stage with pupils' own interpretation through some activities and interviews (TABLE 2). The main objective of the latter chapter of the data collection activities is to discover an interpretative meaning of the pupils' agentic behaviors in a more in-depth layer.

TABLE 3. Collection of interpretative data

Date (Period)	Pupils' activity
12 May (15:00~15:30)	Language Body & Interview with Janne
13 May (15:00~15:30)	Language Body & Interview with Katie
2 May (15:00~15:30)	Timeline & Interview with Janne
23 May (16:00~16:30)	Timeline & Interview with Janne
29 May (15:00~15:30)	Language passport & Interview with Janne

30 May (16:00~16:30)	Language passport & Interview with Katie
12 June (15:00~15:40)	Describe classroom (Vary & regular 4th grade classroom) and oneself as a Finnish/English speaker & Interview with Janne
13 June (15:00~15:40)	Describe classroom (Vary & regular 2nd grade classroom) and oneself as a Finnish/English speaker & Interview with Katie
19 June (15:00~15:30)	Wrap-up Interview with Janne
20 June (15:00~15:30)	Wrap-up Interview with Katie

The whole procedure of the data collection was managed by the researcher's purposive sampling, which is an array of the researcher's meaning-making activities to discover a consistent appearance of a pupil's certain agentic behavior (TABLE 3). For example, once I found Janne's agentic use of temporal resources to use his different language repertoires during a classroom observation, I moved forward to see the further layers of the interpretation of his actions. Later I constructed a series of activities to see *when* he uses *which* languages, such as 'language body', 'timeline' and 'language passport.' The main objective of these activities was to find a *temporal* quality of his agentic behaviors. After that, an intentional attention only to the parts where the temporality was seen through his agentic behaviors was paid as I evaluated all the results of the activities and interviews of the pupil.

This sort of data collection procedure such as paying an attention and create meanings onto a particular action of a participant(phenomenon) and observing and describing the meanings through successive and selective in-depth activities was originated from the concept of 'bracketing' according to the interpretative phenomenological analysis. The researcher creates a circulative set of concepts, idea or data, putting aside of the experiences of the particular phenomenon and placing brackets around the objective world so that the researcher will be able to clarify the vision of the essence of the phenomenon in the end, that is to say, the pure reflection of the meaning of the pupil's action (Grbich, 2013). Based on the preliminary job of 'bracketing' and creating a 'fore-structure' of the understating of the pupils' agency, some circulative sets of data such as an extract from the researcher's field notes for the classroom observation(observational experience), portfolios produced by the pupils through some

successive activities and the pupils' own interpretation through afterward interview(interpretative experience) have been constructed. This set of data is called 'hermeneutic circle' (Grbich, 2013, p.16). Its main objective is to create a whole of meaning where some detailed experiences of an individual (parts) are interacting through coherence of a meaning. Hence, to understand the essence of the pupils' agency for this study, I constructed a 'hermeneutic circle' on the basis of understanding of agency so that it allows external phenomenon (the pupils' action) to be interpreted in a preliminary way (Heidegger, 1962).

3.3.3.3. Data analysis

In this chapter, I will give a detailed presentation of the major findings of this study, namely, the pupil's learner agency analyzed via the hermeneutic circle. The hermeneutic circle is created mainly to create a deeper understanding and gain new and in-depth insights by moving from the whole to the parts and from parts back to the whole with two genres of data in this case - observational and interpretative experiences of data (FIGURE 1).
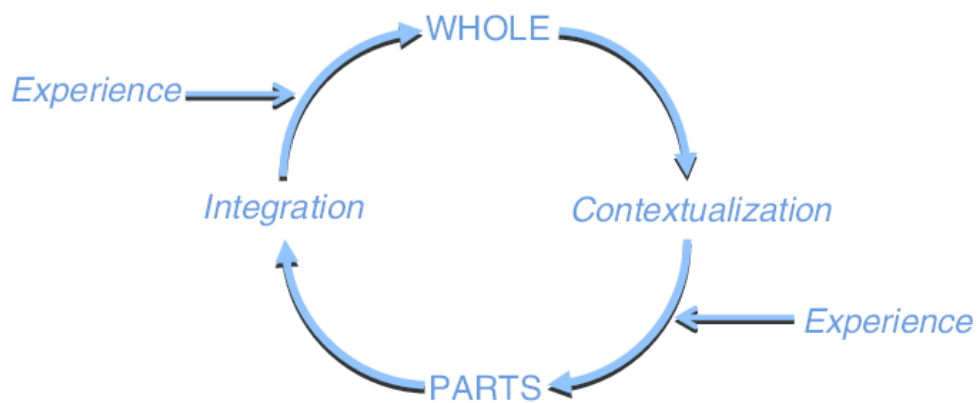

FIGURE 1. Hermeneutic Circle (Målqvist, 2015)

The fore-understanding of a text, phenomenon or any sorts of cultural expression serves as a significant prerequisite to draw a frame of a hermeneutic circle. Also, there would be no

necessary chronological or structural hierarchies between the elements in the circle. Nor there would be predetermined starting point among the elements to be interpreted. Thus, the interpretation goes clearer and deeper in a circulative and spiral way within the circle of a specific meaning, rather than a linear and hierarchical way. Hence, the experience of an individual and new interpretative knowledge plays an important role to feed into the hermeneutic circle and then fuel the process of a deeper and more insightful interpretation. In other words, within the boundary of the hermeneutic circle, I intended to analyze the data, suspending all the other preconceptions about the data such as the young learners' ages, gender, the parents' socioeconomic status, proficiency levels and amount of exposure to the target language and so on and purely focusing on their agency. This job is called 'bracketing', which means to clarify a pure essence of agency, setting aside of all the other possible variables of the pupil's life and experiences (Grbich, 2013). The use of this method clearly confirms with my initial intention to view the young learners with a pair of purposeful lens to extract the pure meanings of their acts, protecting them from all the predetermined bias or stereotypes involving some classical and static variables on the young learners.

Inside the circle, I analyzed all of the selected data such as detailed transcripts with a focus shifting back and forth from station to station such as the researcher's curious eyes on the pupil agency, the key argument of the pupils and the researcher's interpretation of the meaning of those claims. Since IPA's hermeneutic position is mainly about the iterative and circulative process of enquiry and meaning-making, the data analyst challenges to make sense of the participants' attempts to make sense of their own experiences, and therefore creating a 'double hermeneutic' (Grbich, 2013). To relate this method to my own research procedure in closer and more practical contact, even from the starting point of the classroom observation, I endeavored to hold onto the willingness to find the pure essence of the pupils' agency and went back and forth with my own and the pupils' interpretation of agency through a collection of coherent data.

Finally, I discovered that the pupils were using three significant affordances through their performance of learner agency: temporal, spatial and social affordances. I put the concepts to

create three hermeneutic circles as fore-structures to answer one of the research questions, *'What kind of affordances do they interact with through agency?'* In order to answer this question, I made a coherent selection of data and fill them in the inner side of each hermeneutic circle. To be more specific, I paid a special attention back to the other research question, *"How do the pupils make active meanings of the classroom through agency?"* Based on the 'contextual' meaning of the 'classroom', three major subcategorized concepts - temporal, spatial and social affordances - have just been created during the meaning-making journey to find agency. Within the three hermeneutic circles of data, circulative and even spiral meaning-making activities and interpretation from both the researcher's and the participants' side have been analyzed. Also, the meanings of the three concepts has been analyzed through the use of content analysis. In the end, the interpretations of the meaning were deepened and amplified with the adaptation of the notion, 'identity-agency' so that three sets of double hermeneutic circles have just been created to discuss the major findings of this study and to finally answer the last research questions for this study, *"How does their learner identity develop through identity-agency?"*

4. FINDINGS

This chapter presents the pupils' agentic use of the three affordances such as temporal, spatial and social as the major findings of this study. Each subchapter describes what each affordance means and how the pupils used one through agency.

4.1. Agency through the use of temporal affordances

Here I will pay an attention to Janne's use of temporal affordances such as his temporal boundary of language uses (e.g. when his used which language) and his interpretation referring to time such as description of his timeline about his linguistic changes and future life and so forth. I will describe Janne's active use of temporal affordances as he learned the target

language and used his linguistic repertoires in and outside the classroom. Here are a set of combination of data, which have consistently shown the agentic features of Janne's action especially with reference to his access to temporal quality of affordances during his class hour or the other relevant research activities. At the end, a hermeneutic circle will be formed along with the constant and coherent manifestation of Janne's agency through his use of temporal affordances.

4.1.1. Janne's agentic choices of language use in class

EXTRACT 1. Classroom observation on 17 April, 2017 (13:00~14:00)

(13:32:01) Janne shows his final product to the teacher. The teacher checks his work out and confirms it as a good accomplishment, saying 'Hyvä' and giving a stamp on the worksheet to him. Now**, during the break, he is completely switching his language from Finnish to English when he talks to the other English speakers in the classroom**. He is talking to his sister and the other two English speakers to talk about their daily routines and to play a card game.

EXTRACT 2.   Classroom observation on 23 May, 2017 (13:00~14:00)

(13:48:50) Janne is working on with a worksheet and he seems to struggle with a Finnish word that he doesn't know the meaning of. **He approaches the teacher and asks the meaning in Finnish.** The teacher tries to explain the meaning only in Finnish in the beginning. But he is still struggling with it. However, he still tries to respond to the teacher and speak only in Finnish, although the the teacher finally goes on with additional explanation in English.   **He tries to speak only in Finnish while he works with his task in classes.** However, **he completely switches from Finnish to English after he completes his work** and joins the card game with the other classmates, most of whom are English speakers.

A remarkable feature of Janne's agentic acts regarding his active treatment of the temporal affordances in the classroom from my observational experiences got a spotlight. To be more specific, the boundary of his language uses was so blurred (from the outsiders' point of views such as me and the teachers on the site) that it can be assumed that he was managing a natural independent right to choose 'when' to use 'which' languages in the classroom. At the moment, his agency to choose *when* to use either English or Finnish according to what he did or what he was supposed to do in class was clearly manifested and this is how I came to pay a special

attention to his use of temporal affordances for his linguistic performance.

4.1.2. Janne's future self who makes good friends in Finland

To weigh a significance of the agency exercised by him pertaining to the temporality, a series of activities to extract the meaning of temporality of the affordances were assigned to the pupil afterwards. Embraced by the willingness to see more detailed picture of his agentic behaviors regarding this temporal boundary among languages put by the pupil, a series of following research activities were implemented. The main objectives of the research activities were to investigate some inner layers through such questions as *'when does he choose to speak which language(s)?'* and *'how does he put his own boundary between languages they are involved in a particular context?'* The pupil implemented such activities as 'timeline' and 'language body' respectively. Then, some data relating to his uses of temporal affordances were selected and analyzed. First of all, for the 'timeline' activity, the pupil was supposed to place one of the most remarkable emotions he was feeling on certain significant events which happened in his course of life (FIGURE 2). However, he was encouraged to think of his life events only related to his language use to keep consistent and focused on his exertion of agency as a language learner. The picture presented below is the product of this timeline activity by him. Then he made an additional explanation about what he drew and wrote on his timeline during the serial interview.
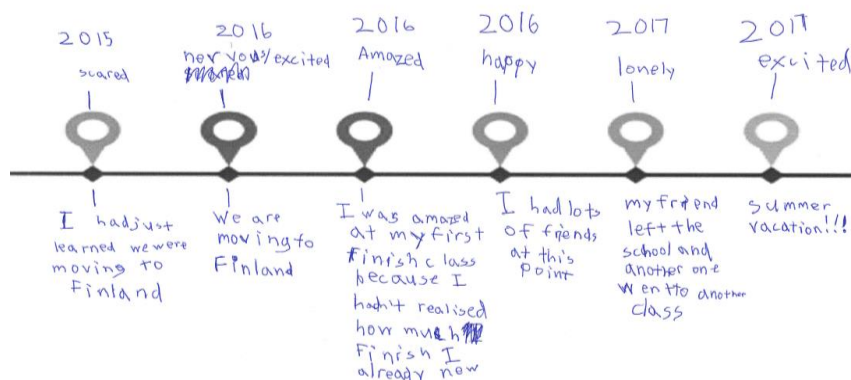

FIGURE 2. Janne's timeline about his emotions and linguistic events

Extract 3. Janne's interpretation about his timeline

JN : When I just moved into Finland, I felt **nervous but excited** as well. **I was imagining making a lot of friends in Finland** all the way to here even in airplane. On my very first Finnish class, I was **amazed** because **I didn't realize how much Finnish I already knew**! Around at the end of 2016, I was happy because I had a lot of friends at this point. But in 2017, I felt **lonely** because my best friend left the classroom and I had to stay here. However, I ended up going into 4th grade classroom where I could meet the friend! **I could make it because I learned a lot.**

Although he was feeling scared and nervous at the idea of having to move to Finland before his arrival at the new environment, he could embrace a positive feeling through his active imagination of making new friends in Finland in his upcoming future. When his picturing of the near future came to a realization because he indeed made a lot of friends later on, his positive feeling got boosted up. Even when he felt lonely because his best friend had moved to the fourth grade classroom, he still wanted to get over with the situation and wanted to meet the friend again. His hope for the near future when he could reencounter with his friend surely encouraged him to learn better and he could achieve his wish in the end.

What was remarkably paid attention to in this situation is the fact that Janne's identity as a new comer to Finland who wanted to make good friends in the new environment was constantly developed along with his strong tendency to imagine his future all the time. His active imagination of his near future, mainly drawing himself as a positive character who can make a lot of friends clearly helped him to convert his negative feelings in a new environment or negative events to positive feelings or positive results in reality in the end. Thus, it is obvious that he was agentic in that he chose to situate himself in his future when he was supposed to negotiate his identity in a reality and then he developed his new or innovated identities, which helped him to achieve positive feelings or results in his upcoming reality.

4.1.3. Janne's future self as a unique language speaker

The last research activity through which Janne showed an outstanding exertion of agency to

assess the temporal quality of affordances was serially done. It was called 'language body' where he was supposed to put any language he felt relevant to his life on any parts of the body according to what he thinks each body part meant to himself then he was supposed to match a language with a body part along with his free choice (FIGURE 3). Then he went on with a more in-depth thought about his own emotions for all the languages he felt close or relevant to his past, present and future life as a language speaker.
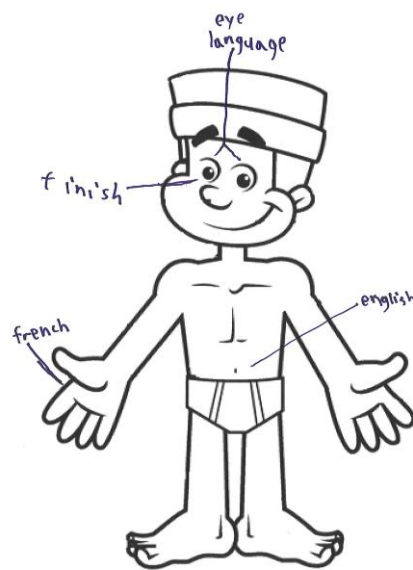
FIGURE 3. Janne's drawing: Language body

Extract 4. Janne's interpretation about his language body

I feel that English is my center like home, what is dear for me. But I put Finnish around my face because I know that it is another important language for me. I feel still close to it and I think Finnish is an interesting language. I like it …but not love. Anyways, I want to keep learning it because I can draw myself as **a unique language speaker even after I go back to America.** Not many people speak Finnish in the U.S. I can get an ability to talk to so many people... millions of people. You know **communication is the biggest thing when you get ..maybe..some working opportunities in your future**. Or **what if I would choose to go the army back in Finland**? Also, I want to be **a best story teller with so many different languages**, of course Finnish as well. So…I believe that Finnish is still important for my life.

When it comes to his assessment of temporality in his language learning situation, he did not overlook the importance of Finnish language, although it was not his mother tongue or not

something which is in his center like home. Furthermore, he thought that Finnish language would help him to become a unique language learner because he estimated that not many people would be able to speak Finnish in the U.S. where he was settling down a new nest. He was again picturing his future self as a unique language speaker and his futuristic view on his life helped him clearly appreciate the benefits of Finnish language such as more working opportunities, going to army back in Finland and a best storyteller with the help of varied language repertoires. Hence, it is obvious that his constant and active picturing of his positive self with his agentic futuristic view helped him to embrace a positive feeling and energy to learn Finnish language.

4.1.4. A hermeneutic circle through the analysis of Janne's agency regarding temporality

At last, a fore-structure of agency focusing on Janne's use of *temporal* affordances has been created. Within the frame of the fore-structure of agency, a circulative set of observational and interpretative analysis of data and they created a whole of meaning where some detailed experiences of the pupil(parts) are interacting through coherence of a meaning and they are only relevant to the temporality in this circle (Heidegger, 1962) (FIGURE 4).
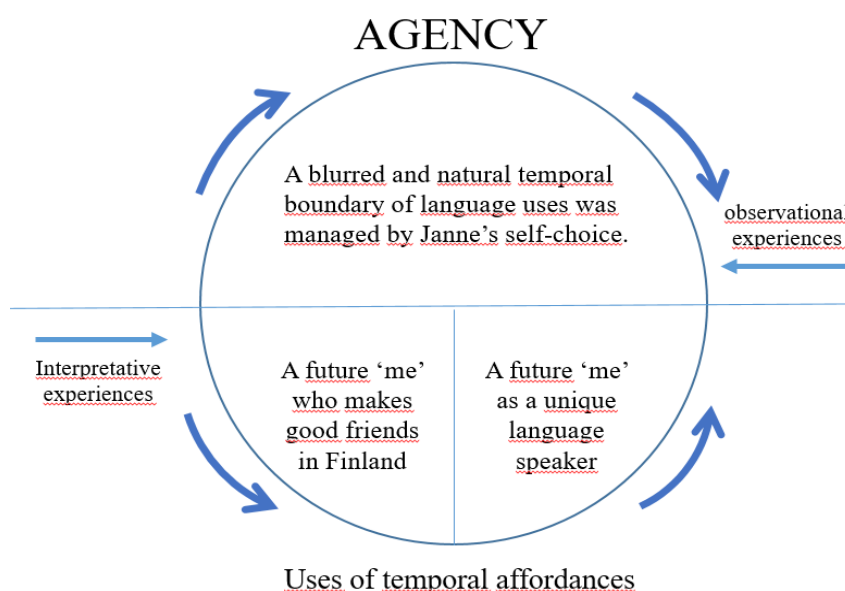

FIGURE 4. Hermeneutic circle for Janne's agency

4.2 Agency through the use of spatial affordances

Here I will put a focal attention to Katie's agentic behavior involving to the concept of spatiality such her physical movement from space to space in class, her description about spaces and extracting the spatial feature from her linguistic products. These are a set of combination of a variety of data, which has coherently shown her agentic behaviors pertaining to spatiality. In the end, a hermeneutic circle will be formed along with the coherent manifestation of Katie's agency through her active use of spatial affordances.

4.2.1. Katie's active physical movement in Vary classroom

EXTRACT 5. Classroom observation on 17 April (13:00~14:00)

(13:18:01) **Katie is standing next to the table** where Janne and the other student are sitting around. She is having a short conversation with them about her mother who is over her business trip in the U.S. for some days. She is describing how much she has been missing her mother. They are speaking in English. Then, when the teacher assigns the students new task with a piece of worksheet, **she moves to her place to one of the table in the middle of the class** away from the two students who she has been talking to. Unlike Janne and the other English speakers who are eager to share and negotiate their opinions or questions with each other and the teacher during the task, she pays much attention to the worksheet, **sitting alone** and **completely keeping quiet all by herself**.

(13:30:10) When the teacher draws a picture on the black board and explains about a Finnish vocabulary on the worksheet, she finally looks up and throws a question to the teacher. She seems to be pondering over some problems for her task. Then she asks the teacher a question about a Finnish verb. Even after she hears the teacher's answer in Finnish, she still doesn't understand it. Now **she runs toward the front of the classroom** then shows a gesture to negotiate the meaning of the verb with the teacher. The teacher also gives her answers through body language.

(13:44:09) Katie has just been finished with her task and brought the worksheet to the teacher. She has just become the earliest one to complete the task among all the students in the classroom. After she got the teacher to confirm her completing the task, **she goes toward the rare part of the classroom** and then does a little bit of stretching for herself. After that, she **heads for the small bookshelf** and picks a magazine. Then **she moves back to the teacher** and watches the teacher struggling to calm down a young boy, who has been running everywhere in the classroom, making a big noise, with a uncomfortable glance for some seconds that finally **goes back to her original seat in the front middle of the classroom** to read the magazine alone.

What was interesting in these particular scenes is a phenomenon where Katie was the most

active student who located herself here and there in the classroom. According to the chronological record of the observation, she moved herself to change new spatial spots 8 times during only 26 minutes and 8 seconds within the territory of classroom. She was the one who made the most use of the spatial resources of the classroom, although she was one of the most verbally inactive ones among the students during the language tasks. She preferred to work alone in a very calm and attentive mode, while most of the other students quite actively shared and negotiated their opinions to complete their task in terms of verbal ways. Right onto the point, a significant curiosity onto her action was followed by raising a serial question on what would be the *'spatial meaning'* of the classroom or any kinds of language learning environment for her.

4.2.2. Katie's description of herself as an English speaker

A following drawing activity was done by Katie. She was supposed to draw two pictures to describe herself as a Finnish speaker and an English speaker (FIGURE 5 and 6).
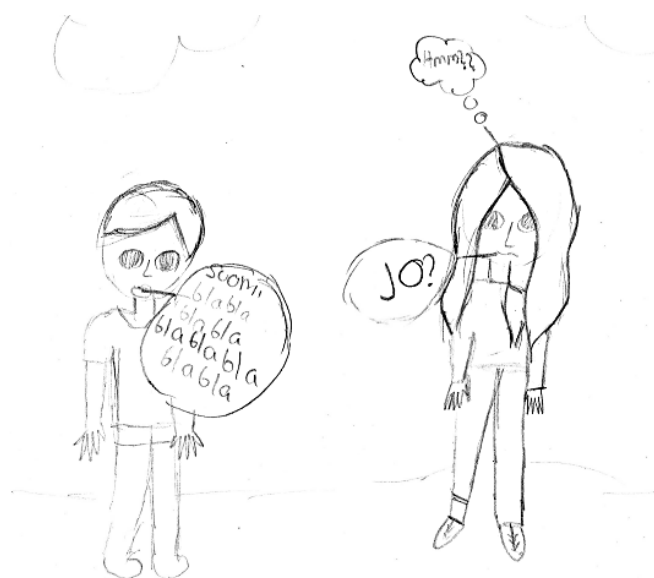

FIGURE 5. Katie's drawing to describe herself as a Finnish speaker

FIGURE 6. Katie's drawing to describe herself as an English speaker

First of all, the pictures described that Katie put herself in a completely difference place for each of herself as either Finnish or English speaker. She did not provide with any specific information about the place of the scene for Finnish side at all nor did she explain even while she was having the interview using the pictures afterwards. Instead of being asked about the direct reason why she did not describe the place with any details, she was encouraged her to describe each picture just as she imagined according to her own honest opinion. During the interview session, a full attention went to some specific words or phrases referring to 'space' or 'situation' from her natural explanation and description. The transcription shows how she explains about her own description of herself as a Finnish speaker.

EXTRACT 6. Interview with Katie

DK : Can you explain yourself as a Finnish speaker according to the picture you drew?

KT : Well...I cannot really understand some words ... but sometimes I just have to guess what to say because I don't always know what they are saying. so...**here** *(pointing at herself in the picture)* I tried to understand what they are saying. But sometimes they tried for me to think what could that mean, what is that.

DK : So…. in that situation, how do you feel?

KT : Feeling? … I say.. **no feeling**. I can't really carry any ...because I just like...

DK : Just … stunned?

KT : *(Sigh)* YES!   I can't process what they are saying exactly. THEY are SAYING something

to me. I can understand some words. But I can't put them into sentence because I'm not sure my understanding is okay. And so .. sometimes I need to know my saying would work out to THEM. Normally I can understand most of what they're saying...but sometime it takes quite a while to understand them.

DK: But still .. you are saying something to them, right? *(pointing at the picture)*

KT : Well .. normally .. I think I will say some kinds of words ... but I normally ... I think that .. later .. they will understand...but **NOT NOW… HERE** .. so .. **I just take whatever I'm speaking.** It's kind of like ... I just have to go with anything... *(Laugh)* ... I just go...

DK : You just go!

KT : YEAH ... I just think so .. because **I am who I am** .. **they will know what I say later**.. so... I just .. just..

DK : You just move on!

KT : I can still move on because **I'm just ... just with them ... now and** …

DK : and …

KT **: in THAT place**

In this unspecified situation, she is taking whatever she can say because she still believes who she is and the other(s) will get to understand her later, even not at the moment. She believed that it would take a while to make them understand what she said. However, at the moment, she just moved on, although she was not feeling completely certain about the whole context. Only what she was aware of was the fact that she existed with 'someone' at 'a moment of conversation'. It is clear that she still appreciated the significance of 'interaction' and 'time and space' factors in her given speaking context, even though they are sometimes quite unclear and arbitrary to her. Furthermore, she was still agentic to move on even in this unclear situation, being optimistic about the interlocuter's possible understanding in the future context as seen in one of the paragraphs she mentions (..*because I am who I am .. they will know what I say later..***).

Here is the transcript of the interview with the description of herself as an English speaker.

EXTRACT 6. Interview with Katie

DK : And now .. can you describe yourself as an English speaker?

KT : As an English speaker, I think ... because **I am in Finland**, sometimes I think they speak good English enough, but still ... I just think ...I don't think .. that... they understand everything.

DK: Then can you explain about this picture?

KT: Okay! This whole picture is me talking to my guinea pig. He lives **in my room**. So...I always talk to him. Uh ... just because I know he doesn't talk back, but I always like taking to him .. (Laugh) I don't always get it, but they really get I'm talking to them.

DK: Oh! Do you really think so?

KT: Yes.

DK: How do you know it? You said they don't exactly catch your language but they get it, right?

KT: Well. I think one thing is probably the **EMOTIONS** I give to them ... they understand .. um .... there are some more what makes them different. He can understand something .. like .. when I'm going to go get him food. He doesn't really understand what I'm actually talking to him but, in this picture, this is basically just me talking to him. He always gets scared when I come **near this cage** and open it because I was coming on, stop. It could be .. "are you feeding me? or are you patting me, or are you taking me out? If you are taking me out, I will just run away now." Because he is so scared when I take him **out of this cage.** He's sometime really cute so I really have to take him **out of it**. I'm also one of them who take him **out of this cage** the most.   So,,, he always hesitates and I just step back just in case. And in this picture, I probably AM going to but....

DK: Why do you put you as an English speaker here in this situation?

KT : Because I think as an English speaker here I speak English to him .. A LOT!

DK: No Finnish at all or any other language?

  KT: um... He doesn't really understand me speaking in Finnish. He doesn't really understand me at all in English, either. But I just feel like I speak to him A LOT in English. So....everyday…when I come **home from school** and when I wake up in the morning, so I think .. I .. that **living here** .. I don't have many people that I speak English with but I can speak ANYTHING in English **anywhere** but still sometimes I can't. I always love speaking in English. I can always speak English to him **when home**, even though he is only a guinea pig. But I know that he is greatest in understanding me. He always listens to me. *(Laugh)*

The above shows a clear difference of the way she uses some spatial resources to describe herself as an English speaker compared to herself as a Finnish speaker. Whereas she put herself as a Finnish speaker in a somewhat abstract and arbitrary space, she deliberately provided with a concrete and specific spatial information to describe herself as an English speaker. Furthermore, she was consistent with this clear difference on the spatial resources even when she was giving a verbal interpretation of the pictures for the interview. As written in the above extract, she started putting herself in a concrete spatial context, *'in Finland'*, even from the beginning. Then she relatively gave very concrete terms referring to spaces such as *'home, (in / near / out of) cage and (from) school'* to give a more vivid description of the place where she interacted as an English speaker. In a concrete place where the guinea pig was always waiting for her, then she had grown her trust or comfort feeling toward the guinea pig in that she

believed it is the greatest in understanding whatever she spoke.

4.2.3. Katie's active use of free spaces in language task sheet

Furthermore, the following pieces of her drawings on her worksheet and self-learning word book unexceptionally shows her remarkable interest and sensitivity toward the spatiality. While the researcher was looking through the collection of her worksheet for the data collection period for the present study, it was found that she put a creative drawing and a small Finnish text when there were some blank spaces on every worksheet. Considering them as her own free spaces to express whatever she wanted, she used a variety of blunt and bright colors and patterns for her drawings with a variety of lot of virile and positive adjectives and nouns. She enjoyed putting some Finnish sentences which implied some status about her identity as a learner. One of the most frequently used Finnish sentences she put in a lot of spaces on her worksheet was *'Olen valmis!'* as found in the following picture, which means *'I am ready* (FIGURE 7)'.
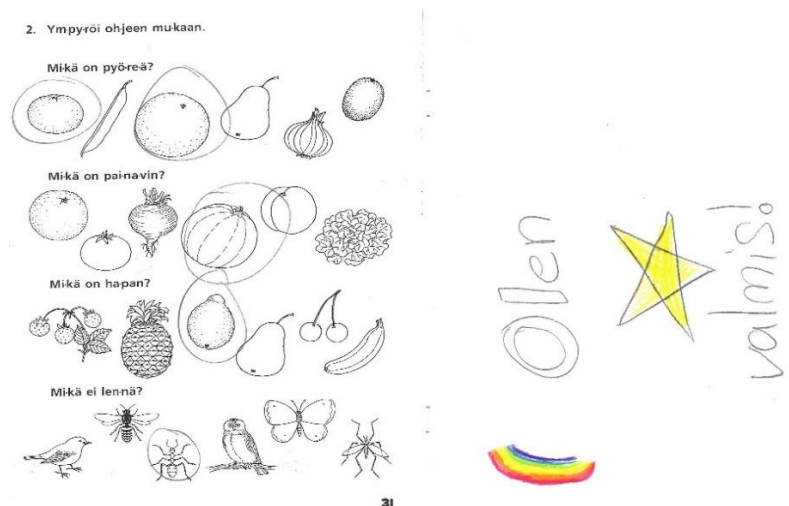

FIGURE 7. Katie's worksheet

Moreover, there was a special episode between me and Katie during one of the interview sessions with her. One day, she brought her self-learning wordbook that she was working on

all by herself. She seemed so proud of her work that she even wanted to show me. During the interview, she gave me a comment on it(FIGURE 8).

FIGURE 8. Katie's self-learning book of Finnish words

EXTRACT 8. Interview with Katie

KT: If you want to know me, this will help you a lot. This is how I like to do to learn Finnish words better.

DK: What is this? Can you explain about this with a more detail?

KT : Well… This is a Finnish wordbook I made all by myself. I like an interesting pattern with some new Finnish words…**like building**…you know. I also like drawing, so I put the snake and these are … all the Finnish names for animals.

DK: Why did you want to do it for yourself?

KT: Because…because… I like it. It is hard to remember all the words. But I can do better…like this…**like building a house with words** that I don't know.

It was obvious that her sensibility to spatiality helped her with her remarkable talent for arrangement, composition, placement and architectural designing. All the above findings clearly show that she was agentic in that she knew what she was talented at and what is more efficient for her learning and actively selected it as her own language learning tool.

4.2.4. A hermeneutic circle for the analysis of Katie's agency regarding spatiality

In the end, a fore-structure of agency focused on Katie's sensitivity and inclination to spatial affordances has been created. Within the frame of the fore-structure of agency, second hermeneutic circle, a set of observational and interpretative analysis of data was formed to find the essence of the pupil's agency (FIGURE 9).
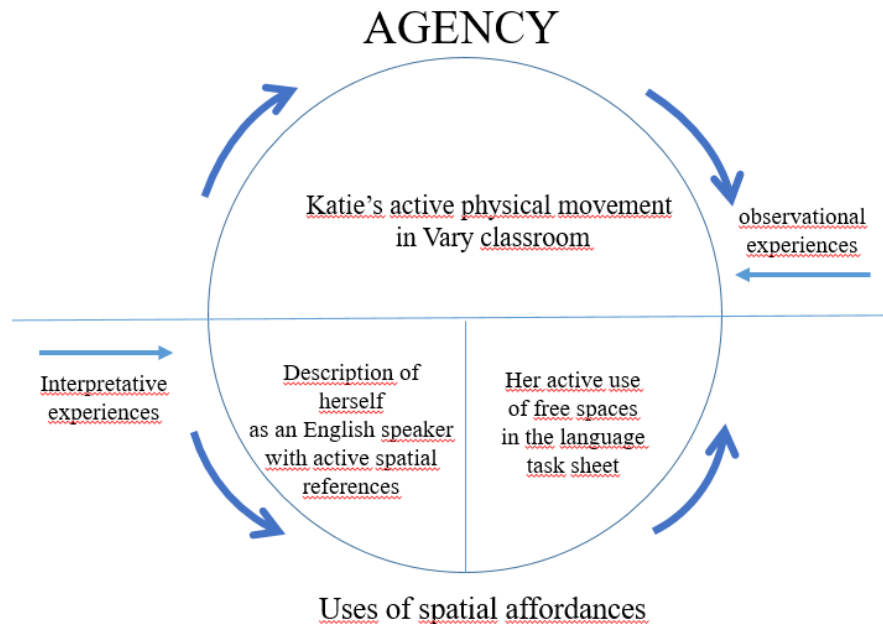

FIGURE 9. Hermeneutic circle for Katie's agency

4.3. Agency through the use of social affordances

Here I would like to investigate agency regarding social affordances which appeared from both of the pupils(Janne and Katie). In this chapter, I will display a coherent collection of data, which has constantly shown the pupils' agency manifested especially when they initiated actions to

interact with the other members in their learning community and to form their favorable human network during their classes and the other relevant research activities. In the end, the last hermeneutic circle will be extracted and formed along with the coherent manifestation of the pupils' agency through their active use of social affordances.

4.3.1. Janne and Katie's avoidance and attachment strategies

EXTRACT 9. Classroom observation on 23 May (13:00~14:00)

(13:12:29) Katie is solving some problems on a worksheet. She is having a trouble with a proper 'partiitivi' form for an object noun to match it with a Finnish verb, 'tykään' in a sentence, "Minä tykään sukklassa/ sta (I like chocolate)." Then she founds that the other girl sitting next to her is getting some help from the assistant teacher because of the same problem. Now, **she approaches the girl and the teacher** and carefully listens to the explanation the assistant teacher gives the girl to help herself as well.

(13:15:11) There are two boys who keep running and screaming all around the classroom. They seem to interrupt the whole atmosphere in the classroom quite considerably. However, Katie does not seem to be bothered by the noisy boys at all. Even in the frantic situation, she is still doing her work in a calm manner. They are still active enough to ask the teachers some questions whenever necessary. Since it is quite noisy and frantic because of the two boys, it becomes hard for Katie to listen to the teacher clearly. **But she doesn't seem to care about the boys so much**. Instead, **she tries so hard to see and imitates how the teacher moves her mouth** to pronounce a Finnish word she has asked for help of.

(13:30:01) Katie is watching one of the girls trying to move to her Finnish regular classroom for her math class. The 13-year-old girl is supposed to learn her math in the regular Finnish classroom. She takes a deep sigh, making a gloomy face and say to Katie, "Oops. I wanna stay here." Katie cannot take her eyes off the girl. She stops her task all of sudden and sees her off, walking with her until the girl steps out of the classroom. **She seems to put some pitiful feelings for the girl.**

Although she is verbally inactive and prefers completing her task all alone in an individual manner as observed in the previous chapter, Katie seems more active and aggressive to interact with certain people such as the teachers and especially the girl whom she often feels an empathy for. However, Katie was completely ignoring the noisy boys who interrupts the whole classroom quite often. She never expresses out any negative feeling about the boys outside. Instead, it seems that she pretends to act as if the boys never exist with her in the classroom. In contrast, she seems to feel so comfortable and active among some people such as the teachers

and the girl sitting next to her often that she can be unusually aggressive enough to ask, answer, negotiate and discuss on some problems she wonders for the tasks. Also, it was often observed that Katie tries to make eye contacts with the teachers and keep a close distance with the two teachers. Sometimes, even while the teachers were taken with the noisy boys who were yelling at the entire classroom, she wanted to confirm her answer with either of the teachers before she had to write the answer, keeping asking questions and discussing the answer with the teachers. It almost appeared that she might be longing for the teachers' affection toward herself continuously. In general, her emotional dependence on the teacher and some certain students who she was quite close to was so prominent that the boundary between positive and negative social network for her in the classroom was clearly divided. Some similar scenes were observed through how Janne dealt with the other students and the teachers as follows.

EXTRACT 10. Classroom observation on 24 May (13:00~14:00)

(13:11:30) Janne has just got into the classroom from outside as the break time is over. He and the other girl (Her mother tongue is English as well.) sit on a same table and start solving the problems on the worksheet the teacher just gives out. **He seems comfortable and active** when he is around them. Especially when the other girl is listening to the assistant teacher's additional explanation to her, **Janne eagerly tries to help the girl** with the challenging problem with the teacher as well.

(13:45:15) Janne has just finished his worksheet for the day. Now he is approaching toward the main teacher's table to submit it to the teacher. On the way to the teacher's table, there are the two boys who are yelling at the teachers, making a lot of noise. The teachers try to move the boys to their seat and calm them down but the boys never listen to the teachers. When he tries to approach the teacher's table, he has to meet the boys. In fact, the boys tried to stop Janne and talk to him. However, **Janne gave only a quick glance at them and acts as if they do not exist in the frantic situation**. **He completely avoids the boys** and succeeds in reaching the teacher's table. Now, he smiles at the teacher, asking, "I'm done. Can you check my answers?" While the teacher is checking his worksheet, **Janne never throws a glance at the boys**, although they are very next to him.

Janne showed exactly same reactions to the two boys who kept making noises and troubles to the classroom as Katie did. Although it was obvious that the boys became quite a distraction to him, Janne never showed any opinionated expression to either the teachers or anyone. Instead, he tried to *avoid* the context where he might get a negative impact spawned by the two boys. It was quite impressive to see Janne complete his task, straining his ears to the teachers at the risk

of the frantic situation due to the boys. In fact, is was often observed that Janne put quite a delicate endeavor to imitate the movement of the teachers' mouth when they teach the proper pronunciation of some challenging Finnish words to him. Even when the two boys were yelling at the entire class and most probably distracting the delivery of the proper sound from the teacher to Janne, he did not seem to feel distracted by the disruptive impact. Instead, he just *moved on* to encourage himself to solve the problem about the challenging Finnish pronunciation using a different resource, that is, imitating how the teachers move their mouth muscles.

4.3.2. Katie's appreciation of importance of human relationship in class

To make the meaning of their agentic endeavor on their social network with the other members in the classroom, an investigation on what they think when interacting with others in Vary and their regular Finnish classroom was followed through the pupils' drawing activity and interview. First, the following findings are Katie's drawing product of her interaction in Vary and the second grade regular classroom (FIGURE 10 and 11). After that, she shared her own interpretation on the interaction she had in each classroom (EXTRACT 10 and 11).

FIGURE 10. Katie's description of Vary classroom

EXTRACT 11. Interview with Katie

KT : Vary class, in my head, when I am in the room, I .. um .. I normally always get words for everyday. that words are sometimes hard for me but even if I CAN'T understand some of it, **I normally go to the teacher and ask them** but sometimes they don't really give the answer because there is ..in the the class.. too much noise, too many people running ALL around the classroom .. (LAUGH) ..   Normally they are not really doing their work. **They're just ANNOYING me** and to me ..that **the teacher made me pay attention** to ..so ...they normally let most of us do our work …but without the teacher … we just be there doing our work because we know that we are going to do our work. There are other people. They don't pay attention to the work. So it's hard for me once everyone got here, everyone that .... I don't know... once I got there, I definitely didn't speak to the teacher that much because **THEY WERE THERE**. So.... **they were just BIG distraction**!

DK : Have you talked to them about your inconvenience?

KT : Yes, but they BARELY understand A WORD.

DK : Even in Finnish?

KT : Yeah. They..just..they…just..they are just crazy. But they cannot stop bothering anyone..they WILL NOT stop bothering anyone. And if someone asks them a question…I don't know…maybe they…I don't know..they feel offended. Instead, they just..they just decide to get out and then they just… RUN..EVERYWHERE…EVERYWHERE…out into the hallway, back in the classroom…all around the furniture, knocking on the door, breaking things. You know…you are not supposed to break whatsoever. And they are just themselves. **I normally have to think to myself what I must be doing,** because I cannot go anywhere without someone messing around on my paper…really. If I keep my paper on the desk and then bring another paper to the teacher, THEY WILL PROBABLY pick up a pencil and just draw all over the paper…

DK : On your worksheet?

KT : YES. They..are they are… just … and then .. about this second grade classroom.
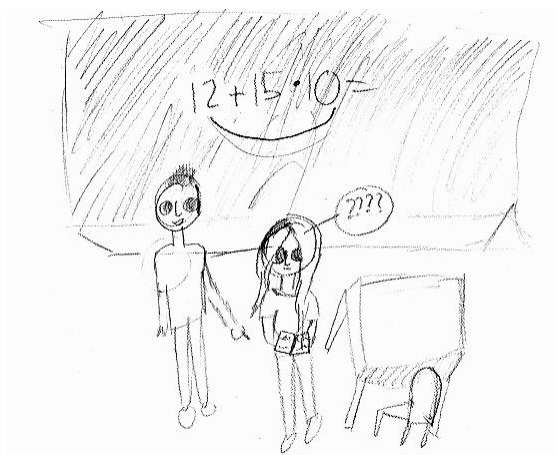

FIGURE 11. Katie's description of 2nd grade regular classroom

EXTRACT 12. Interview with Katie

DK : Okay.

KT : The second grade class…I found it **a lot calmer than Vary class**. BUT I think that … as long as they can't understand me in English, I don't know what's better…definitely it's calmer.. but I think…*(pointing at the picture of Vary classroom)* I understand better. *(Pointing at the picture of the second grade classroom)* I do have to ask the teacher what I'm supposed to be doing. But…I don't know...speaking to the kids…

DK : The Finnish kids?

KT: Yes. **It's harder for me to speak to anyone than in Vary class**.

DK : Why?

KT : Because I know that **anyone in Vary class will understand me because their Finnish isn't as good as the people in the second grade.** So they may understand me better. But…maybe…even half of the people in the second grade class…they won't understand me. It's really hard for me to….Hum…so I have to think….I will have to think of the words. In the second grade classroom…before I speak to anyone…but HERE (pointing at the picture of Vary classroom again) I know the people there…**they will understand me and they DO understand me.** So I'm fine. There are THREE different people I can speak in English with. I also try to speak Finnish …but…normally I am speaking to them in English…Then I have a friend in Vary class. We speak Finnish to each other. **That's actually a lot easier than speaking Finnish in second grade class…because we are spending most of our time together in Vary class**…but I don't spend A LOT of time there (pointing to the picture of the second grade class). When I AM there, I don't know much about anything. They know everything but I don't know much. I don't want to compare but…I have to compare…that **I don't feel more comfortable in the second grade class.** Of course, although I know that…being down there (pointing at the picture of Vary class) … **I do not improve my Finnish that much because I'm really...I'm not speaking it that much in Vary class. But I wasn't comfortable in the second grade class. Here** *(Pointing at Vary drawing)* **everyone's crazy. Still I can stand up in the middle. But, I can't stand up in the second grade classroom**.

She admitted that it was more logical that she could improve her Finnish better in the second grade classroom because there would be more linguistic exposure from native speakers. Besides, there has been a lot of distractions as she vividly described the troublesome boys in Vary classroom. She admitted that both of the places have either positive or negative impacts on her Finnish learning. Nevertheless, she felt more comfortable in Vary classroom. She mentioned that she had good friends in Vary classroom. Although most of them whom she talked to were English speakers, she did not think it would do harm to her Finnish learning. She thought she felt more comfortable to learn Finnish with the friends than in the second grade classroom. Still, in Vary classroom, there were the troublesome boys who are a *big distraction* for her. In fact, her description on the negative feeling toward the boys in Vary classroom was

so vivid during the interview unlike her real and physical action in front of them in class. During the class observation, she rarely expressed out her negativity toward the boys. She rather seemed indifferent or ignorant about their coexistence in the classroom. At the risk of all the distraction spawned by the boys, she still wanted to move on for her learning. Hence, she decided to be respectful for their existence in a separate place from her own subjective place and then she just kept moving on to protect her own learning space. Although there are a lot of negative elements which might do harm to her Finnish learning such as a big distraction and noise by some classmates, lack of target language exposure and possible first language interference by some English speakers in Vary classroom, she still believes that Vary classroom is a better learning space for her Finnish because she believes that interaction and trust for the teacher and the other classmates are more important element for her learning. It is clear that she believes that the quality of the interaction she has been forming in a place is a lot more essential to learn the target language better than the amount of linguistic exposure from the native speakers. In other words, her evaluation on the two different learning spaces were very subjective and agentic. She was agentic in that she was using a relative and subjective standard to evaluate the two learning spaces.

4.3.3. Janne's appreciation of the importance of human relationship in class

Now, I will show Janne's description and his own interpretation on both Vary classroom and the regular Finnish classroom for the fourth graders.
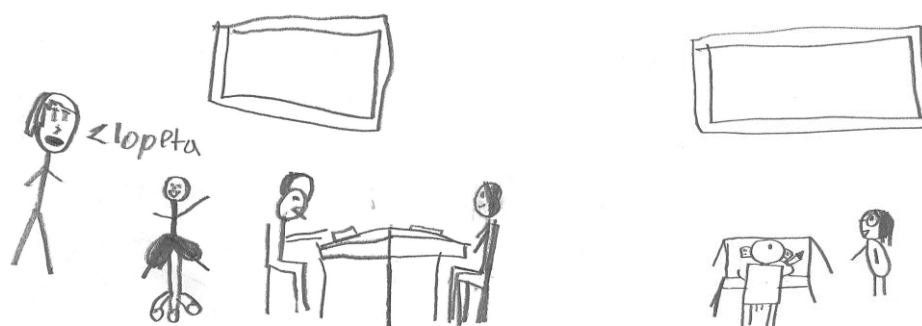

FIGURE 12. Janne's description of Vary (left) & 4th grade regular classroom(right)

EXTRACT 12. Interview with Janne

JN: Okay. This first thing is me and I'm doing my work with the paper. And this is Annie (another girl student who speaks English as her mother tongue in Vary classroom. She's asking me about a question. This is a teacher and this is Milan. He's a big trouble maker and he takes a super big care from the teacher. **That's the teacher's time.**

DK : What is the work about that you're doing and what is Annie doing with you?

JN: I'm doing verb types and…uhm…Annie is doing some words. For example, if there were 'ka' or 'ja', and I guess I get to choose either of them. I mean which is better for the Finnish sentence.

DK : Can you tell me a general impression or your feelings for Vary class?

JN : Generally, it's fun, but another emotions I have here (pointing at his drawing of Vary classroom) is … I feel annoyed. But…in general…it's more fun because **one thing WE do…other than just work…we have other ways than we learn.** Sometimes we go out and we find things. She (pointing at Annie in the picture) shows us a card and we sometimes play memory games…and then…one more thing that we have is sometimes we watch Moomin. It's a Finnish show. So…Umm…**I make friends with most of them and the teachers are quite nice**, although they are usually busy. **I think having a good interaction with the classmates is the most important thing, but it's also very important that you are respectful for the teachers.**

DK : How about your impression and emotions you have when you interact with the others in 4th grade class?

JN : Usually, it's boring because **there's no**…. I have fun with math because I'm doing hard work using the textbook even at home and I also …. I really like when we get to play musical instrument. I'm not a big fan of just singing.

DK : What about the interaction with other people in the class?

JN : Generally…**I don't talk to other classmates**. But…I do when we do **group assignment**. I TEND TO have a lot of fun in those…so…because…**I get to talk with others**.

I asked a series of questions regarding how he made the meaning of the classrooms in terms of social network around him in the classrooms. It was clear that he had two different nature of network groups of people especially in Vary classroom; positive (the teachers and the other students such as Annie who he thinks are helpful for his learning and negative (so-called 'the trouble makers') for his learning. He was agentic that he tried to put a clear boundary between the two groups. In fact, he tried to use a temporal and spatial proximity to put a boundary between the group of himself and Annie and the group of the two troublesome boys. As shown in his drawing of Vary classroom, he wanted to put a different spatial proximity between the two groups. Also, as he gave his own interpretation on the drawing, he mentioned, *'That's the teacher's time'*. This sentence can be interpreted that he thinks the teacher is temporally in a

different group from where he thought he belonged. Although he and the teacher is physically in a same place and time area as seen outside, his interpretation on the temporal and spatial quality was subjective. He was evaluating and existing in a very subjective network group through his independent choice of temporal and spatial proximity. Beside of the proximity, his differentiated use of varied nonverbal languages such as eye contacts and facial expression towards the two different groups was clearly seen through the classroom observation. Especially, recalling one of the (Vary) classroom observation sessions, there was a scene which is so similar to what he described and explained just previously. At the moment, the teacher was spending difficult time trying to calm the two noisy boys down and to make them settle down on their seats. However, he was trying to ask a question about some challenging Finnish words for him. When he was trying to approach the teacher to get the answers, he had to face the boys. However, he completely refused to put himself in an area where he could be so close to the boys. Whereas he made a very bland and passive eye contact and facial expression to the boys, he clearly made an active and friendly expression to the teacher. It was observed that he acted as if the two boys were not visible in the situation where he existed. Finally, when he succeeded in reaching the teacher and solved the problem with the teacher, he seemed satisfied with his achievement and even smiled at the teacher. Moreover, a deliberate difference was found from his differentiated use of different sorts of affordances in Vary and the regular Finnish classroom for the fourth graders.

one thing WE do…other than just work…we have other ways than we learn. Sometimes we go out and we find things. She (pointing at Annie in the picture) shows us a card and we sometimes play memory games…and then…one more thing that we have is sometimes we watch Moomin. It's a Finnish show. So…Umm…I make friends with most of them and the teachers are quite nice, although they are usually busy. I think having a good interaction with the classmates is the most important thing, but it's also very important that you are respectful for the teachers.

In regard to his linguistic choices to explain his relationship with the other people, there has also been a clear difference. He changed subject of the sentences to 'WE' when he was describing his interaction with the others. He used a lot of positive linguistic expression

regarding human relationship such as 'make friends', 'quite nice' and 'respectful.' To him, it was true that forming a positive community through human network meant a lot more than just learning in the classroom. He was making his own meaning of the classroom, keeping his active and independent endeavor toward the interaction with other members in the small society. He was even so straightforward when he highlighted the importance of having a good interaction with people in the classroom at the end.

Usually, it's boring because there's no….I have fun with math because I'm doing hard work using the textbook even at home and I also …. I really like when we get to play musical instrument. I'm not a big fan just singing.

On the contrary, he mentioned mostly about some materialistic elements about the regular Finnish classroom such as a specific academic subject(math) and classroom activities he liked (playing musical instruments) or disliked to do (singing).

Generally…I don't talk to other classmates. But…I do when we do group assignment. I TEND TO have a lot of fun in those…so…because…I get to talk with others.

He rarely talked about the people who must have been existing with him in the classroom. He did never mention a thing about the teacher, whereas he showed his somewhat detailed and positive feeling for the teachers in Vary classroom. Only when he was situated in a group assignment situation, he came to talk with people and that is only when he found himself feeling pleasant when it comes to human interactions in the classroom. His linguistic choice on the description such as 'tend to' and 'get to talk' also showed that he felt passive and not so much joyous about the human network he had in the regular Finnish classroom.

4.3.4. A hermeneutic circle for Janne and Katie's agency regarding social network

Finally, a preliminary job to from a circle of agency purely pertaining to the pupils' active use of social affordances within their learning community preceded the creation of the last hermeneutic circle for the data analysis part of the present study. Within the frame of the fore-structure of agency, a circulative set of observational and interpretative analysis of data and they created a whole of meaning where some detailed experiences of the pupil(parts) are interacting through coherence of a meaning, which is relevant only to their social interaction in their learning community in this circle (Heidegger, 1927) (FIGURE 13).
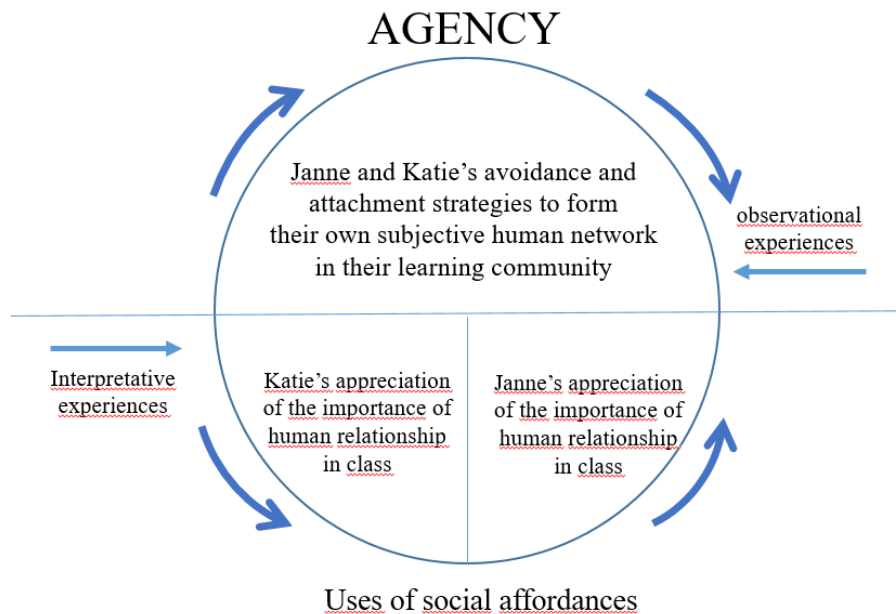

FIGURE 13. Hermeneutic circle for Katie and Janne's agency

5. DISCUSSION

So far, the inquiry explored the pupils' exertion of agency and their interaction with the affordance through agency. The findings showed that the pupils' agency clearly appeared especially when they made the effective and self-directed use of the potential affordances for the accomplishment of language tasks in the classroom. Through their agency, some potential affordances such as temporality, spatiality and social relationship were selected and interacted with the pupils' self-directed action purely along with their independent choices. In other words, the pupils were making the meaning of the place of their language classroom through the agency of the use of favorable affordances. The act of exploring the pupils' agency also suggested that their agentic choices, utilization and interaction with their own meaningful affordances was not something coincident which happened momentarily only for a particular class hour. Through the serial meaning-making research activities with the pupils after the classroom observation and endeavors to extract their manifestation of agency within the three hermeneutic circles - temporality, spatiality and social relationship - confirmed that the pupils' agency through the use of the favorable affordances for the pupils was so coherently apparent that it existed throughout their meaningful life time, space and relationship in a constant manner.

5.1. Understanding identity-agency

In this chapter, I will explore a more deepened and insightful stage of discussion using some major findings of the present study, revisiting some significant theoretical concepts discussed in the literature review part. Especially, I will delve into the concept of 'identity-agency', which refers to the agency the learner exercises during the course of the development of one's learner identity (Ruohotie-Lyhty & Moate, 2016) so that I will be able to respond to the rest of the research questions of the present study : *'How do the pupils make an active meaning of the classroom through agency?'* and *'How do their learner identities develop through identity-agency?'* In fact, the last question is the most fundamental objective of the present study. This

is because to investigate how the pupils develop their learner identity will clearly proffer the origin and justification of the pupils' agentic actions, that is to say, what their agency makes their language learning meaningful while they act such ways. On the basis of the methodological foundation (IPA) of the present study, the meanings and interpretations are being amplified and intensified, moving back and forth in a circulative and spiral way rather than a linear way within the hermeneutic circle (Grbich, 2013). Now, to amplify and intensify the meaning of the pupils' action focusing on the concept of 'identity-agency', I will go back to the initial state of data analysis and reflect upon how their identity-agency were exercised for their learner identity development, discussing some meaningful findings from the classroom observation and the pupils' own interpretation. Surrounded by a new circular layer of the concept of identity-agency, another layer of iterative and circulative process of the data interpretation and integration challenges to make sense of the participants' attempts to make sense of their own experiences, and therefore creates a 'double hermeneutic' (Grbich, 2013).

5.1.1. Development of Janne's learner identity with his futuristic view of life

One major finding from the observation and interpretation of Janne and his works was his active assessment of the temporal quality of his life as a Finnish learner. Furthermore, he had a strong inclination to move forward to somewhere in his either near or faraway future when he described himself as a language speaker. His agentic use of temporal affordances strongly arose in some meaningful findings through his own description and interpretation of his identity as a language learner. Janne raised two significant identities of himself as a language learner. The double hermeneutic circle created with the notion of his identity-agency will describe his identity development with the agentic use of temporal affordances (FIGURE 14).
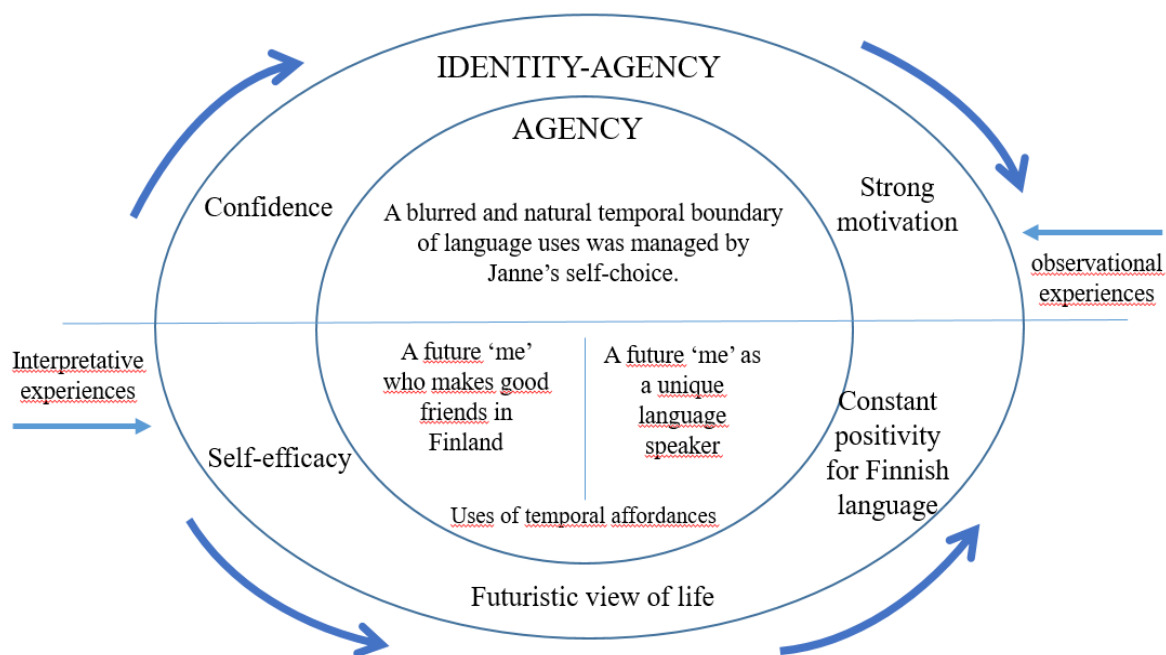
FIGURE 14. Double hermeneutic circle with Janne's identity-agency

First, at the moment of himself in the flight to Finland, he was already imagining himself as a Finnish speaker who might be fluent enough to make a lot of friends in the new environment. This imaginary effect on his future helped him to feel positive as a language learner who had already known a lot of Finnish language in his very first Finnish class. Instead of being as a passive learner who makes a start in a new language learning environment with anxiety or other sorts of negative feelings for a big change of his life, he was already making an active meaning of his new Finnish class with an expectation of his positive future and self-efficacy. It is clear that his futuristic view helped him negotiate with positive side of his identity as a Finnish learner over the big changeover of his language learning environment. In addition, the findings also show that he negotiated with his identity when his best friend had left for the fourth grade (Finnish regular) classroom in an active way. Instead of lamenting on the negative situation, he *chose* to work hard to be able to move to the classroom and meet the friend in the end. It unveils that his active choice to draw a positive himself in his future helped him to learn better and indeed fulfill his agenda for the next stage of his life.

Secondly, the findings from the activity of 'language body' shows that he was taking a hold of his optimistic view to Finnish language with the help of his agentic imagination of his identity as a 'unique Finnish speaker' in the U.S. and even in a faraway future. What stands out at this point is the fact that he was picturing himself as a 'unique language speaker *even after* he goes back to the U.S. At the time of this interview, he had already been informed that he would go back to the U.S. so that he probably might have supposed that he would not be able to speak Finnish as much as he could do in Finland in his near future. Still he stayed hopeful and positive for Finnish language. Furthermore, he *pictured* that his unique language repertoire would help him give a lot of working opportunities or become the best storyteller in the world in his somewhat faraway future. His imagination about his future was so specific and concrete enough for him to stretch his timeline over one his possible future such as going to the army back in Finland. It is obvious that he was agentic when he broadens his identity over some certain points of his possible future *at full stretch* even within a limited and fragmental physical moment. He does not captivate himself in a limited temporal territory as presented in a piecemeal and objective reality. His imagination and interpretation of a temporal meaning of a given context was proven as stereoscopic enough to precede onto his positive future as a language learner, to boost up for his self-efficacy and to fulfill some successful achievement (e.g. succeeding in joining his best friend for the fourth grade classroom because he tried hard). Thus, it concludes that his identity-agency to set up with a futuristic view for the identity development proved itself to function as a positive learning strategy to learn better.

As a matter of fact, the phenomena clearly explain that he was the most confident and active at negotiating and sharing opinions with the other students and the teachers during his tasks. Also, he was very active at using all kinds of linguistic resources such as gestures, images and so on when he had hard times with some difficult problems. However, what was particular in his use of linguistic repertoire in the classroom was that his switching languages from English to Finnish and vice versa seemed so natural that all the boundary especially 'when' to use 'which' language seemed completely blurred from outside. His naturalness and confidence performed most consistently and strongly among all the students in the classroom must certainly have played a positive role for him to become a better language learner. Most importantly, it is undeniable that his agentic power to stretch over the limited temporal resources in the

classroom context established his imaginary identity as *a one who can make a lot of friends in Finland, unique language speaker* or *the best storyteller in the world.* It was also observed that it helped him to set up with another positive identity as a motivated and confident language learner in the classroom. It proffers that his time spent in the classroom might not be just fleeting away or the meaning of each class hour was not just assigned by the teacher's intention and teaching objectives but he was making an active meaning and use of the temporal resources within the classroom context with his futuristic view of his course of life. His identity-agency, a strong tendency to draw his new and positive identity as a language speaker for his future for a significant change in his life, clearly helped him to move forward to learn better.

5.1.2. Development of Katie's learner identity with her sensitivity to spatiality

One major finding from the observation and interpretation of Katie and her works was her sensitivity and a strong inclination to the spatial affordances for her life as a language speaker. Her agentic use of spatial affordances strongly arose in some meaningful findings through her own description and interpretation of der identity as a language learner. Finally, I will explain that her identity-agency affected her constant negotiation of identity and her actual language learning in the onsite classroom with the aids of the double hermeneutic circle created with the notion of identity-agency (FIGURE 15).
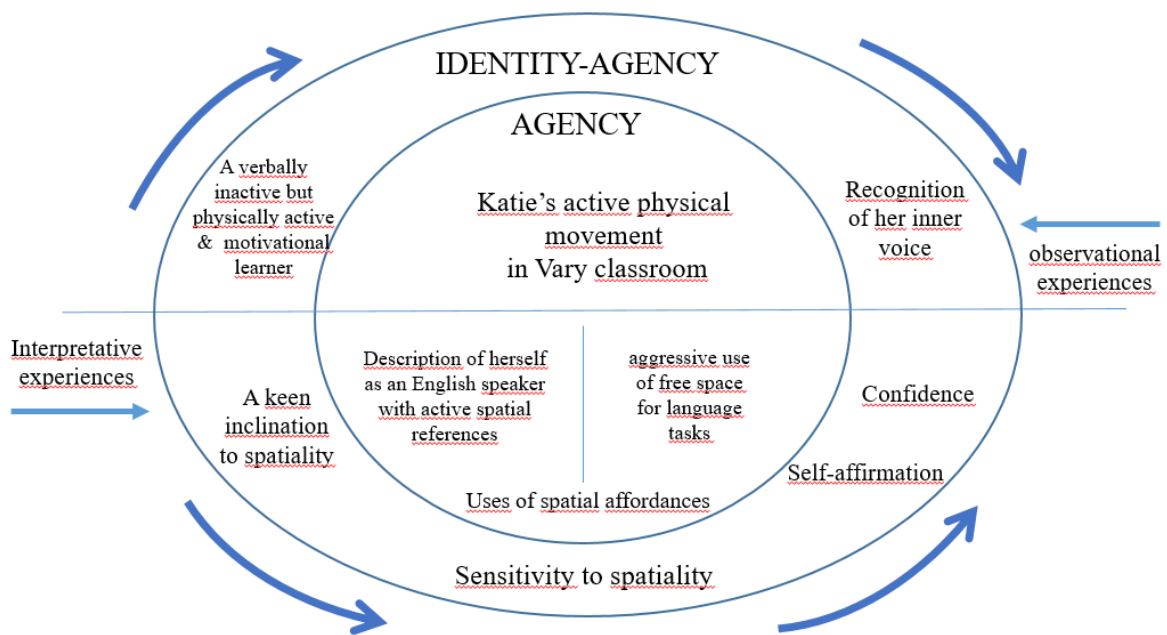
FIGURE 15 . Double hermeneutic circle with Katie's identity-agency

Reflecting upon all the findings about how she described her identity as an English versus Finnish speaker, she showed a deliberated difference between those two identities with reference to her expression referring to spaces. Whereas she put her identity as a Finnish speaker in a conversational situation with unspecified and arbitrary interlocutor(s) and places, she put herself as an English speaker in a specific and realistic situation with concrete interlocutor (her guinea pig) and spaces (Finland, her home, in and out of cage). Through her interpretation on her drawing, she also unveiled that she became more aggressive and positive to put *emotions* such as trust and feeling of comfort to the interlocutor then she finally could speak 'a lot.' She was agentic in that it was *herself* who put 'the emotions' to a certain interlocutor in a certain situation where she was put as an English speaker, whereas she did not aggressively mention at all or she did not speak 'a lot' as a Finnish speaker. That is to say, she *chose* to negotiate her identity as a language speaker with the active and agentic selection of her favorable affordance.

Furthermore, the findings from her portfolios such her creative use of empty spaces in her

61

worksheet and her Finnish self-wordbook show that she was a language learner who clearly knew what she liked and how to choose and manage the ways she went on with her learning. What was remarkable in this situation was the general atmosphere and feeling appearing on how she exercised her language tasks was somewhat different from how she appeared outside the classroom. Indeed, as she eagerly tries to listen to her inner voice, she was favorably using her free *spaces* and sometimes knew how to define her identity as a learner who is *ready*. In this regard, she was obviously agentic in that she showed a clear favor and taste and made an independent choice on how she wanted to complete her task, showing a keen sensitivity to the spatial affordances, a remarkable talent at designing and use of spaces, her self-affirmation and confidence as a language learner.

In a Nutshell, the above comparison between her own description as a Finnish and English speaker and her active and brilliant use of spatiality for her worksheet and the other self-learning portfolios implies that she selectively perceived some affordances referring to 'spaces' and actively used them to be a better speaker in a given context. Looking back on the original scene captured through the 'Vary' classroom observation, I could clearly see to it that she was usually working alone, completely keeping quiet unlike Janne and some other students who were eager to negotiate and discuss his opinion with other students and the teachers for language tasks. Although she was verbally inactive and preferred working individually, the findings have also confirmed that she was making a very efficient use of all the possible spatial resources in the classroom (e.g. moving herself to change her own learning spots 8 times during only 26 minutes and 8 seconds in the classroom and active use of free spaces in her worksheet). Hence, it is clear that she was agentic with high level of sensitivity to spatial resources to become a better learner, although she appeared somewhat verbally inactive. In other words, her identity-agency, that is to say, her sensitivity to spatiality and active use of spatial affordances helped her to recognize and develop her identity as a positive and self-affirmative language learner who knows what she likes and is always ready to learn in the classroom, being faithful to her inner voices.

5.1.3. Development of Janne and Katie's learner identity with the agentic assessment of quality of interaction in their learning community

All of the findings pertaining to both pupils' social relationship with the other members in Vary and the regular Finnish classroom suggested how much they had been recognizing and appreciating the importance to form their own meaningful social network in the relevant community. Both Janne and Katie admitted their identity who could function as a positive learner established itself under a condition of forming a more comfortable and positive human network in class. Also, their choice and pattern of action for its sake was independent and subjective. In the end, it unveiled that their identity-agency apparently contributed to their identity development as a learner which is relevant to their onsite learning situation. Here I will explain their exertion of identity-agency with the description of the double hermeneutic circle below, which was created with the notion of identity-agency (FIGURE 15).
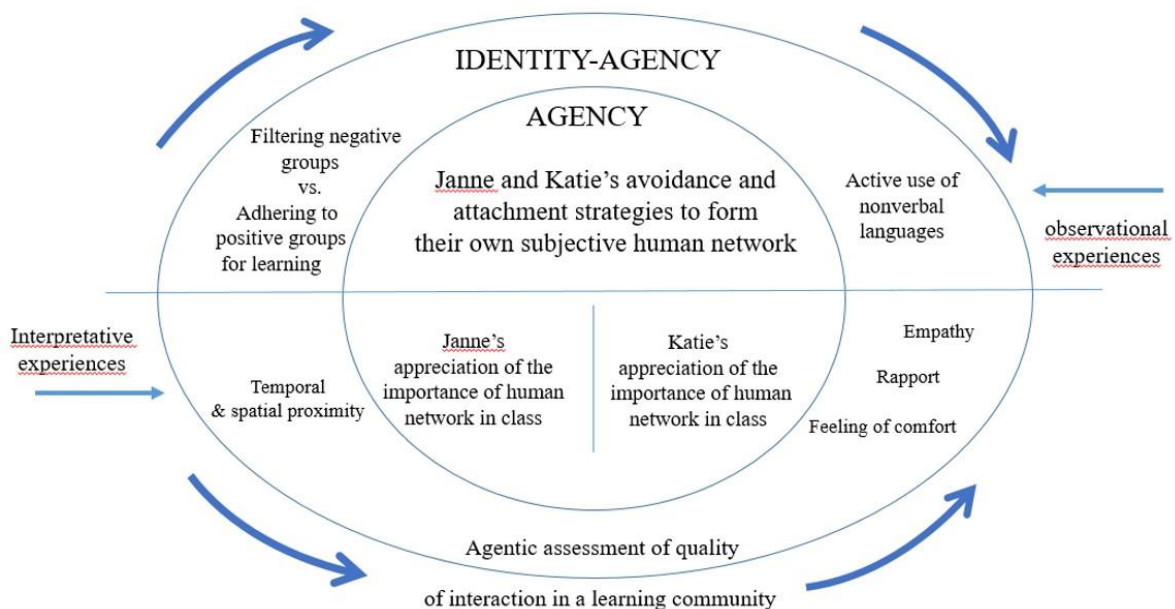

FIGURE 15. Double hermeneutic circle with Janne and Katie's identity-agency

To begin with, two major points were found through his interpretation about the interaction with the other members in his learning community. First of all, he had two different nature of groups in Vary classroom; positive and negative for his learning and put a deliberate boundary between the two groups with such an active use of nonverbal languages such as temporal and spatial proximity. He was clearly reflecting upon a significant meaning of having a good interaction with people in a learning community. To him, having a positive learning community with people meant a lot more than just learning in the classroom. Furthermore, when it comes to his comparison of Vary and the fourth grade classroom, his recognition of the meaning of social network in class was even more apparent. His interpretation shows that he *chose* to use different sorts of affordances in those two classrooms. Whereas he described his identity as a passive social member in the fourth grade classroom with rare opportunities for interaction, he was active at explaining about his identity with the use of the affordance regarding his social network such as having a good interaction with classmates and the teachers and being respectful to the teachers in class. Apparently, he was making his own meaning of the classroom, keeping his active and independent endeavor toward *a good interaction* with other members in his learning community. Thus, he was agentic in that he chose and enriched his use of affordances to create a good learning community for the sake of his development of identity as a good learner.

Moreover, Katie's evaluation about her interaction in Vary and second grade regular classroom also suggests that she was aware of how important it would be to have a good relationship with people to become a better language learner. First of all, she admitted that there were both positive and negative factors in both classrooms. For example, second grade classroom had more fluent Finnish speakers and therefore there were more linguistic exposure to Finnish. However, there were not as active interaction with people as Vary classroom according to her own interpretation. Although Vary classroom has a lot of harmful factors for learning such as a lot of noise and distraction by some troublesome students, lack of target language exposure and language interfere due to some English speakers in the class, she was still appreciating the fact that she could build more rapport, empathy and feeling of comfort in Vary classroom. (e.g. *Anyone in Vary class will understand me because their Finnish isn't as good as the people in the second grade*.) When it comes to her description of identity in the classrooms, she was

definite to set her identity with different versions; a self-affirmative learner in Vary who decided to be respectful for all the others'(even negative factors') existence in a separate place from her own subjective place and then kept moving on to protect her own learning space   and a passive learner in an indefinite place in the second grade classroom (e.g. *I can't stand up in the second grade classroom. Still I can stand up in the middle in Vary classroom*.) All of the above interpretative experiences direct that she was making an active meaning of her learning spaces as she made her relative and subjective assessment of the quality of interaction. Weighing more significance of social affordances such as rapport, empathy and emotions, she assessed and negotiated her identity as a language learner in the two different learning community.

To conclude, the overall interpretation of the observational experiences on the pupils' endeavor to form their own meaningful social network with people in their learning community through their own agentic selection and use of social affordances clearly presents that they showed such a consistency to set their identities as active agents who try to learn in their own version of learning community where they are the subjects who actively make a deliberate division between 'positive' and 'negative' groups for their leaning, try to separate themselves(avoid) from the negative groups and attach themselves from the positive groups.   It was also observed that they were aggressive at expressing their identity who had an orientation to be embraced within a positive network group to learn better with the use of a variety of nonverbal languages (semiotic resources) such as eye contact, proximity and facial expression. Therefore, it concludes that their identity-agency played a definite role for them to negotiate and evolve their learner identities – filtering the negative groups, adhering to the positive groups for learning and individual and agentic assessment of quality of interaction in their own version.

5.2. Theoretical Implication

So far, with the notion of identity-agency as a fore-ground of the double hermeneutic circles, the meaning of the pupils' agentic action has been reinterpreted, amplified and deepened in a circulative and spiral way(Grbich, 2013). This is regarded as a very significant product for the present study because to investigate how the pupils develop their learner identity through their

exertion of identity-agency will clearly substantiate the origin and justification of the pupils' agentic actions, that is to say, what their agency means to their language learning and for the sake of what they act such ways. This process proffers that the immigrant pupils were not merely entering a new target language class after they had happened to move to Finland following their parents and happened to get on a board of the new language learning situation; they, however, were already making sense of their environment and actively investing in their own development(Ruohotie-Lyhty & Moate, 2016). Furthermore, all the evidence through the exploration of the pupils' agency in the complimentary language classroom proves that the young learners were not merely residing in the general mainstream of learning procedure of a language class as passive learners - objective and outside reality where they were supposed to follow the teacher's direction, receive input and produce expected linguistic performance according to the teacher's readymade syllabus for the day. Rather they were actively engaging themselves, were making their own meanings of the small learning community and were interacting with all the potential semiotic resources in a self-directed manner. In other words, they were constructing their own subjective world of time and space, making a subjective and agentic interaction with all of the potential affordances according to their own version of now and here reality. This fresh-blown interpretation on the young learners in a second language classroom resonates with one of the fundamental approaches to define agency suggested in the beginning of the present study, which is a dialogical approach by Bakhtin (1981; Ahearn, 2001). This theoretical frame will shed a more justified lights on all the qualitative investigation of the pupil agency for this study with a series of deepened interpretation and eventually enrich the theoretical implication on an innovative view on the young learners in a second language classroom.

5.2.1. Young learners as the generators of subjectivity of time, space and relationship

In this study, one remarkable characteristics of the pupils' agentive actions detected by the exploration of their identity-agency is their subject and agentic assessment and realization of some major contextual elements for the learning community- time, space and relationship.

With the agentic use of temporal, spatial and social (relational) affordances, the pupils were actively engaging themselves to reconstruct their own subjective meaning of the learning world in and outside the language classroom with such a diverse and ongoing development of the learner identities. It is the right moment to summon the fundamental assumptions on agency according to the dialogical approach.

First of all, to deepen a more insightful meaning of time and place involved in the learner's subjective reality, the notion of *chronotope* will be explored (Bakhtin 2002; Dufva & Aro, 2014). The notion starts with an assumption that the leaners' reality is not determined by a series of destiny assigned from the outer physical world; it, however, is formulated by the whole where the physical environment, community and dialogues are correlated with their idiosyncratic and individualistic experience. Chronotope serves as a bridge between the human mind and the world, which means it entails a context of time and space where subjective meanings are yielded, and which also connects the past and the present and stretched over the future world (Holquist, 1997). Such way to interpreted context and reality in human life leaves us an implication on how we should understand agency. Agency is not a static or finished product; it changes with fluidity and hybridity in the time and space. In this sense, agency cannot be understood without the idea of continuity or individuals do not consider their own life span as a linear sequence of discrete, random events but as a continually evolving narrative. In their life stories, they author their past histories, which are semi-determined and repeated; however, new relationship and situation (time and space) continually challenge to evolve their stories and produce opportunities for changes such as development or resistance. The present study clearly proves the young learners' constant and continual exertion of agency for the identity development in a learning situation, through which they author another world full of subjectivity such as Janne's temporal extension to the future and Katie's spatial extension to create her own favorable learning context.

Another argument on the basis of dialogical approach needs to be paid attention to is that dialogues with any kinds of linguistic exchange in any sorts of social context inevitably entail multivocal interaction rather than univocal. In this regards, language resides only in the dialogic

interaction of those who make a sense of it (Tedlock & Mannheim, 1995). Hence, it is also possible to explore an individual's agency with reference to how other voices are involved in the context. Sullivan and McCarthy maintain that individuals can choose to act how they assess an event, interlocuters and their discourse and identities so that the question of ethics, morality, power and authority are included to be considered in the subjective agency (2004). Although agency is doomed to be affected by the others' voice(s) and actions, it is still exercised according to an individual's unique and independent choice of how and with whom to involve a structure of social community. To be more specific, as an individual encounters an ideological discourse from an interactional performance in a social context, they can choose to accept or refuse the 'ideological contents' from others (Bakhtin, 1981). There are three ways that the ideological contents of Bakhtin can be valued. First, an individual can select to make the contents internalized for their own because they feel them as favorable and persuasive. Or they can *avoid or ignore* the contents and viewpoints since they do not regard them as mainstream concerns or interests. Lastly, an individual can put the contents in either a complete affirmation(inclusion) or rejection(exclusion) because one sometimes has to face authorities such as ones regarding moral, political and religious issues. Their agency invites internally favorable contents to within contact and mutual interactions; however, it either accepts or rejects the authoritative and ideological voices. The pattern of agentic choice through agency has most similarly manifested through the young learners' independent choice and active use of social affordances in the language classroom. All the relevant findings and interpretations clearly showed that the young learners were the initiators who subjectively assessed the quality of all the interaction with all kinds of potential network groups involved in their learning community and chose to either accept the groups in favor of their development of learning environment and some authorities such as respect for the teachers or to filter (refuse or avoid) the other groups against the favor of their learning.

6. CONCLUSION

6.1. Summary of the study

The aims of the present study was to find the immigrant pupils' agency and their learner identity development in a Finnish complementary language classroom context. Strongly influenced by the sociocultural framework in the field of second language learning, I began with being equipped with a new lens of perspectives to view L2 learners and a second language classroom. For the study, the young learners were treated as active agents who constantly negotiate and develop their learner identities during in the classroom context, not as passive input-receivers of suggested linguistic knowledge by the teacher in a hierarchical classroom structure. Also, a main attention was paid to the young learners' interaction with some potential affordances according to their own choices and to an innovative perspective of the classroom as a social context. In the end, the main learning objectives for the classroom was recognized as how the learners develop their learner identities, not as the learner's commonly expected linguistic performance or measurement of whether or not the learners met the demands from the teacher's syllabus on the day. Starting with this new view on language learners and classroom, the study focused on how the young learners actively engaged themselves within the classroom as a social context and how they acted in a self-directed way to learn better through the active interaction with meaningful affordances (van Lier, 2000).

There were two main participants whose agency was presented as the major findings – one 10-year-old boy and one 8-year-old girl with the supplementary participation of the teachers in the observed classroom and the pupils' parent. Most of data were collected through the form of field notes for the classroom observation, the two pupils' product of some relevant research activities and semi-structured interviews of the participants. There were some main methodological adaptions that I made for the procedure of data collection and analysis. First of all, the ecological approach helped me to take upon a more holistic view and affected me on how I perceived the young learners' learning behavior during the classroom practices and how I treated them and the data I collected from their acts and products. Secondly, interpretative phenomenological approach(IPA) was chosen as the primary method to implement the procedures of data collection and analysis. The method fit most appropriately my intention of the present study in that it assigns an intentional meaning into how an individual, in a social context, makes senses of a certain phenomenon. The data were collected through purposive sampling, which means I put my purposeful eyes purely on the pupils' agentic action through

the procedure of classroom observation and the serial research activities such as the pupils' exertion of linguistic activities and interviews for the interpretive data collection. Also, I analyzed the data with the aids of hermeneutic circles as the fore-grounds of the collection of coherent data(Grbich, 2013). Finally, I discovered that the pupils were using three significant affordances through their exertion of agency: temporal, spatial and social affordances. The findings were described with three sets of hermeneutic circles. At first, I found Janne's constant and coherent exertion of his agency using temporal affordances throughout the serial research activities. He had a strong tendency to show his agentic power to stretch over the temporal resources in the classroom and imagine his future life as one who could make a lot of Finnish friends and a unique Finnish speaker for either near or faraway future. Second, Katie's sensitivity to spatial affordances seen through her language learning process in and outside the classroom appeared fairly prominent and constant. She showed a dynamic use of spatial affordances while learning in the language classroom and her sensitivity to spaces was obviously presented with a lot more concrete choice of language referring to spaces for the description of herself as an English speaker than that as Finnish speaker and active use of free spaces for her language tasks. In the end, the last finding showed both Janne and Katie's active use of social affordances within the language learning context. They both were actively using avoidance and attachment strategies so that they could establish their own favorable or unfavorable group with people in the classroom through their own subjectivity. Also, both of them were appreciating the importance of the human relationship in a language class. Then, from these three sets of hermeneutic circles, the meaning of their agency has been deepened and amplified through the notion of identity-agency, which refers to the agency the learner exercises during the course of the development of the pupils' identity as language learners(Ruohotie-Lyhty & Moate, 2016), creating double hermeneutic circles(Grbich, 2013). The focus has moved further to how the pupils makes their language learning meaningful and they eventually evolve their learner identities through identity-agency. First of all, it was clear that Janne's active use of temporal affordances helped him to make an active meaning of his language learning context with his futuristic view on his course of life. To be more specific, his identity-agency, a strong tendency to draw his new and positive learner identity for his future for some important change in his life, clearly helped him to move forward to learn better. Secondly, it was also proven that Katie's sensitivity to spatial affordances makes her language

learning more meaningful. Although she seemed to be somewhat quiet student in the classroom outside, she was dynamically negotiating and developing her identity as a motivated language learner (e.g. one who is *ready*) with the active use of the spatial affordances through identity-agency. At last, the pupils' deliberate and discrete endeavor to form their own meaningful social network with people in their learning community through their own subjective selection and use of social affordances. Their identity-agency was clearly found in that they were deliberately developing their identity who intended to belong to a positive network group for the sake of a better learning with a dynamic use of various kinds of semiotic resources such as eye contact, proximity and facial expression.

6.2. Limitations and implications

One of the possible limitations of the present study can be raised; this study introduced only two young children as the main participants and tried to capture their learning behaviors during some discrete amount of class hours, language activities and interviews, not during the entire and constant length of time and space. Furthermore, the use of the hermeneutic circle for the data analysis can be raised as another limitation because it suggested the interpretation of meaning of the pupils' behavior, detaching it from the pupils' precedent static and cognitive variables (Grbich, 2013). In a typical sense, children as the participants of the precedent academic studies have not been easily detached from their preconditions such as ages, genders, the parents' socioeconomic status and family history. It might not be probable to generalize or stabilize the meaning of the young language learners' behavior with such a small amount of data, the independent variables without the influence of precedent variables. However, since this study aimed at putting a micro and dense lens on the young learners' socioculturally interacting properties with an emic perspective (Kalaja et al., 2015), it should not be overlooked that the qualitative depth of a particular pupils' act in a particular meaning of context has been weighed more significantly than the quantitative expansion of them.

The true meaning of the major findings of the present study, which are the three sets of the pupils' agency has been deepened with the notion of identity-agency and has now recalled a

fresh-blown views on the young learners in a second language classroom. Through this delicate academic journey to extract the pupils' identity-agency, it was clearly proven that they were constructing their own subjective world of time, space and relationships according to their own version of now and here reality. This view of the young learners as the generators of subjectivity of time, space and relationship resonates with the notion of *chronotope* – a bridge between the human mind and the world - from the dialogical approach of agency (Holquist, 1997) and finally left us an implication on how we should understand agency. It is not a static or finished product; however, it evolves with fluidity and hybridity in the time, space and relationships. This theoretical implication gives us a very meaningful philosophical lesson for the sake of a better pedagogy in a language learning context. The pupils who might be easily judged or defined as passive input-receivers with some classical static, cognitive variables in a language classroom, are now proven to be indeed the generators of their own meaningful subjective worlds through the constant and continual exertion of identity-agency for the sake of a better learning. Moreover, the young learners' unique and subjective evaluation of contextual meanings for even a small fragment of class time should not be overlooked by the mainstream perspective such as the teachers and usually better language performers in the classroom. All of their acts even for a fleeting moment in a learning context shall not be taken only as a coincidence; they shall be meant to be done for the sake of learning. Therefore, a more sensitive, careful and respectful eyes on the young learner's identity-agency in a classroom should be suggested so that the teachers will be able to put an additional positive trust on the meanings of learners' acts and to add a true meaning of democracy in a classroom with a more insightful understanding the young learners' meaning of *being* as professional language learners in a language learning context, although they are simply known as young.

7. BIBLIOGRAPHY

(15 May, 2018) Affordance. Retrieved from https://en.wikipedia.org/wiki/Affordance

Ahearn, L. M. (2001). Language and Agency. *Annual Review of Anthropology*, 30(1), 109–37.

Bakhtin, M. (1981). *The Dialogic Imagination: Four Essays*. M. Holquis(Ed.). Austin: University of Texas Press.

Bakhtin, M. (2002). Forms of time and of the chronotope in the novel : Notes toward a history poetics. In Richardson, B.(Eds.), *Narrative dynamics: Essay on time, plot, closure and frames* (pp.15-24). Ohaio State University Press.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching and Teacher Education, 20(2)*, 107–128.

Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, *21*(6), 624-640.

Bronfenbrenner, U. (1979). The Ecology of Human Development: *E*xperiments by Nature and Design. *Cambridge, MA: Harvard.*

Cameron, L. (2010). Children Learning a Foreign Language, *Teaching Languages to Young Learners* (pp.1-20). Cambridge, UK: Cambridge University Press.

Crump, A., & Phipps, H. (2013). Listening to children's voices: Reflections on researching with children in multilingual montreal. *Early Childhood Education: Successes and Challenges,* 7(1), 129–48.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2013). The personal and professional selves of teachers: Stable and unstable Identities. *British Educational Research Association,* 32(4), 601–16.

Dewaele, J. M. (2005). Sociodemographic, psychological and politicocultural correlates in Flemish students' attitudes towards French and English. *Journal of Multilingual and Multicultural Development,* 26(2), 118–37.

Duff, P. (2012). *Case study research in applied linguistics.* Routledge.

DUFF, P. A., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms." *Tesol Quarterly,* 31(3):405–664.

Dufva, H. & Aro, M. (2014). Dialogical view on language learners' agency : Connecting

intrapersonal with interpersonal. In Deters, P., Xuesong, G., Vitanova, G., & Miller, E. R. (Eds.), *Theorizing and analyzing agency in second language learning* (pp. 37-53). Multilingual Matters.

Duranti, A., & Goodwin, C. (1992). *Rethinking Context: Language as an Interactive Phenomenon*. Cambridge, UK: Cambridge University Press.

Eteläpelto, A., Vähäsantanen, K., & Hökkä, P. (2015). How do novice teachers in Finland perceive their professional agency?. *Teachers and Teaching : Theory and Practice,* 21(6), 660–80.

Gibson, J. J. (1979). The theory of affordances. *The Ecological Approach to Visual Perception*. New York: Psychology Press.

Grbich, C. (2013). Design methodologies, data management and analytical approaches. In Metzier, K. (Eds.), *Qualitative Data Analysis* (pp.15-24). London: Sage.

He, A. W. (1995). Co-Constructing Institutional Identities: The Case of Studentcounselees. *Research on Language and Social Interaction,* 28(3), 213–231.

Heath, S. B., & McLaughlin, M. W. (1993). *Identity and inner-city youth: Beyond ethnicity and gender*. New York: Teachers College Press.

Heidegger, M. (1962). *Being and time.* (Macquarrie, J. & Robinson, E. Trans.). New York: Harper & Row. (Original work published in German, in 1927).

Holquist, M. (1997). Bakhtin and the beautiful science: The paradox of cultural relativity revisited. In Macovski, M.(Eds.) *Dialogue and Critical Discourse, Language, Culture and Ctirical Theory* (pp.215-236). New York: Oxford University Press.

Hymes, D. H. (1972). On Communicative Competence. *Sociolinguistics. Selected Readings* (pp. 269-293). Harmondsworth: Penguin.

(October 22, 2017) Interpretative Phenomenological Analysis. Retrieved from https://en.wikipedia.org/wiki/Interpretative_phenomenological_analysis.

Kalaja, P., Aro, M., & Ruohotie-Lyhty, M. (2016). Introduction. In Barcelos, A. & Ferreira, M.(Eds.) *Beliefs, Agency and Identity in Foreign Language Learning and Teaching* (pp.1-

7), Hampshire: Palgrave Macmillan.

Kalaja, P., Barcelos, A., Aro, M., & Ruohotie-Lyhty, M. (2015). *Beliefs, Agency and Identity in Foreign Language Learning and Teaching*. New York: Palgrave Macmillan.

Kayi-Aydar, H. (2015). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education,* 45, 94–103.

Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.

Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal,* 98(1), 296–311.

Lave, J. & Wenger, E. (1994). *Situated learning: legitimate peripheral participation*. Pea, R. & Brown, J.S(Ed.). New York: Cambridge University Press.

Holquist, M. (1997). Bakhtin and the beautiful science: The paradox of cultural relativity revisited. In Macovski, M.(Eds.) *Dialogue and Critical Discourse, Language, Culture and Ctirical Theory* (pp.215-236). New York: Oxford University Press.

van Lier, L. (2000). From input to affordance. In Lantolf. J.P.(Eds.), *Sociocultural Theory and Second Language Learning* (pp. 245-259). Oxford, UK: Oxford University Press.

van Lier, L. (2007). Action-based teaching autonomy and identity. *International Journal of Innovation in Language Learning and Teaching,* 1(1), 46–65. http://dx.doi.org/10.2167/illt42.0

van Lier, L. (2008). Agency in the Classroom. In Lantolf, J.P. & Poehner, M. E.(Eds.) *Sociocultural theory and the teaching of second languages* (pp.186–193), London: Equinox.

Van Lier, L. (2004). Why ecology?. *The ecology and semiotics of language learning : a sociocultural perspective* (pp. 1-23)*.* Boston: Kluwer Academic Publishers.

Målqvist, M. (2015). Preserving misconceptions or a call for action?–A hermeneutic re-reading of the nativity story. *Global Health Action,* 8(1), 1–4.

Moate, J., & Ruohotie-Lyhty, M. (2014). Identity, agency and community: reconsidering the pedagogic responsibilities of teacher education. *New Directions in Teacher Education,*

62(3), 249–64.

Norton, B. (2013a). *Identity and language learning: Extending the conversation*(2nd ed.). Ontario, Canada: Multilingual matters.

Norton, B. (2013b). Introduction. *Identity and language learning: Extending the conversation*(2nd ed.). Ontario, Canada: Multilingual Matters.

Ortner, S. B. (1989). *High religion: A cultural and political history of Sherpa Buddhism*. Princeton: Princeton University Press.

Pappa, S., Moate, J., Ruohotie-Lyhty, M., & Eteläpelto, A. (2017). Teacher Agency within the Finnish CLIL Context: Tensions and resources. *International Journal of Bilingual Education and Bilingualism, 1-21.*

Pickering, A. (2010). *The mangle of practice: Time, agency, and science*. Cicago and London: University of Chicago Press.

Rosch, E., Thompson, E., & Varela, F. J., (1991). *The embodied mind: Cognitive science and human experience*. MIT press.

Ruohotie-Lyhty, M., & Moate, J. (2016). Who and How? Preservice teachers as active agents developing professional identities. T*eaching and Teacher Education,* 55, 318–327. http://dx.doi.org/10.1016/j.tate.2016.01.022

Seedhouse, P. (2010). The interactional architecture of the language classroom. *Bellaterra Journal of Teaching & Learning Language & Literature,* 1(1), 1-13.

Skinnari, K. (2014). Silence and resistance as experiences and presentations of pupil agency in Finnish elementary school English lessons. *Apples - Applied Language Studies,* 8(1), 47–64.

Sullivan, P., & McCarthy, J. (2004). Toward a dialogical perspective on agency. *Journal for the Theory of Social Behaviour,* 34(3), 291–309.

Tedlock, D., & Mannheim, B. (1995). Introduction. In Tedlock, D., & Mannheim, B. (Eds.), *The dialogic emergence of culture* (pp.1-32). Chicago: University of Illinois Press.

Ushioda, E. (2003). Motivation as a socially mediated process. In Little, D., Ridley, J., & Ushioda, E. (Eds.), *Learner autonomy in the foreign language classroom: Teacher, learner, curriculum and assessment* (pp.90-102). Dublin: Authentik.

Vähäsantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and Teacher Education,* 47, 1–12.

Weedon, C. (1997). *Feminist practice and poststructuralist theory*. Oxford, UK: Blackwell.

8. APPENDICES

8.1. Abbreviations

DK   Dukkeum (The researcher's first name)

IPA   Interpretative Phenomenological Approach

JN   Janne

KT   Katie

L1   First Language

L2   Second Language

SLA   Second Language Acquisition