

Belmont University

Belmont Digital Repository

Belmont University Research Symposium
(BURS)

Special Events

Spring 4-21-2022

“ESL Programs and the Limitations to Socioeconomic Mobility

Alexia Akhom

alexia.akhom@pop.belmont.edu

Grace Cleland

grace.cleland@pop.belmont.edu

Jessica Mattsson

Jessica.Mattsson@pop.belmont.edu

Nigel Marvin

Nigel.Marvin@pop.belmont.edu

Follow this and additional works at: <https://repository.belmont.edu/burs>



Part of the [Inequality and Stratification Commons](#), and the [Race and Ethnicity Commons](#)

Recommended Citation

Albritton, Meghan, Emily Mather, and Victoria Millard. 2021. “Lessons Learned: Three Student Leaders Reflect on Their Experiences in the Berry College ESL Program.” *Journal of Community Engagement & Scholarship* 14(1):1-3. Barnes, Julia, and Julee Tate. 2021. “An On-Campus ESL Program Reflects on the Ripple Effects for Students, the Institution, the Local Community, and Beyond.” *Journal of Community Engagement & Scholarship* 14(1):1-9. Heller, Peter L., David F. Briones, Salvador F. Aguirre-Hauchbaum, and Alden E. Roberts. 2004. “Source of Support and Mastery: The Interaction Between Socioeconomic Status and Mexican-American Ethnicity.” *Sociological Spectrum* 24:239-264. Rojas-García, Georgina. 2013. “Transitioning from School to Work as a Mexican 1.5er: Upward Mobility and Glass-Ceiling Assimilation among College Students in California.” *The Annals of the American Academy of Political and Social Science* 648:87-101. Ruecker, Todd. 2021. “ESL Programs in Rural High Schools: Challenges and Opportunities.” *The Rural Educator* 42(3):14-27. Shiffman, Catherine Dunn. 2019. “Supporting Immigrant Families and Rural Schools: The Boundary-Spanning Possibilities of an Adult ESL Program.” *Educational administration quarterly* 55(4):537-570.

This Oral Presentation is brought to you for free and open access by the Special Events at Belmont Digital Repository. It has been accepted for inclusion in Belmont University Research Symposium (BURS) by an authorized administrator of Belmont Digital Repository. For more information, please contact repository@belmont.edu.

2022 Belmont Undergraduate Research Symposium
Department of Sociology

ESL Programs and Their Limitation of Socioeconomic Mobility

Alexia Akhom, Grace Cleland, Nigel Marvin, and Jessica Mattsson
Faculty Advisor: Erin M. Pryor, Ph.D.

Research shows the intersectional inequality of lower socioeconomic status and Mexican-Americans, restrains the groups' social mobility (Heller, et al. 2004; Rojas-García 2013). This restraint affects Mexican-Americans in their strides towards English proficiency through taking ESL courses. In previous studies, funding is identified as an issue within the ESL programs and their outcomes (Ruecker 2021). Proof of functioning ESL programs (Albritton 2021; Barnes 2021; Shiffman 2019) showcases the limitation which the lack of funding thus retains within these programs. In the case of which the word "functioning" is described here, the primary goal of this research topic is to examine the lack of funding as an educational tactic to limit ESL programs and how it directly affects the adult Mexican-American population by suppressing their socioeconomic mobility. In Dr. Pryor's Social Research Method class, we were able to research this further through literature reviews and survey research with Introduction to Sociology student respondents, secondary data and content analyzes, and a qualitative interview with a qualified subject. By analyzing the above research topic, we can draw conclusions that support Mexican-Americans' inability to surpass and excel past the glass ceiling within United States' society. We will discuss our findings, the methodologies, and proposals for future research.

Keywords: English as second language; ESL programs; funding; education; Mexican-American; socioeconomic status; SES mobility; intersectionality; inequality.

References

Albritton, Meghan, Emily Mather, and Victoria Millard. 2021. "Lessons Learned: Three Student Leaders Reflect on Their Experiences in the Berry College ESL Program." *Journal of Community Engagement & Scholarship* 14(1):1-3.

Barnes, Julia, and Julee Tate. 2021. "An On-Campus ESL Program Reflects on the Ripple Effects for Students, the Institution, the Local Community, and Beyond." *Journal of Community Engagement & Scholarship* 14(1):1-9.

Heller, Peter L., David F. Briones, Salvador F. Aguirre-Hauchbaum, and Alden E. Roberts. 2004. "Source of Support and Mastery: The Interaction Between Socioeconomic Status and Mexican-American Ethnicity." *Sociological Spectrum* 24:239-264.

Rojas-García, Georgina. 2013. "Transitioning from School to Work as a Mexican 1.5er: Upward Mobility and Glass-Ceiling Assimilation among College Students in California." *The Annals of the American Academy of Political and Social Science* 648:87-101.

Ruecker, Todd. 2021. "ESL Programs in Rural High Schools: Challenges and Opportunities." *The Rural Educator* 42(3):14-27.

Shiffman, Catherine Dunn. 2019. "Supporting Immigrant Families and Rural Schools: The Boundary-Spanning Possibilities of an Adult ESL Program." *Educational administration quarterly* 55(4):537-570.