SUPPORTING MULTILINGUAL LEARNERS IN THE CLASSROOM AND BEYOND: EXPLORING TECHNOLOGY-BASED INTERVENTIONS THAT MAY PROMOTE ACADEMIC ACHIEVEMENT AND COLLEGE ADVANCEMENT

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This dissertation aims to explore potentially useful approaches for using some technology tools that may increase college persistence and career advancement for more than 5 million multilingual learners (MLLs) in the U.S. This includes technologies that can support academic learning and achievement both within and outside the classroom, such as computer-assisted pronunciation training (CAPT) and mobile phone-based pulse checks. Leveraging theoretical frameworks of sensory-based input instruction developed by Dr. Stephen Krashen and Dr. Olusola Adesope and frameworks of self-regulated learning advanced by Dr. Barry Zimmerman and Dr. Philip Winne, this dissertation links three publishable research articles that explore some important language-learning topics to support MLLs’ post-secondary education, and how some tech-based interventions have shown effectiveness for supporting their classroom engagement, self-regulating learning, and college persistence. Some important research findings from this dissertation include the importance of using technologies that can convey visual and multisensory academic context and content and provide lesson plan clarity to MLLs, while also allowing them to receive coaching guidance and social support that may increase their motivation and foster
These findings may provide educators and policymakers with valuable insights on how some technologies such as CAPT and pulse checks could be used more effectively to support the unique academic needs of MLLs and help to raise awareness of other learning supports beyond subject-matter scaffolding, such as coaching guidance and social support, that may increase their college persistence and academic advancement.