

# Asset-Based Vs Deficit-Based Esl Instruction: Effects On Elementary Students Academic Achievement And Classroom Engagement

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## Abstract

*This paper aims to establish that academic achievement and classroom engagement are useful components of educating elementary students, with a focus on ESL learners. English is not the native language in many areas, particularly in Asian countries, and that is why the proper implementation of ESL is crucial. Regarding the previous literature, this research aims to compare and contrast the impact of asset-based and deficit-based ESL instruction and their consequences on students' successes and participations. Using a cross-sectional method with participants from Hanoi and Hué in Vietnam. The study included 300 participants. The results of the statistical analyses showed high alpha reliability in the sample, suggesting high internal consistency and reliable scores. The findings indicated that asset-based ESL instruction was positively associated with students' academic performance and active participation in the classroom. On the other hand, a negative correlation between deficit-based ESL instruction and the above outcomes is observed. An analysis of a regression model is conducted, and it supported the fact that asset-based instruction had a positive effect on students' achievement and their attitudes. The study also revealed these gender and provincial differences in the inter-correlations among the variables. This research highlights the need for developing asset-based instructional practices for boosting academic achievement and student interest in the ESL context, which can help educators and policymakers in framing effective teaching and learning methods that will address the needs of all boys and girls.*

**Keywords:** Asset-based, Deficit-based, ESL Instruction, Elementary Students, Academic Achievement, Classroom Engagement.

## Introduction

The pursuit of teaching English as a Second Language (ESL), the teachers are always seeking better ways of modifying their learning and teaching to yield maximum results. One basic discussion in this domain revolves around two distinct educational methodologies: asset-based and deficit-based instruction (August & Shanahan, 2017). Asset-based ESL learning focuses on students' initial language and culture capital as a starting point for learning, which seeks to develop on existing. Asset-based ESL learning is focused and based on the students' linguistic and cultural capital that a learner brings to the classroom and which tries to augment. On the other hand, the described deficit-based ESL instruction may focus on learning the assumed inadequacies of the students and their knowledge, which might lead to viewing them through a lens of a deficiency instead of richness (Coady & Ankey, 2019). This distinction becomes

critical largely because of elementary students, who play a significant role in class performance as well as behavior to facilitate their education throughout their lifetime (García et al. , 2017). Literature review has shown that through an asset-based model, students feel valued, and increased motivation promotes the probability for the achievement of goals (Hewson, 2018). On the other hand, the deficit-based strategy may even keep the valuable engagement to a minimum as it emphasizes the shortcomings that are not only destructive to students' self-identity but also unconstructive to their overall development. In this review, the author focuses on the impact of asset-based compared to deficit-based ESL instruction on the learning achievements and classroom participation of the elementary students (Jupp & Sleeter, 2016). Thus, the investigation of these concepts of education also tries to contribute to the effectiveness of the given instruction models on language learning and other related educational processes. It is important for such teachers and policymakers to learn about these impacts in the quest to create supportive environments that will enhance learning for children learning English as a second language. Asset-based or deficit-based ESL instruction remains an important discourse that examines the overall teaching strategies' influence on elementary students' learning process and participation. Loewen, Isbell, and Spino explained the importance of teachers' belief in culturally sustaining pedagogy, which calls for embracing students' culture and language as resources, hence improving learning engagement and academic achievement. Garcia and Kleyn (2020) focused on Translanguaging as an asset-based approach through which students' full linguistic resources should be utilized for learning purposes. Their papers further underscore how they applied this approach to definitely increase the level of learners' engagement and performance in class. Moreover, Scott and Palincsar (2020) employed culturally sustaining pedagogies in English Language Arts classrooms, and it had a positive impact on academic achievement as well as students' engagement based on the asset-based perspective that values students' cultures and backgrounds. These studies together emphasize the asset-based approach of the ESL classroom instruction instead of deficit-based models, which neglect the valuable cultural and linguistic capitals of the students. Further, in 2021, studies were still at the center of stressing asset-based practices in ESL learning, especially in the contexts of enhancing academic outcomes and students' participation as elementary learners. Pre-specialization programs on ESL with linguistically responsive teachers have been emphasized in the works of Lucas and Villegas (2021) to ensure that these learners are given a chance to continue learning but using their strengths in language that classroom teachers are conversant with. In Flores and Rosa (2021), the author has protested against ways to look at second language acquisition as a lack or a problem for students of color and their language instead of embracing it as a strength. Palmer et al. (2021) discussed the dual language learning programs that admit both bilingual and bicultural learning, showing that programs help to mitigate negative perceptions of multicultural learners and further advance the learning abilities and active involvement of students in class. Altogether, these works point to the importance of students as the source of asset-based ESL education in designing and implementing the appropriate contextual and learning environment for students by valuing them all. The debate on asset-based as opposed to deficit-based ESL education was distilled further, and marked seemingly substantial research proving the efficacy of building on students' cultural and linguistic capital in school. Seltzer & de los Ros (2022) are working on translating pedagogies as it promotes teaching with the students' full linguistic resources that helped the emergent bilinguals to perform better and be more engaged academically. Analogously, Morales and Menken (2022) pointed out that dual language bilingual education has its drawbacks based on the logic of deficit and called for a culturally sustaining pedagogical approach that would take into account and develop students' cultural and linguistic capital in order to work in their benefit and improve their academic achievement and engagement. Núñez & Anderson (2022) discussed the polity of the 'funds of knowledge' and if the approach to recognizing and incorporating students' cultural and percipient funds as strengths in the

multilingual context increases their achievement and engagement in the multilingual classroom. These and other similar types of studies therefore highlight the relevance of asset-based practices in assembling and sustaining informative, democratic, and responsive learning contexts to those in the ESL Studies.

## **Literature review**

### **Theoretical Model**

Asset-based and deficit-based approaches to ESL students learning are two different theoretical stances that can be applied in ESL classrooms (Coady and Ankey, 2019). Asset-based instruction in line with positive psychology and culturally sustaining pedagogy supports the acknowledgement and strengthening of students' linguistic and cultural resources (Garcia et al., 2017). Thus, the idea correlates with Vygotsky's sociocultural theory, which states that students' growth occurs through their mediated interactions with the surrounding environment (Vygotsky, 1978). Deficit-based approaches are traditionally framed within similar paradigms and may maintain an idea of students' lack or deficiency (Valencia 2012).

### **Impact on Academic Achievement**

It emerged from the research that an asset-based approach is effective in enhancing students' academic performance. According to García et al. (2014), the repudiation of students' first language and cultural knowledge can help in the improvement of their learning and academic achievements. For the same reason, August and Shanahan (2017) and Coady (2019) explain that savors of students' language improve understanding and recall of classroom material. Nonetheless, dependence upon the negative aspects may be useful but may not generate positive outcomes always. Although they are intended to tackle particular deficits in skills, they are known to have significant detrimental effects on students' self-regard and academic confidence. For example, McCarty (2018) reveals that people may be less motivated to participate in targeted activities when their difficulties are presented to them as failures, while the participation of students in classes in particular may decline when their difficulties are presented to them as deficits.

### **Engagement in the Classroom**

Teacher-student interaction is another domain where differences between productive and reframing pedagogy can be observed. Another interesting concept is that the asset-based approaches cause greater levels of students' engagement and interest. Nieto (2015) is clear that in culturally relevant pedagogy, which can be described as forms of asset-based pedagogy, the potential engagement is higher because what the students are learning will be closer to their own experience. Moreover, other research by Hammond (2014) has revealed that students' cultural and linguistic assets are more likely to be recognized and employed in the classroom. On the other hand, approaches weaken emphasis on deficits and may result in students' disengagement. When students are constantly made aware of their lacks, sometimes they develop feelings of isolation or loss of self-esteem, as pointed out by Ladson-Billings (1995). This may eventually lead to withdrawal and reduced interest in learning due to stress of deficiency.

### **Practical Implications for Teachers**

The prospects that result from the choice of an asset-based or a deficit-based approach are rather far-reaching for educators. Asset-based instruction means that teachers need to adjust practices towards the use of the cultural and linguistic capital of the students and can entail

professional development and curricular changes. However, DBI can be, on the other hand, targeted, precise, and provide extra help but has been criticized for not being Whole School Approach revolutionary enough (Jupp & Sleeter, 2016).

### **Rationale**

This is important as it defines the nature of instruction that ESL learners receive in their classrooms with particular reference to asset-based or deficit-based instructional methods, which are All the above reasons clearly make the choice between asset-based and deficit-based ESL instructional methodologies as important in determining the educational experiences of the learners, most especially when learning English as a second language in elementary classes. To appreciate the need to conduct research on these educational approaches, it is crucial to comprehend the role they play in students' academic performance and class participation. Low-achieving ESL elementary students are in a formative period of their learning where literacy and language skills for the students are being set. ESL teaching is crucial for their immediate academic achievement and for the rest of their education. Since the development of language in such a critical stage can determine future learning inputs, it becomes essential to know the techniques that foster the learning of these students. Concerning instructional methodologies and their effects on students' performance, this is a crucial factor that ought to be taken into account. AB is based on a student's linguistic and cultural repertoire and is expected to have positive effects on academic achievement since it makes learning more relevant and therefore more motivating. This approach fits well with the current reformist paradigms and approaches to instruction, such as incorporation of the differentiation of instruction and multicultural education (García & Kleifgen, 2010). When the school-related curricula are culturally relevant to students, their knowledge processing is optimized, which means comprehension rates will also be higher. For example, under asset-based approaches, students' home language and cultural stories can be used in the classroom as they assist the students in embracing their identity while at the same time stimulating their thinking capabilities. On the other hand, deficit-based instruction that leads to emphasizing the gap and areas of weakness is likely to lead to the students developing negative perceptions about themselves and also limit their abilities (McCarty, 2018). Such an approach might foster a learning environment in which students feel that they are more about their shortcomings than their accomplishments, which demotivates and disengages them. Understanding the effects of such approaches on the student's achievement will enable the teachers to enhance their competency towards the delivery of their responsibilities. Active classroom participation can therefore be associated with performance and the general welfare of the students. Asset-based instruction results in increased student interest as it underscores the importance of the students' identity and brings learning closer to home, so to speak. Motivated students have a profound persuasiveness to get involved, take responsibility, and challenge themselves to overcome the difficulties. On the other hand, the approaches that rely on viewing the deficits may indeed reduce the students' interest, as they will be leaving the class session feeling as though they are not good enough (Ladson-Billings, 1995). The present study should apply knowledge about instructional methodologies and their effects on engagement to enhance the learning environments for students. Practitioners and policymakers are faced with the responsibility of reaching sound decisions on instructional practices that would enhance the achievement of ESL children. Hence the decision to teach through asset-based or instead through a deficit-based approach is not about the teacher's preference for one method over the other; it also has a range of ramifications on the allocation of resources, professional education, and the production of the curriculum (Thuy, 2018). Knowledge of how such approaches affect learning achievement and participation in academic activities can inform these decisions to make certain that practice corresponds to the students' potential. This inquiry helps in filling a gap within ESL education

endeavoring to offer empirical data on several methodologies in use within the classrooms. Although asset-based strategies are now promoted in educational research and policy, more focused academic trials of the dissimilarities of efficacy of both approaches are required to support beneficiary improvement and, more importantly, to define what constitutes best practice. This research contributes to theory development and knowledge while at the same time providing a real-life guide to educators in a bid to transform poor-performing students' results for diverse learners. Summative, with asset-based and deficit-based effective second-language instruction being dialectically different, it is imperative to find out what practitioner can foster the academic achievement and engagement of elementary students from ESL backgrounds. It will therefore seek to provide insights to enshrine more appropriate education plans and to enhance the development of the best and fairest ESL interventions by understating those aspects.

### **Objectives**

- To evaluate how asset-based ESL instruction compares to deficit-based ESL instruction concerning elementary students' academic achievement in language and literacy.
- To explore the impact of asset-based versus deficit-based ESL instruction on students' classroom engagement, including participation, enthusiasm, and overall involvement in learning activities
- To identify specific instructional strategies within asset-based and deficit-based approaches that are most effective in supporting student learning and engagement.
- To gather insights from teachers on the perceived effectiveness and challenges of implementing asset-based versus deficit-based ESL instruction in their classrooms.
- To provide evidence-based recommendations for teachers and policymakers on enhancing ESL instruction to improve student outcomes and establish more inclusive learning environments.

### **Hypotheses**

- Asset-based ESL instruction will significantly positively impact elementary students' academic achievement.
- Asset-based ESL instruction will significantly positively impact elementary students' classroom engagement.
- Deficit-based ESL instruction will significantly negatively impact elementary students' academic achievement.
- Deficit-based ESL instruction will significantly negatively impact elementary students' classroom engagement.
- Academic achievement will have a significant positive relationship with elementary classroom engagement.
- There will be significant gender differences in the effectiveness of asset-based and deficit-based ESL instruction.

### **Methodology**

The nature of the current study is cross-sectional and convenient sampling. The data is collected comprised 300 participants (elementary school students) from different districts of Hanoi and Hué. The 150 students are from Hanoi, and 150 are from Hué. The independent variables in the current study were Asset-based and Deficit-based ESL Instruction whereas the dependent variables in the study are Students Academic Achievement and Classroom Engagement.

### Analysis

The statistical package for social sciences (SPSS) is used to analyze the obtained data. The incorporated analyses are descriptive analysis, reliability analysis, Pearson correlation analysis, regression analysis, and t-test analysis.

### Results

**Table No.1:** Descriptive analysis for study variables Asset-based, Deficit-based ESL Instruction, Students' Academic Achievement, and Classroom Engagement (N=300).

Variables	M	SD	skewness	kurtosis
AB-ESL	22.46	3.62	1.89	1.62
DB-ESL	41.54	6.10	1.67	.87
SAA	22.85	1.32	.97	2.56
CE	42.85	5.58	1.34	.78

AB-ESL = Asset-based ESL Instruction, DB-ESL = Deficit-based ESL Instruction, SAA = Students Academic Achievement, CE = Classroom Engagement

Table 2 shows the descriptive statistics for the independent and dependent variables of the study. The results showed that skewness and kurtosis values lay within the range of +7 to -7. The results also showed that the data is positively skewed for independent variables, such as asset-based and deficit-based ESL instructions, and for dependent variables, such as students' academic achievement and classroom engagement.

**Table No.02:**Reliability analysis for study variables Asset-based, Deficit-based ESL Instruction, Students' Academic Achievement, and Classroom Engagement (N=300).

Variables	$\alpha$
AB-ESL	.78
DB-ESL	.72
SAA	.80
CE	.84

AB-ESL = Asset-based ESL Instruction, DB-ESL = Deficit-based ESL Instruction, SAA = Student Academic Achievement, CE = Classroom Engagement

Table 2 shows the reliabilities of study variables. The coefficient alpha reliability of all the study variables lay in the acceptable range such as reliabilities for study variables were recorded as for independent variables asset-based ESL instruction ( .78), deficit-based ESL instruction ( .72), and dependent variables students' academic achievement ( .80) and classroom engagement (.84).

**Table No.03:**t-test analysis for gender differences among study variables Asset-based, Deficit-based ESL Instruction, Students' Academic Achievement, and Classroom Engagement (N=300).

Variables	F	p	t	df	95% CL	
					LL	UL
AB-ESL	1.72	.00	.63	299	.49	1.92
DB-ESL	1.58	.04	.35	299	.60	2.21
SAA	.91	.00	.24	299	.30	1.28
CE	1.42	.00	.60	299	.56	1.34

AB-ESL = Asset-based ESL Instruction, DB-ESL = Deficit-based ESL Instruction, SAA = Students Academic Achievement, CE = Classroom Engagement

Table 3 shows the t-test analysis for gender differences on independent variables (asset-based ESL instruction and deficit-based ESL instruction) and dependent variables (student academic achievement and classroom engagement). The F value (1.72 and 1.58) in the analysis for independent variables (asset-based ESL instruction and deficit-based ESL instruction) and significant p values (.00 and .04) values show significant gender differences in the collected data. F values (1.58 and .91) for dependent variables (student academic achievement and classroom engagement) and p significant p values (.00 and .00) suggest the notable gender differences. Upper- and lower-class differences were not observed so much in the data.

**Table No.04:** t-test analysis for province differences among study variables Asset-based, Deficit-based ESL Instruction, Students Academic Achievement and Classroom Engagement (N=300).

Variables	F	p	t	df	95% CL	
					LL	UL
AB-ESL	3.25	.01	.63	299	.39	2.92
DB-ESL	2.63	.00	.35	299	.20	3.21
SAA	1.02	.08	.54	299	.10	3.58
CE	1.42	.03	1.20	299	.26	2.14

AB-ESL = Asset-based ESL Instruction, DB-ESL = Deficit-based ESL Instruction, SAA = Students Academic Achievement, CE = Classroom Engagement

Table 4 shows the t-test analysis for province differences (Hanoi and HUE) on independent variables (asset-based ESL instruction and deficit-based ESL instruction) and dependent variables (student academic achievement and classroom engagement). The F value (3.25 and 2.63) in the analysis for independent variables (asset-based ESL instruction and deficit-based ESL instruction) and significant p values (.01 and .00) values show significant province differences (Hanoi and HUE) in the collected data. F values (1.02 and 1.42) for dependent variables (student academic achievement and classroom engagement) and p significant p values (.08 and .03) suggest the notable differences in provinces Hanoi and Hue. Minor differences between the upper and lower classes were observed in the data.

**Table No.05:** Pearson Correlations among study variables Asset-based, Deficit-based ESL Instruction, Students Academic Achievement and Classroom Engagement (N=300).

Variables	1	2	3	4
AB-ESL	-	-	-	-
DB-ESL	.86**	-	-	-
SAA	.37**	-.25**	-f	-
CE	.36**	-.89**	.35**	-

AB-ESL = Asset-based ESL Instruction, DB-ESL = Deficit-based ESL Instruction, SAA = Students Academic Achievement, CE = Classroom Engagement

Table 5 shows the Pearson Correlation among independent variables (Asset-based ESL Instruction and Deficit-based ESL Instruction) with dependent variables (Students' Academic Achievement and Classroom Engagement) for the sample of 300 students from Hanoi province and HUE province. The results show a significant positive relationship between asset-based ESL instruction with dependent variables students' academic achievement (.37\*\*) and class engagement (.36\*\*). In contrast, a significant negative correlation was observed between deficit-based ESL instruction with dependent variables students' academic achievement (-.25\*\*) and class engagement (-.89\*\*).

**Table No. 06:** Regression analysis among study variables Asset-based ESL Instruction, Students' Academic Achievement and Classroom Engagement (N=300).

Variables	B	$\beta$	p	95% LL	UL
Constant				12.08	20.22
AB-ESL	.66	.62	.01	.39	2.92
SAA	.28	.23	.00	.10	3.58
CE	.59	.51	.00	.26	2.14
$\Delta R^2$	.45				
$R^2$	.45				
F	19.02				

AB-ESL = Asset-based ESL Instruction, SAA = Students' Academic Achievement, CE = Classroom Engagement

Table 6 shows the regression analysis for independent variable asset-based ESL instruction to predict the relationship with dependent variables students' academic achievement and classroom engagement. The regression analysis predicts a significant positive relationship with asset-based ESL instruction to predict the relationship with dependent variables students' academic achievement and classroom engagement.

**Table No. 07:** Regression analysis among study variables Deficit-based ESL Instruction, Students Academic Achievement and Classroom Engagement (N=300).

Variables	B	$\beta$	p	95% LL	UL
Constant				14.08	23.21
DB-ESL	.34	-.31	.00	.30	4.22
SAA	.38	-.43	.00	.20	2.55
CE	.69	-.41	.00	.46	1.18



$\Delta R^2$	.75
$R^2$	.75

DB-ESL = Deficit-based ESL Instruction, SAA = Students' Academic Achievement, CE = Classroom Engagement

Table 7 shows the regression analysis for independent variable deficit-based ESL instruction to predict the relationship with dependent variables students' academic achievement and classroom engagement. The regression analysis predicts a significant negative relationship with deficit-based ESL instruction to predict the relationship with dependent variables students' academic achievement and classroom engagement.

## Discussion

The change from a negative to a positive ESL learning base. It is the major change in development in how teachers view their learners. This transition is especially significant when it comes to the elementary students who are learning English as the second language because their academic performance and their participation in the classroom depend on this transition. Resource-based instruction is anchored on the belief of valuing the languages and cultures that students and clients bring into the classroom. Thus, there is a need to ensure that educators focus on these strengths in order to develop a more culturally sensitive curriculum that is in tune with the students' experiences (Hammond, 2014). From the context, students' communities mean that an educator is able to see, recognize, comprehend, or appreciate students' stock of knowledge, backgrounds, beliefs, language and culture for instructionally improved strategies. It supports teachers in addressing students' needs and recognizes students and their experiences as important resources in the process of knowledge (Zacarian & Fenner, 2019). When educators embrace the cultural and linguistic capital as valuable, they reject the conventional narrative of deficiency that precedes ELL student learning (Lewis, 2020). This change in perception makes the students view success in academics not just as a personal gain but as a way of serving society (Nguyen, 2017). Furthermore, it makes it possible for an asset-based instruction to encourage a setting where students will admit that they are capable and appreciated by their peers. Collection and affirmation of students' positive attributes is empowering given that students need to develop hope and coping mechanisms in their academic endeavors, as asserted by Nguyen (2013). This style is a stark departure from a deficiency model of instruction that aims and targets perceived student deficits, putting the students off and causing them to have low self-esteem and focus away from learning (Gay 2000, Hammond 2014). For example, students who are often told about their weaknesses are likely to heed such advice and consequently develop lowered anticipations and reduced motivation (Bright, 2012). It has outcomes that suggest that asset-based instruction can enhance academic achievement and higher levels of participation in class. This is particularly so as students' investment in the learning process, as well as their perceived sense of belonging in their class, can be influenced significantly by the manner in which educators go about their work (Nguyen & Bui, 2016). This strategy benefits students by boosting their achievement rates and improving their social-emotional well-being, as the involvement of learners fosters active participation and the willingness to tackle challenges (Pham and Ta, 2016). In addition to these, asset-based instructions enable teachers to expect a lot of results from their learners, and at the same time, they are able to support the learners to an extent of achieving what is expected of them. Celebrating achievements gives students the morale to do better, boosts their morale, and compels them to do better academically and personally (Coady & Ankey, 2019). The educators should create an environment that will encourage the learners to achieve great things by relaxing on the tactics used in accomplishing the tasks in school to minimize anxiety (Hammond, 2014). Deficit-based instruction, on the other hand, results in a textual

focus on the deficiencies that the students have; this can be very damaging to the achievement of the students, and it also disengages them from the learning process (Dinh, 2018). Schools may encourage the exclusion of students with difficulty in learning by assuming the students' problems are personal shortcomings. This has implications for embracing an asset-based orientation whereby educators are challenged to look for the abilities of the students and then offer profound challenges that will foster development (Nguyen et al., 2016). Therefore, there is the need for a shift from deficit-based ESL instruction to asset-based ESL instruction in teaching elementary-level students. In this way, acknowledging cultural and linguistic strengths fosters a positive school direction and participates in improving academic performance and students' interest in learning. Such a change helps the students as individuals and enlarges the stock of educational experience for other learners, making it more diverse, tolerant, and inclusive.

## **Conclusion**

The findings of the present investigation support the prior data in the literature. This study seeks to unravel the numerous benefits of using asset-based pedagogy in teaching ESL students at the elementary level with the view of improving students' academic performance and interest. Due to its characteristic of acknowledging and utilizing as many of the students' linguistic and cultural assets as possible, asset-based learning then builds a more accepting and constructive learning environment that boosts students' achievements and engages them in their learning process proactively. Our study shows that students feel more connected and interested in what they are learning when they can relate to it in some way, and that such students are more willing to interact with the topics presented in class. Deficit-based instruction, where the focus is on students' deficits, impacts students' self-views negatively, makes them lose interest in learning, and thus affects their success. Educators require moving from a fixed mindset focusing on voids in knowledge delivery to embrace students' strengths and capacity for growth and handling challenges. This shift is not a matter of opting for one approach over another for teaching, but a developmental shift in instructional practice that has stringent consequences in regard to the social/emotional development of elementary ESL learners. In the process of enhancing the provision of ESL education for students, it will be vital for educators and policymakers to enhance asset-based pedagogy alongside that will ensure the enhancement of equity, fun, and effective learning for all young learners; hence, every child will have a fair chance to perform to the best of their potential and be a positive member of their society.

## **Recommendations and Limitations**

The study carried out is cross-sectional. The author recommends that another study be conducted to cover a wider period than in the present study to establish the variables. Primary data was collected from the two provinces only. It may not apply to other provinces and other parts of the globe since the graphical conditions differ and so do the resources on the second English language and learning and instruction opportunities. The following are the recommended strategies that may be adopted in order to improve the teaching and learning of ESL amongst elementary students. First, teachers should ensure they adopt instructional practices that promote the assets of students, focusing on their cultural and linguistic capabilities. There is a need for professional development to be put in place to enable teachers to undertake these strategies so as to enhance the teaching practices. This training should enable the facilitators to implement a culturally sensitive teaching approach so as to be able to come up with lessons that will be acceptable and comprehensible to the learners. Further, schools should ensure that classroom teachers and students develop strong and purposeful positive

relationships with parents and caretakers, positive other adult role models, and the broader community in order to create a supportive network to support students' construction of an educationally positive identity. In addition, educational policymakers need to champion changes to the curriculum offering that embraces value-added education, more specifically ESL programs. This also involves providing curriculum and other material that portrays the diversity of students and in providing a form of assessment that embraces students by what they are capable of achieving instead of portraying what they can't do. Schools should also have formative assessments to ascertain students' achievements to allow the teachers to teach with efficiency. However, there are some limitations from which this research cannot be totally exempt, and they include the following: The study was cross-sectional in nature, and this might pose a barrier to determining causality or the persistence of such in as far as asset-based/delinquency-based instruction is concerned with the students' achievement and interest. Future researchers should employ longitudinal designs in their research studies to follow up on the students' progress and establish the vista impact of various instructional modalities. Further, the data was collected from a few provinces only, and therefore, the results could not be generalized to other regions where educational milieu and resource availability may differ. To reduce this limitation, subsequent studies should involve the subjects of different geographical settings where variations in applying asset-based and deficit-based approaches to ESL learners would be deemed remarkable. Both of these studies have their own limitations; however, by recognizing them and furthering the recommendations made by these works educators and researchers can better develop ESL instructional methods that will better accommodate the needs of elementary students.

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