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GUIDING YOUNG ESL/EFL/RETURNEE STUDENTS WITH MULTILINGUAL NARRATIVES

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ABSTRACT

This paper addresses the importance of using the writings of successful bi- and multi-lingual authors and of other non-native speakers of English learners as the main sources of teaching materials to enhance the long-term development of young English language learners' linguistic and cultural identities and their creative use of their multiple languages. In the field of Applied Linguistics, there have been numerous studies on language identity and its implications for teaching and learning, especially for immigrants or international students in ESL contexts (Kanno, 2003). However, in order to explore this topic in depth, it is important to go beyond mere implications to propose specific pedagogical practices, their potential effectiveness for learners, and the outcomes they may engender. The present study includes extensive literature reviews on the ongoing growth of plurilingualism, for both individuals and in educational settings as explored in Applied Linguistics research, as well as close examinations of accomplished multilingual writers' literary works and their writing strategies. With a reflective and narrative approach, this study describes a guiding pedagogical unit that can be conducted in a variety of educational settings and situations to elicit more meaningful language through various writing activities and discussions for young ESL/EFL/Returnee students of high-intermediate and/or advanced proficiency levels. The proposed study unit integrates some short excerpts from major multilingual narratives such as novels, memoirs, poetry and short stories, with the goal of promoting student interaction with these texts, using them as springboards for addressing various language identity issues that many second language learners face in the context of language education and daily life.

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ACKNOWLEDGEMENTS

“The most important things are the hardest to say. They are the things you get ashamed of because words diminish those— words shrink things that seemed limitless when they were in your head to no more than living size when they’re brought out. But it’s more than that, isn’t it?”

–Stephen King

Writing this paper was extremely difficult experience because the topic is a very personal one. I struggled with my overambitious attempt to explore other possible ways to introduce a concept of language identity to young second language learners in the most friendly, accessible and useful ways. I cannot show enough appreciation for the encouragements I have received over the past four years. First and foremost my deepest gratitude goes to Dr. Celeste Kinginger, my mentor, who has been and will always be my sources of inspiration. I also want to thank Dr. Meredith Doran for her philosophical and constructive insights. I wish to thank all professors and colleagues who have given me their insights and have made me grow to love every aspect of Applied Linguistics. Most of all I would like to thank my family, especially to my parents, for all their love, support, and education they have provided me. They have helped me more than they will ever know.

Preface

I met thirteen year old Eva Hoffman (1989) in her memoir, *Lost in Translation*, when I was 22 years old. Reading her story was both comforting and painful because she and I shared such a similar experience. It felt as though she wrote exactly how I felt and what I could not say when I was thirteen years old, living in the very same Canadian city she had lived in. After encountering her story, I finally felt like I was not alone in my experiences and perceptions of life in a second language and culture. Yet, I wish I had known about her story earlier in my L2 education to assist me in learning more than just a foreign language. During my experiences as an ESL student at a young age, what I needed the most was not just reviewing linguistic forms that I had already learned, but also ways to cope with different cultural environments and to find my identity both within and without them. Even when I was forced to take an ESL class in my first year of high school, neither the teacher nor the course helped me when I struggled to figure out problems adjusting myself in a bicultural life. Consequently, I was emotionally unstable. Thus, I was seeking for help from teachers, but they were not familiar with the problems that I dealt with. All I needed was someone who knew how I felt. As I grew older, I was able to figure out my identity issue by balancing the two cultures. However, I always wished that I had learned about differences in culture and identity more explicitly at school because competence in ‘language’ alone was not enough. This is the core reason that I wanted to study pedagogical guidance on this topic.

Introduction

The initial title of this paper was “Teaching Adolescents ESL/EFL/Returnee Students with Multilingual Literatures.” The paper was intended to propose effective ways to help those individuals who struggle to align with their multi-identities in various social contexts. At the beginning of my research, I focused only on literature reviews examining the potential positive impact of multilingual or multicultural literatures on the development of the students. However, I needed to consider the broader category of L2 literacy as a way of strengthening the connection between my own understanding of language teaching and of literature’s role in that endeavor.

1. Rethinking “teaching”

When learning another language, how to face an emotional struggle is something that cannot be found in a textbook. Some learners may not face this issue of developing linguistic and cultural identity through acculturation, but many individuals, especially younger individuals in immersion environments, experience more than just grammar rules and definitions of vocabulary words. Teaching students about identity in relation to language and culture creates more ambiguities and uncertainties than teaching students linguistic form and elements because the latter formal approach is easier to facilitate with common and direct teaching methods for students to work with, even if they struggle with errors and mistakes. There is too much individual variation, both prior to learning another language and during learning, regarding the socio-psychological readjustment process involved in bilingualism to acknowledge, and these ‘other’ factors cannot be taught as neatly and explicitly as grammatical features can. Teachers and educators can only *guide* students when dealing with identity issues, because teachers cannot teach their learners who they should be. Learning about oneself is a self-learning process achieved through socializing with one’s given surroundings no matter what individual differences are.

Guiding students to explore what more they could do to communicate with their language(s), in particular through models from excellent multilingual writers, would allow students to make the process more meaningful than through formal language instruction alone.

2. Rethinking “adolescents”

The reason that I chose young ESL, EFL, and returnee students as the relevant groups for the proposed pedagogical unit is because these learners are those most likely to study English as their second language for a variety of reasons besides meeting the mandatory requirements for school. Foreign language learners tend to construct new identities for themselves (Kramsch, 2009: 4). For many language learners, even for young individuals, acquiring another language is an act of investment (Norton, 1995) for socio-political reasons. Some students, such as newly arrived immigrants and international students are privileged enough to study abroad and study English in an immersive environment whether such actions are involuntary or voluntary. For those individuals who are newly adapted to families of ENL (English as National Languages) countries, learning English is not a choice. For others, some remain where they are from and study English, hoping to get into a better university and/or to get a better job in the near future. Returnee students try to find a balance between two languages and cultures (Kanno, 2003) in order to make sense of their bicultural world on their own.

These individuals not only face the typical and “important” events (see Table 1-1 below) of “adolescence,” such as puberty, but also the impact of their L2 on linguistic identity. Minoura (1992) proposes that between the ages of 9 and 15 years, there is a sensitive period for acquiring cultural meaning systems successfully. This is similar to Lenneberg (1967)’s critical period hypothesis, except that Minoura focuses on acquisition of foreign cultural competence. She presents the critical role of peer contact on L2 adolescents because these contacts are immediate and close. Peers offer constant support

and resources for L2 learners to reflect upon. Erick Erikson's eight stages of psychological development summary illustrate a general idea of human life stages. As he points out, most adolescents do achieve a sense of identity through social-interaction and their surrounding environments.

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

Table 1-1 Erikson's Psychosocial Stages Summary Chart¹ (my emphasis on adolescence)

However, labeling different age groups, especially the adolescent group, seems to overgeneralize adolescents' socio-political conflicts, expectations, and behaviors. Referring to young learners as "adolescents" can be problematic because it can be seen as a presumption, stereotyping individuals in

¹ Retrieved from http://psychology.about.com/library/bl_psychosocial_summary.htm

that age group as insecure and troublesome because they are inexperienced. I do not completely disagree that children and young adults tend to be more emotionally unstable when they develop their identities. However, adults can struggle with their identity when they learn foreign language(s), but younger individuals are easily more influenced by various factors than older ones because they are highly sensitive and have less prior knowledge of the world. Additionally, some individuals may be more mature than others.

The boundaries of adolescence are blurred. Young people do not just shed their teenhood and become ready to jump to adulthood when they reach a certain age group. The mental transition from childhood to adulthood is not as clear as the physical transition. There is no concrete boundary that marks adulthood either, because we continue to grow by cultivating ourselves with old and new knowledge from experiences. No matter how old we are or where we come from we may still be “adolescents” in some ways. Erickson believes that adolescents establish their identity when they are able to align their agency into their society with an emotional and deep awareness of themselves.

Furthermore, this is not fully applicable to many young individuals, especially to young ESL/EFL/Returnee students, because they tend to struggle not only with their identities, but also with social-amalgamation. In comparison to the expanding studies on ESL learners’ identity development (Hinton, 2001; Kramsch, 2000; Kramsch & Lam, 1999; Norton, 2000; Pavlenko, 2001, 2002, 2004, 2005, 2007; Pavlenko & Lantolf, 2000), research on the reception of returnee students needs more attention. Having a pre-existing construct of how we conceptualize “adolescents” in language education limits an opportunity for the students to deal with identity issues. A matryoshka doll, a Russian nesting doll, seems to explain better about how we grow up through socialization because it represents a synthesis of identity development from earlier stages and later ones.

3. Considering “Emotional Intelligence (EQ)”²

The latest research shows that our EQ can play a bigger role in our success in life than our IQ. This is because Emotional Intelligence is the key tool to getting along with others, taking control of our life, thinking clearly, and making good decisions. Increasing students’ emotional quotient is crucial in any learning context, especially in ESL contexts. When students, especially teenagers, are at a stage where they struggle to find their identity through the English language, they are often emotionally overwhelmed and become sensitive. A student who is emotionally confused and or “wounded” (Hendershott, 2009) can shut down on some emotional level: it is critical that instructors and educators pay attention to this. This is a problem because many teachers have not had the training that teaches them how to care for the students’ overall needs. How teachers get students to manage their emotions leads to a greater sense of self-esteem and ownership in their choices. When students have a greater sense of emotional health, learning and achievement take on a greater role in their life. Language education should strive to show deep concern for the students and value students’ experience and ideas. Therefore, teaching them the mechanisms of the language with meaningful cultural and identity references can help them understand themselves and the new language more effectively.

² The term was coined by psychologists John Mayer and Peter Salovey in 1990.

Background and Theoretical Framework

There have been numerous attempts to incorporate multicultural readings into the classroom since the 1970s (Bukhalter & Pisciotta, 1999), as a means of avoiding reinforcing ethnic stereotypes and helping students to understand differences among various cultures and language. This is the more conventional role of multilingual literatures in general education. In second language education, literature was initially the main source of input for teaching in language classes in the era of the Grammar Translation Method (Collie & Slater, 1987: 2). Though the development of literature's pedagogical role was less dynamic compared to other methodologies (i.e. Audio-lingual, Communicative Language Teaching, etc.), it began to refine its role in second language teaching (Belcher & Hirvela, 2000).

A literacy-based approach and various teaching methods address a growing demand for changing the way most students “think” about language learning, and encouraging educators to go beyond traditional teaching styles. Kern (2000) focuses on the importance of critical “thinking” that goes into reading, writing and discussing texts by encouraging students’ reflective engagement in the classroom. There are other ways to approach teaching second language and literacy, including the critical/reflexive approach and the creative/narrative approach (Kramersch, 2009: 199-200). Kramersch acknowledges the urgency of raising critical awareness of the global dimensions of language teaching in order for students to face the challenges of multinational capitalism. I see fundamentally great value in “thinking” differently for various reasons. The purpose of this paper is to specify the meaning of “thinking” and to demonstrate how to operationalize it for helping learners to experience less anxiety with regard to linguistic and cultural integration.

The Role of Multilingual Narratives

“We read to know that we are not alone.”
–C.S. Lewis

In today’s globalized society, multicultural literatures are growing larger in number of publications. In order to bring a positive view to learners’ identity issues, successful multilingual writers’ literary work seems to be the most suitable authentic materials because they are embedded in social and cultural contexts. Drawing upon a variety of linguistic, textual, and cultural resources, their creative use of language expressed in these literary works may become models for students, along with the biographic information about each writer. Instructors need to make a careful selection of these literary texts since they may contain scenes with inappropriate language and content for young learners. Also, it is important to consider what literary texts mean for individuals from different cultural backgrounds because the meaning and usage of literary texts is not universal throughout the world.

Using multilingual/multicultural texts in foreign language learning is one of the ways to improve student literacy. Literacy in foreign language teaching is used in a wide range of academic disciplines (i.e. rhetoric and composition, education, educational anthropology, history, psychology, educational psychology, sociolinguistics, and educational sociology) because it helps students to explicitly articulate their perspective on their identities in both written and oral forms by analyzing the given texts. Multilingual literature is an essential material to develop students’ interpretative abilities and symbolic competence³ with appropriate guidance, by focusing on the relationships between texts, discourse conventions and the social and cultural contexts of the language learning process.

1. Other Multilingual Narratives

³ Symbolic competence is developed from the symbolic frame called *third space* (Kramsch, 1993). It is the ability to appropriate a foreign language for oneself and to shape the context in which the language is learned and used.

There has been countless research on the work of bi- and multilingual individuals, such as writers, scholars, and language learners about their foreign language(s) learning experiences and subjectivities. The productions of multilingual individuals, despite genres, are often studied for theoretical/pedagogical implications, or as aesthetic reading (increase multicultural awareness and appreciation) purposes. Researchers in Second Language Acquisition (SLA) have studied autobiographic narratives of second language learners through many different lenses and made contributions to the field since 1970s (Schuman & Schumann, 1977). The diary studies of L2 learners in the 1970s and early 1980s focused mainly on psychological aspects such as competitiveness, motivation and anxiety (Schumann, 1980; Bailey, 1983; Bailey and Oshsner, 1983; Schmidt & Frota, 1986).

Recent qualitative research shows that diary studies, autobiographic narratives, and personal interviews reflect broad aspects of learning language(s). However, in the field of Applied Linguistics, the study of the texts has not shown much about the practical impact of multilingual literature on students' identities. If language teachers and educators choose excerpts from diary studies and other narrative inquires (i.e. participants' written and verbal responses) from this extensive research that are relevant to young learners, autobiographic narratives from research data can be used as pedagogical resources to explore ways of compromising with different languages and cultures in transnational and globalized contexts, and to show other learners that they are not alone in facing difficulties in learning another language.

2. A Literary-based Approach in Language Learning

Language learners are not blank slates. They may be young but they already have knowledge about how to do things with words in both L1 and L2 when they reach high-intermediate and advanced proficiency levels. The study unit presented in this paper aims to develop students' background knowledge and to

move beyond postmodern approach to (re)constructing oneself with multilingual narratives. In the field of psycholinguistics, the collaborative model of reading and writing is helpful for learners (Carson & Leki, 1993).

The unit builds on the idea that reading, writing, and discussing influence one another and challenge the traditional linear relationship reading-talking-writing (Kern, 2000). With a combination of explicit individual and collective writing and speaking activities, learners are engaged with sophisticated or non-standard use of language in the texts. Kramersch (1995b; 2000)'s "Cricket" activity is one of the concrete examples in which students summarize Robert Olen Butler's short story called "Cricket" to examine and construct their own discourse by using their personal backgrounds and preferences in genres.

The unit's rhetorical mode should be largely expressive so the instructor and the material can validate the student's literary and creative positions. Spontaneous reading and writing activities will help students to deal with their identity issues on a personal level. Other tasks and activities should be transgressive and reflective on both students and teachers to learn to use to enjoy the new language for reaching deeper understanding of the language and of themselves. However, selected literatures should not be used without close linguistics studies and should not encourage the theory of hybrid identity or third space (Bhabha, 1994) in order to avoid marginalizing the multilingual writers and learners themselves.

There is a possibility of difficulty in reading the successful writers beyond appreciating aesthetic values due to their highly sophisticated language uses. However, the difficulty of the texts encourages interaction to learn multiple layers of meaning and classroom discussion generates individual's identity production by giving them an opportunity to share students' feelings and intellectual opinions of the texts. Also, close readings and examinations of various successful cross-

cultural writers' literary works across genres offers close emotional and artistic connections to their linguistic heritage which allow the readers to explore their language use such as idioms and expressive forms and their approaches to emotional behavior. The study of cross-cultural narratives should not just be focused on ethnic identity and emotional language pattern. Every word and phrase the authors choose to write reflects part of who they are. Reading the texts to study their linguistic and stylistic choices encourages learners to explore creative and meaningful ways of using language with specific purposes and to reconceptualize conventional writing.

3. Writing beyond Language Practicing

“There is no greater agony than bearing an untold story inside you.”

–Maya Angelou

From a sociolinguistic approach, these literatures demonstrate that it is possible for people to conceive of legitimate English in ways that do not conform to the norms of native English speakers. Sometimes, deviating from the standard or “hegemonic” form of a language can be only appropriate way to approximate oneself to portray themselves in their texts. Portraying one’s identity in his or her mother tongue alone can be challenging. However, writing it in another language is more complex process because it requires creative strategy and style to reflect one’s unique experience with the new language. Furthermore, genres and contexts in which they choose to write affect their choice of styles and techniques as well. Bi- and multi-lingual writers often shift from one language to another and transfer their multi-identities, but some writers give up their mother tongue and adopt English voluntarily (e.g. Ngugi Wa Thiong’o⁴) or involuntarily.

⁴ *Decolonising the Mind: The Politics of Language in African Literature*. London: James Currey, 1986.

Although many scholarly studies on post-colonial literatures have focused extensively on the writers' strategies of appropriation to convey their identities, explicit analyses that address other possible strategies that bi- and or multi-lingual writers' use in contemporary context are difficult to find. Bill Ashcroft's *Caliban's Tongue* mentions the various strategies that writers often use to convey their identities in postcolonial context, such as *code-switching*, *vernacular transcription*, *syntactic fusion*, *interlanguage*, *glossing* and *untranslated words* (2009: 176-180). However, many literary works written by immigrant and or multilingual writers also use strategies that do not fall under those categories. They use a variety of strategies, such as translanguaging (Canagarajah, 2000) to portray their identities through the English language and the native language(s) and harbor the relationship between languages and emotions (Besemeres, 2004; Gladkova, 2010). However, this should not amplify mythical and stereotypical readings and writings of multicultural literatures.

Despite the differences in their personal experience and narrative styles, multilingual writers' writings are meditations on their language learning and the personal meaning of physical, social and psychological bridges crossed. Identifying their strategies as classroom activities may help readers to understand and analyze the texts in depth. Furthermore, their hybrid perspectives offer insights into the never-ending inner struggle between native and adopted cultures, even if the immigrant and autobiographical literatures may not always intend to convey writers' identities. Their particular writing strategies will enhance learners' ability to express themselves without feeling constrained to use correct forms of English.

Using the Unit

In this section, an overview of the unit (approximately 4 weeks) on language and identity with four sub units is provided. It is applicable to any ESL and EFL classes with no more than 20 students in each class. This could be an introductory unit of the course. It is important to note that every student is required to keep a thought journal for both in and out of class (short responses) that can be written in English, students' native language (with or without translation) or both to concretely represent their thoughts and interpretations of texts. The instructor will read their personal reflections periodically. This will prepare students for doing a unit project. If instructor wants to implement technology, students can create their own blogs instead of keeping journals. The unit presents a variety of literature, rhetorical forms and styles. The unit includes memoirs, fictions and essays. The essays serve as models for writing as well as vehicles for thought. The literature allows emotional involvement without sacrificing the distance and objectivity.

Week 1: Explore

I. Just a Story among Many Stories

Before getting started, students are asked to give an individual presentation on their names and where they come from. The 15 minute presentations on names focus on students' subjectivity in microscopic and personal level. A question of what your name is the beginning of your story. It can work as ice-breaking activities and beyond. For ESL and returnee students, they may already obtain English names (Edwards, 2006; Kim, 2007). They can compare and contrast what the names would mean to them. For EFL students, this activity can be more crafted by giving them more specific guidance. Since they are more likely to not have English names, they can talk about their cyberspace identity and or create

English or any other names that they would want to have besides their given names. After students' presentations, the instructor should also give his or her presentation.

2. Identity map

For the follow up activity, each individual can draw an identity map. This should be a very quick activity where students can use words and phrases to describe who they are. To evoke more enthusiasm, this could be designed as a form of game such as a speed game.

3. Introducing the texts

The instructor should prepare a list of literature excerpts with the writers' names and go over them with class to give a general overview. The list may include Eva Hoffman (1989)'s *Lost in Translation*, Chang Rae Lee (1995)'s *Native Speaker*, Amy Tan (2002)'s personal essay called "Mother Tongue", several works of poetry by Shirley Geok-lin Lim, Richard Watson (1995)'s *The Philosopher's Demise*, and short essays from Isabelle de Courtivron (2003)'s *Lives in Translation*.

The instructor can demonstrate a group presentation that they will be doing throughout the unit because each student will sign up for the date and the literature pieces that they would like to present. Students must read all the reading materials including the texts that they are not presenting. For instance, adapting Kramsch's "Crickets" activity, the instructor would give a short background of an author and then read his/her work to class and provide summary and analysis. For analysis, instructor can demonstrate how to present the writers' metaphorical uses and writing strategies such as code-switching, untranslated words, etc to attend to students' linguistic, rhetorical, or stylistic elements in texts in order to incorporate them into their own work.

Students should take notes in their journal for their first reaction and then engage in open discussion in small groups or as a whole class about the impression that they got. Discussion provides the sociolinguistic element that will allow students and instructor to participate together. Students may provide several different types of responses by relating the text to their personal concerns, thematic issues, sound, rhythm and image.

4. First draft

Each student is asked to write about personal essay, memoir or any of their language learning experience they have had. Students can write their own version of a topic or a theme that is similar to class reading materials; write reflections on their own reading processes-their experiences, difficulties and insights-as a component of their reports on their independent reading.

Week 2: Beyond literature

For every class, instructor will bring short excerpts from scholarly journals and articles from Applied Linguistics. These excerpts are the narrative inquiries of non-native speakers of English including interviews, written responses from the studies that related to language and identity. For instance the story of Alice (Kinging, 2004) can be used. Students are asked to provide short responses in their thought journals after discussion.

Week 3-4: Final project

The final days of unit work are devoted to completing the creative final project which is composed of an oral presentation and a final copy of paper. The oral presentation is giving a short presentation to share what each individual has worked on for the final project. This allows students to provide feedback. The

final paper allows students to express their ideas about their language learning experience and identities. Students can use any materials that they find relevant to their own experiences. They are allowed to create visual arts, including songs, poetry, and personal reflections if they want to, but they must submit a written form of descriptions. The assessment process involves portfolio approaches which are peer responses, instructor/student conferences, and multiple drafting in order to actively and critically read their own and their peers' writing in the editing process.

Remarks

The purpose of this study was to introduce language identity specifically to ESL/EFL/Returnee students, but it should not be limited to only these individuals. Other young learners, who are studying other languages beside English, may find this unit helpful. The unit is only a basic framework because it leaves so much room for various implementations methods and tools to meet students' needs. My passion for reading and writing, and what I have received and not received in second language education are reflected in the proposed study unit. I wish I had an opportunity to explore myself with both languages more freely. Using multicultural reading materials as models alone is more than enough to help students deal with their identity struggles and to appreciate cultural diversity by exploring their own ideas in their writing. I would like other advanced or bilingual learners, especially in their adolescent years, to be exposed to these kinds of texts and to observe how credible and successful multilingual writers use their experience with the languages that they know to create rich and interesting texts that engage with identity issues, various facets of the language learning experience, and how individuals can create multilingual selves.

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VITA

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EDUCATION

The Pennsylvania State University, University Park, PA
The Paterno Liberal Arts Undergraduate Fellows Program
The Schreyer Honors College

Bachelor of Arts in English & Master of Arts in TESOL

May 2012

Penn State Summer Study Abroad in Ireland

May 2011 – Jun 2011

- Traveled throughout Ireland and took classes in English literatures and visual arts to broaden global knowledge

WORKING EXPERIENCE

The Intensive English Communication Program, University Park, PA

Jan 2012 – Present

- Co-plan and co-teach reading level 2A class with an experienced teacher

The CALPER's Korean Culture and Media Series, University Park, PA

Oct 2011 – Present

- Develop the Korean language teaching materials for beginning level students
- Revise and translate texts into both English and Korean

Interpreter, Incheon, Korea

July 2011

- Served as a main English interpreter at Korea-Thailand franchise business meeting at the Ewon Co., Ltd.
- Interpreted for CEOs at business meetings and other social events

WRITING EXPERIENCE

Research/Writing Internship, University Park, PA

Aug 2011 – Dec 2011

- Research and analyze on numerous scholarly and literary literatures

Rhetorical Practices and Theories Textbook Publication Internship, University Park, PA

Jan 2011 – Present

- Research and analyze the numerous scholarly literatures
- Check page proof corrections

English Writing: Online Cross-Pacific Exchange, University Park, PA

Jan 2011 – May 2011

- Assisted Chinese college students with improving their grammar, organization and writing style
- Proofread and edited student papers, provided feedback to students on their writing strengths, weaknesses and individual concerns
- Educated students in proper writing techniques and suggested alternative style methods, organizational formats and more appropriate sentence structures

TEACHING EXPERIENCE

Tutors of Literacy in the Commonwealth

Oct 2011 – Dec 2011

- Design lesson plans to assist adult literacy learners online

Penn State Undergraduate Korean Language Class Teaching Assistant, University Park, PA

Jan 2009 – Dec 2011

- Assist in the educational and social development of students under the direction and guidance of the class teacher
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities
- Assist class teachers with maintaining student records

Teaching American English Pronunciation, University Park, PA

Aug 2009 – Dec 2009

- Tutored Japanese Ph.D. student for one of the Applied Linguistics classes and created two to three hour long lesson plans once in every week

SKILLS & QUALIFICATIONS

- Achieved the Excellence in Communication Certificate (ECC) at Penn State
- Excellent communication skills with fluency in both English and Korean with intermediate skills in Japanese

PROFESSIONAL INTERESTS & ACTIVITIES

Kalliope: Penn State's Literary Journal

Jan 2010 – Present

• Penn State's undergraduate literary magazine

Ohanathon: The Penn State University (THON)

Sept 2008 – Present

- Participate in THON canning to raise money for children with cancer