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Empowering Students to Develop L2 Identity - Supplemental Online Lessons

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University of San Francisco

Empowering Students to Develop L2 Identity - Supplemental Online Lessons

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Laura Espino
May 2018

Empowering Students to Develop L2 Identity - Supplemental Online Lessons

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MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by
Laura Espino
May 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

_____   ___05/04/2018_____
Instructor/Chairperson   Date

_____   _____
Committee Member*   Date

*Added only if there is a second reader

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Abstract

As an immigrant, learning English is part of acculturating to the new culture. From this process, a new identity emerges in the context of the new language and culture. Currently, identity issues and intercultural competence are explicit objectives in language learning. The implications of neglecting identity formation in second language acquisition include vulnerability to culture shock, mental health issues, and the inability to thrive. The unique set of needs, motivations, and strengths of immigrant English language learners should inform language instruction design in order to achieve sustainable and equitable successful language learning and acculturation. Explicitly designing instruction that incorporates issues of identity into the curriculum effectively considers the students' communicative goals and intercultural competence, and better prepares students to face the challenges of acculturative stress.

The purpose of the field project is to provide instructors with supplemental online lessons that address issues of identity, to complement and enrich the classroom content and expand practices towards more learner-centered practices to provide more engaging and meaningful learning. The field project is composed of a series of supplemental lessons for an intermediate reading and writing level credit course at the community college level. Each lesson includes self-directed activities for the students to complete independently online. Also, each lesson is accompanied by a teacher guide to frame and integrate the lesson with the classroom practice, methods of assessment, and a reflection prompt to encourage the teacher's reflective practice.

As the needs of students change over time and in response to immigration and economic trends, the field of TESOL is evolving towards a more inclusive environment of the diverse background and experiences of the student and teacher population. Language learning has

evolved from being a skill to be mastered to a tool for empowerment, and it is imperative to continue developing our teaching practices to best serve our students.

Keywords: English for Speakers of Other Languages, Identity, Strategies Based Learning, Online Learning, Intersectionality, Acculturation.

Chapter I

Introduction

Statement of the Problem

Issues of identity in language learning are an important part of the process of successful acculturation for immigrants from non-English speaking countries. In the field of English learning, English for Speakers of Other Languages has a unique context. As opposed to English as a Foreign Language or "elite bilingualism," in which both first and second language carry a high status (Wardhaugh & Fuller, 2015), ESOL students are immigrants in an English speaking country and need to learn English to acculturate successfully. The communicative goals of ESOL students include gaining language skills to obtain employment or find a position with a more livable wage, communicate with medical professionals to address serious health issues, understand a housing lease, and follow legal proceedings. In addition to these transactional experiences, there are also relational, personal, and aspirational goals. According to Adler, "the need for affection, acceptance, recognition, affiliation, status, belonging, and interaction with other human beings are enlivened and given recognizable form by culture" (Adler, 2013, p. 311). Although these affective needs are not unique to immigrant ESOL students, the role of language learning in attaining them does have particular conditions.

Adult immigrant ESOL students also have unique developmental needs, as compared to individuals who immigrated as adolescents or children. The development needs of infancy and childhood deal mainly with physiological and biological needs, while for adolescents it centers around psychosocial needs, such as status, occupation, etc., while adults have psycho-philosophical needs, such as creative pursuits, self-growth, and transcendental relationships (Bennett, 2013). Language learning should be a function of helping students reach their dreams

and aspirations in the realm of creative pursuits and transcendental relationships. However, adult immigrants are often concerned with meeting immediate needs of food, shelter, and safety. Therefore, language learning in this context has an added function of addressing social and economic inequities and paving a path towards fulfilling both sets of needs. The motivations of adult immigrant students will be driven by both circumstantial and developmental needs, so language learning should be designed accordingly.

The process of acculturation can have different outcomes, including integration, assimilation, marginalization, and separation (J. W. Berry & Kim, 1988). These outcomes are the result of how immigrants balance their heritage and the new culture. Early discourse around acculturation positioned assimilation as the most likely outcome, in which the immigrant learns the new language and culture as they let go of their connections to their native language and country. A subtractive acculturation, the immigrant loses their first language identity as a consequence of gaining the second language identity. The discourse has shifted towards additive acculturation, in which the immigrant retains the native language and culture, while adding to their identity the new language and elements of the new culture. The acculturation referred to throughout this paper is additive acculturation, as it has important implications on the students' communicative goals and agency in identity formation.

Immigrant adult ESOL students bring unique experiences as they learn the new language and develop a new identity. Although stress is an inherent part of intercultural encounters (Kim, 1994), students who gain intercultural competency are able to manage that stress and have successful interactions. The language learning classroom is the place where students can build relationships of trust with peers and instructors and learn not only the language but also have the safety needed to develop the new identity emerging as English is learned. As instructors, we can

help students gain resilience to unfamiliar and negative experiences by providing an adequate amount of facilitative anxiety, which helps students gradually meet the expectations of the real world.

The current English learning offerings include community-based classes, private language academies, and courses from higher education institutions. Of this last category, the California Community College system provides the widest range of English courses (Academic Senate for California Community Colleges, 2006). The community college system is an especially beneficial learning space for adult immigrants because it has open enrollment, is accessible, affordable, and welcoming. Additionally, an added benefit of the community college is the rich offer of supportive services. The instructor can facilitate access for students to health services, financial aid, counseling, and other services.

However, despite the access to language learning at the community college, English proficiency amongst immigrants is still low. In the United States, immigration from non-English speaking countries has created a sustained demand for access to language learning ("California Community Colleges Chancellor's Office - Data Mart," 2018; López & Radford, 2017), while the percentage of immigrants who are English proficient is only 50%, as of 2016 (López & Radford, 2017).

In addition to low English proficiency, the inherently stressful nature of major life changes, further compounded by issues such as having fled situations of violence, living in poverty, and the pressure of learning the new language, is also a key characteristic of the immigrant population. According to Cawte, "communities that have been exposed too long to exceptional stresses from ecological or economic hardships or from natural or man-made disasters, are apt to have a high proportion of their members subject to mental disorders" (Cawte,

1973, p. 365). Even before adding acculturative stress from coming into a new culture, many immigrant populations already have existing histories and traumatic stress.

The multicultural person is affected by stresses and tensions that are unique to the conditions of acculturating to the new environment and culture. According to Adler, these stresses include vulnerability, diffused identity, loss of sense of authenticity, risk of being a dilettante, and existential absurdity (Adler, 2013). We become vulnerable when the lack of understanding of meaning and context in the new culture makes boundaries confusing, and it becomes challenging to define and determine who we are in relation to others. With confusing and changing boundaries and identifications that are in flux, the multicultural individual is prone to have a diffused identity, overwhelmed by external demands of who they should be. The multiplicity and disconnected roles required in the new culture lead the individual to lose a sense of continuity and congruence in their place in society. The risk of being a dilettante is especially high with the advent of social media and easy access to consumerism. The flexibility that is helpful with adaption, can also fall into superficial fads and trends that take precedence over real needs and problems. Lastly, the multicultural person might protect themselves in cynical judgment of the lifestyles and cultures of others, to hide apathy and insecurity in an attitude of existential absurdity.

If language instruction does not include issues of identity and intercultural adaptation, students will continue to suffer the negative effects of acculturative stress and culture shock. Culture shock, traditionally defined and measured by the impact of migration on mental and physical health (Zhou, Jindal-Snape, Topping, & Todman, 2008a), affects the ability to learn English and acculturate successfully.

Despite what is commonly accepted, culture learning is not an automatic byproduct of language learning (Robinson-Stuart & Nocon, 1996). Learning about the new culture is a process of "creating shared meaning between cultural representatives" (Brown, 2007, p. 19), which requires intentionally designed instruction that addresses learning about the new culture explicitly.

Neglecting the effects of culture shock and the privileged position we hold as instructors to facilitate the acculturation process for our students, we risk their continued exposure to acculturative stress, which further prevents students from learning the language and gaining the intercultural competence needed to acculturate. Language instruction that does exclude issues of identity formation prevents students from developing resilience to the negative effects of culture shock.

Purpose of the Project

The purpose of the field project is to provide instructors with supplemental online lessons that address issues of identity, to complement and enrich the classroom content and expand practices towards more learner-centered practices to provide more engaging and meaningful learning. The project is composed of nine activities and a teacher guide.

Instructors will be able to integrate the lessons to supplement through classroom and online instruction. The guide helps instructors understand relevant approaches and principles of identity formation and culture shock and how to apply them. Additionally, it offers guidance for instructors to use available technologies, expand their teaching practice to include more technology, and provide meaningful and engaging online experiences. With the evolution of online learning and access to technology, there is an increasing trend in community colleges to offer hybrid, blended, or fully online courses. Some features of the online environment,

including self-directedness, inquiry, and socialization, can be exploited to supplement classroom language instruction and address identity formation and acculturation.

The guide is developed alongside a workshop that addresses the need for both a practical set of tools and also a theoretical framework to better serve the needs of the students. The target student population is matched with community college ESOL objectives, to ensure the activities are appropriate to the students' level and most beneficial to their learning.

Theoretical Framework

This field project is informed by a psycho-cultural approach to identity, theories of culture shock, and critical sociolinguistics.

Identity.

The definition for what is understood as identity has changed over time and it varies depending on the context. As it relates to language, earlier stages of second language research borrowed from the psychology of personality a rather static definition and viewed identity as an idea of the self that is coherent and stable, based on grounded values, wholeness, and integration (Adler, 2013). Expanding the definition to include the sphere of culture, a definition of cultural identity incorporates the beliefs, world-view, value systems, and attitudes of the new culture in how one experiences oneself. In terms of language learning, Norton defines identity as how we understand our relationship to the world, how we structure that relationship in time and space, and how we see the future (Norton, 2013). This last definition brings to light relationships of power to language and identity. As language learners use the second language within a wide variety of conditions and situations, the dynamics of power in each interaction have the potential to either value or marginalize the learner, forcing identity construction and negotiation in every interaction.

In his proposal of a multicultural identity, Adler highlights the characteristics that allows the individual to manage identity construction, re-construction, and negotiation. The first characteristic is psycho-cultural adaptation, which sees identity as having flexible boundaries between the self, others, and the cultural context, and integrating and reforming in reaction to changing needs and experiences. Secondly, the multicultural person is open to exploration and change, and identity is in permanent flux, responding dynamically to experiences. The third characteristic is indefinite boundaries of self, meaning that the parameters of the multicultural identity are not fixed, but rather responsive and able to shift in perspective. The summative effect of these characteristics creates a certain tension, which in turn produces a "dynamic, passionate, and critical posture in the face of totalistic ideologies, systems, and movements" (Adler, 2013, p. 316).

In addition to the unique conditions of the multicultural identity model pushing the definition of identity from a solely psychological to a more cultural framework, there has also been a shift in language learning research that follows a similar trend. Much of the research in the 70s and 80s focused on the individual and psychological aspects of identity and language. For example, Erikson's work on personality, Maslow's work on motivation, and Gagne's work on learning types. However, contemporary research has moved towards a more intersectional approach, including social, cultural, and historical contexts. Current developments in the research also include how race, gender, class, sexual orientation, and disability affects language learning. For this field project, a psycho-cultural approach to identity informs how language learning is a key element of acculturation and developing a second culture identity, and how issues of power relate to the learner's empowerment.

Culture shock.

The process of acculturation, adapting and adjusting to a new culture and developing a new cultural identity, has four steps (Brown, 2007).The first stage is the period in which the novelty of the new environment produces excitement and even euphoria. Overall, a positive experience. The second stage involves culture shock, the results of negative experiences in reaction to the differences in the new environment and society, and can range from irritability to serious psycho and physiological trauma (Bennett, 2013; Brown, 2007; Gudykunst, 2003). In the third stage, gradual recovery is obtained by beginning to accept and incorporate differences and gaining increasing empathy towards the second culture. The fourth stage achieves near or full recovery, arriving to either acculturation or assimilation, as the individual develops a second identity situated in the context of the new culture.

Culture shock is largely interpreted as a negative experience that inhibits or delays language learning. Indeed, the symptoms of culture shock, including insomnia, depression, hypervigilance, clearly affect the individual's cognitive abilities to acquire new language. However, in this field project, culture shock is examined from a stress-adaptation-growth dynamic (Kim, 1988, 1991, 2001) which has shown that the stressful experiences of culture shock can actually be the foundation for adaptive growth. In his presentation of the multicultural person, Adler also sees the stress and challenges of acculturation as opportunities for growth and part of the cycle of identity development in the new culture (Adler, 2013).The field project takes into consideration both the detrimental and beneficial effects of culture shock, but focuses on the opportunities for the individual to acculturate successfully, develop a second culture identity, and learn the language.

Critical sociolinguistics.

Within the field of linguistics, sociolinguistic research is concerned with how language is used in a social context, as well as with its own findings and the research process itself (Wardhaugh & Fuller, 2015). Critical sociolinguistics applies concepts of critical theory to language, namely, how inequalities are created and perpetuated (Tollefson, 2006). One its main proponents, Fairclough, challenges the claim of neutrality and objectivity of sociolinguistics (Fairclough, 2010). Language is both a tool and product of relationships and dynamics of power, and therefore inextricably ideological. To claim neutrality of language would be to deny relationships of power, which would further legitimatize its inherent inequalities. In Fairclough's critical view, language is interpreted and examined as the issues and problems of people's everyday lives and should inform the possibilities and path toward a better future (Fairclough, 2010). This field project is particularly developed for an immigrant student population. Inequality, as a largely encompassing term, is a reality of the immigrant experience, so a critical sociolinguistic approach provides an appropriate lens for understanding the challenges of linguistics of oppression and an orientation towards empowerment and action (Singh, 1996).

Significance of the Project

Helping students reach their communicative goals and live fulfilling lives is at the core of language teaching. In the context of second language acquisition for immigrant students in the California community college system, addressing culture shock and identity formation are key factors in successful language acquisition and acculturation. Considering the students communicative goals and also intercultural competence, as "the overall internal capability of an individual to manage key challenging features of intercultural communication: namely, cultural

differences and unfamiliarity, intergroup posture, and the accompanying experience of stress." (Kim, 1991, p. 259), will better prepare students to face the challenges of acculturation.

Community college ESOL courses are uniquely positioned to offer a wide range of courses and rich online content to immigrant students. Our students' daily interactions might be stressful, "one place where opportunities for achieving insights do occur is in an intercultural classroom" (Barna, 2013). As instructors, having a better understanding of the stumbling blocks that prevent successful intercultural interactions is an important tool to recognize flags of culture shock and acculturative stress, and not confuse it with apathy or misbehavior.

The field of teaching English to speakers of other languages is evolving to include the experiences and backgrounds of a diverse student and teacher population. Language learning is seen not only as a skill to be mastered, but also a vehicle for identity formation and empowerment. ESOL instructors, not only as language teachers, but also as cultural workers, have a privileged position to be a trusted and supportive ally as students navigate the positive and negative impacts of acculturation.

This project invites instructors to reflect on their practice and invite them to incorporate more learner-centered practices to provide more engaging and meaningful instruction. Learners will reflect and learn about themselves in the context of the new culture, become increasingly resilient to the negative impacts of culture shock, improve their language learning, and reach their communicative goals.

Limitations

There are some limitations associated with this field project. First, the lessons were designed for ESOL classes, so the objectives would need to be adapted to an EFL setting. Additionally, the lessons were designed in alignment to specific course objectives for an

Intermediate Reading and Writing class at the community college level. Therefore, the objectives would need further adaptation in order to meet the objectives of a class of a higher or lower level, focusing on different skills, or in a setting other than community college.

Secondly, the lessons were designed to supplement in-person classroom activities, but do require access and ability to navigate online content. The students would need to have a certain level of comfort using learning management systems, creating online content, and navigating the web to find information. An orientation to the online resources and workshops to complement the students' comfort level would help minimize issues of access and use of the online content. The technological needs on the instructor are minimal, as most issues with online content could be redirected to tech support or other information support systems, like library staff.

Thirdly, given the extracurricular nature of the assignments, grading recommendations are limited. Instead, instructors are encouraged to use multiple and alternative assessments to best represent student performance and achievement.

Lastly, the efficacy of the field project, thus far, is limited to the selected lessons that were piloted in ESOL courses of similar student population, level, and classroom setting. As more opportunities to implement the lessons become available, the limitations will be identified and addressed accordingly.

Definition of Terms

- **ESL, ESOL**: ESL stands for English as a Second Language and was the term used to refer to students learning English. Currently, the term used in the field is ESOL, English to Speakers of Other Languages, and preferred because it acknowledges students' multilingual background. ESOL is taught in English-speaking countries (Cambridge English Dictionary, 2018).

- **EFL**: It stands for English as a Foreign Language, and is English taught in non-English speaking countries (Cambridge English Dictionary, 2018).

- **Intercultural Competence**: "The overall internal capability of an individual to manage key challenging features of intercultural communication: namely, cultural differences and unfamiliarity, intergroup posture, and the accompanying experience of stress." (Kim, 1991, p. 259).

- **Communicative competence**: "Whereas linguistic competence covers the speaker's ability to produce grammatically correct sentences, communicative competence describes his ability to select, from the totality of grammatically correct expressions available to him, forms which appropriately reflect the social norms governing behavior in specific encounters" (Gumperz, 1972, p. 205)

- **CALL**: Computer Assisted Language Learning is the use and study of computer application in all aspects of language teaching and learning (Levy, 1997).

- **CBM**: Computer Based Materials, multimedia application and computer generated content, particularly hypertextual and web-based content (Figura & Jarvis, 2007).

- **CALLA**: "The CALLA model, which is based on cognitive learning theory, integrates content-area instruction with language development activities and explicit instruction in learning strategies" (Chamot & O'Malley, 1994, p. 259)

Chapter II

Review of the Literature

Introduction

This literature review is divided in three sections, addressing new considerations for the acculturation models discussed in the previous chapter, issues of identity in language learning, and opportunities in technology for language learning.

The four-stage acculturation model is reexamined from the period of time in which it was first established through its shift in focus and current models. The shift moved from interpreting culture shock as having negative implications to being a catalyst for language learning. Current models of acculturation expand beyond the psychologically-focused mental health aspect of culture shock, and now take on a more inclusive approach of the affective, behavioral, and cognitive aspects of cultural adaption. Further, a multidimensional model of acculturation is presented to account for the influence of the dominant culture and allow for multiple cultural identities. In this expanded model, new categories of acculturation are introduced.

The importance of identity formation in language learning is introduced though the concepts of investment, identity, and imagined communities. These concepts facilitate a discussion of the learner's goals and motivations for learning that account for the nuances of power and identification, as well as challenging the classroom practices that inhibit or promote language learning and identity formation. While some identity categories are well represented in the research, ethnicity and gender for example, the lack of discussion of race prompts an exploration of the role of intersectionality in language learning. The concept of intersectionality is introduced and applied to the language learning classroom through the concepts of the decenter, counterstories, and desire.

In the last section, computer-based materials and online resources are examined as a response to the rise of networked technologies and the unique opportunities it creates for the identity formation of language learners. Special attention is given to the strategies needed to support effective and meaningful use of these technologies. While there is research on strategies and on computer-based materials, there is a lack of research on the specific intersection of language learners' use of networked technologies, so this section of the literature review will extrapolate the findings of the studies to draw conclusions and make relevant connections. Lastly, this section maintains a pedagogical perspective of empowerment and agency for how these tools can facilitate identity formation during language learning.

Revisiting Acculturation Models

In their study about the process of adaptation in student sojourners, Zhou et al. (2008) review and consider models of acculturation in relation to this particular group. There was a shift from the earlier theories, including the four-step model discussed in the previous chapter, that viewed acculturation and culture shock from a medical standpoint, connecting it to mental health issues, towards regarding it as a learning experience, which point to the need to acquire skills necessary in the new culture (Bochner, 1982; Klineberg, 1982). Contemporary models, with a learning lens, approach issues of culture learning, stress and coping, and social identification in a theoretical framework of affective, behavioral, and cognitive (ABC) aspects of shock and adaptation (Zhou, Jindal-Snape, Topping, & Todman, 2008b). The study points out how a number of existing studies in culture learning theory have so far explored social and friendship networks, studies in stress and coping theory explored how social skills are acquired, and social identification studies explored inter-group perceptions and relations.

A culture learning model emerged from this perspective. In this model, we see a shift from individuals reacting to intercultural contact not passively as victims of shock as trauma, but rather proactively problem solving and responding to change (Zhou et al., 2008b). In this case, shock becomes the catalyst to acquire the skills needed to effectively interact in the new culture. This reveals opportunities to develop learning interventions that include social skills training. Some examples that Zhou offers include raising awareness of the positive and negative aspects of cross-cultural contact, focusing on the similarities between the groups as opposed to the differences, and imagining oneself in the indent of the other (Zhou et al., 2008b).

Comparatively, the ABC model is more comprehensive, longitudinal, systemic and pragmatic than the earlier explanations (Zhou et al., 2008b). The ABC model integrates affective, behavioral, and cognitive aspects of acculturation complementarily. This model understands acculturation as a process over an extended period of time, as opposed to a single event or milestone. It engages the individual in a proactive process, instead of a passive, reactionary process. It moves the focus from a medical, mental health standpoint towards a learning situation, which opens the possibility of educational interventions. The limitations of the ABC model include its high level of complexity and difficulty in attempting to research its different components separately.

In a study using person-centered statistics, Fox et al. examines the extent to which acculturation theory is relevant to a large and multiethnic sample of college students (Fox, Merz, Solórzano, & Roesch, 2013). The choice of instrument, Latent Profile Analysis as a person-centered statistical tool, was important to capture the multidimensional nature of the acculturation model. The study revisits Berry's definition of acculturation as a "long-term, lengthy, fluid process that can result in lasting change across multiple dimensions to involve

members of the minority culture, as well as the aspects of the dominant society in the interaction" (J. Berry, 2005, p. 706).

As the study points out, acculturation scales usually measure a single aspect, instead of at least two different cultures along a spectrum (Fox et al., 2013), which results in the analysis of a single dimension of acculturation. A unidimensional analysis risks placing the dominant culture and the ethnic culture as opposite ends of the continuum. This opposition is neither reflective of how students may feel about adopting aspects of the dominant culture while also maintaining their ethnic culture, nor is it helpful in developing the process of acculturation involving more nuanced stages between adoption and maintenance. For example, research on minority stress (Wei et al., 2010) shows that college students who effectively function in their ethnic as well as their dominant cultures experience better health outcomes and lower rate of depression and stress (Fox et al., 2013). Adopting a multidimensional model of acculturation makes two beneficial assumptions. First, that the dominant and ethnic cultures heavily influences how much the different identities and sense of self may vary. Secondly, it eliminates the need to abandon the original ethnic identity in order to gain access to the new, dominant culture, and allows individuals to simultaneously have multiple cultural identities.

In revisiting Berry's four-step model of acculturation, Schwartz and Zamboanga's (2008) study evaluated retention of ethnic culture and adoption of the dominant culture in a sample of 436 Hispanic-American students, and found six different categories of acculturation, which partially supports Berry's model and also complicates it. They entitled their new categories as undifferentiated, assimilations, partial biculturalism, America-oriented biculturalism, and full biculturalism (Schwartz & Zamboanga, 2008).

In considering sampling for acculturation studies, it is important to consider that more than half of all acculturation studies completed in the last 20 years were sampled from college students (Yoon, Langrehr, & Ong, 2011). This finding is relevant and even beneficial for the present project, yet it is important to note that it limits implications about acculturation for the general population. Additionally, the findings from Schwartz and Zamboanga's studies are limited to Hispanic American students, therefore more studies expanding the sample of ethnic groups will need to be conducted to be able to draw more comprehensive conclusions.

Identity in Second Language Learning

In her book *Identity and Language Learning*, Bonny Norton addresses the question of why identity research is relevant to language learning through three influential concepts: investment, identity, and imagined communities.

Investment is connected to motivation, and how these two concepts together affect the learner. Norton points out how a learner can be highly motivated to learn language, yet have low investment in the language practices (Norton, 2013). The language practices in the classroom may be racist, sexist, or homophobic, heightening the learners' affective filter, lowering motivation, and inhibiting learning. In this context, without an awareness of the learner's investment and the causes for the low investment, the learner could be inaccurately positioned a poor or unmotivated language learner. Conversely, while low investment might not correlate to low motivation, high investment will most likely result in high motivation. A learner who is invested in the language practices of a class, will most likely be highly motivated to take advantage of the opportunities for a learner to practice speaking, reading and writing are socially constructed, so it is imperative for the language practices of the classroom to invite high investment and motivation.

The previous discussion about the multidimensional approach to acculturation pointed towards a culture learning model that understands the need for a nuanced discussion of cultural identity. Norton proposes that work on identity in the context of language learning offers a more integrative theory that situates the learner as an individual in the context of society at large.

How the learner navigates the social world exposes relationships of power, which may marginalize the learner in one site, but empower and value the learner in a different site (Norton, 2013). The sites, or opportunities for the learner to practice speaking, reading and writing, in interaction with others and texts, are sites of struggle. The learner who has difficulty speaking from one identity position, can reshape and reclaim its relationship with others to access a more powerful and valued identity position, which in turn empowers the learner and improve language learning.

How power affects the learner community needs to be addresses in the research and language practices. In addition to power, the learner's access to resources is another important implication for the opportunities for language learning. The language practices innate to institutions such as the home, school, work, etc., influence identity and the ability to access the material and symbolic resources these institutional sites offer.

In thinking about the communicative goals of the learners, the language classroom constitutes a language learning community. The learner also engages with other target language communities outside the classroom, which may include the work place and other spaces where the learner has opportunities to practice the target language in interaction with others.

However, Norton explains that the target language community "may be, to some extent, a reconstruction of past communities and historically constituted relationships, but also a community of the imagination" (Norton, 2013, p. 3). In these imagined communities, the learner

projects possible identities options into the future. More concretely, we can imagine a learner who currently works at an entry level position, but sees herself one day ascending to a manager level position. This learner is likely more invested in the imagined community of the future than in her current target language community. The learner's investment is better understood in the context of the imagined community, which also assumes an imagined identity. In her book *Thinking and Speaking in two Languages*, Pavlenko supports Norton's assertion, explaining that expressing oneself cannot be fully captured within the constructs of the target language, but rather the learner needs to develop a new way to interacting with the world (Pavlenko, 2011).

A focus on imagined communities will help teachers better understand how these communities orient the learner's goals and better inform instruction. Additionally, an awareness of how the identity positions learners might assume offer different opportunities to practice the target language, will help the teacher evaluate how the classroom offers the greatest opportunities for practice. Alternatively, the teacher is also challenged to reevaluate practices that places learners in positions in which their voice is silenced and marginalized.

While there is a wide offer of research on culture, gender, and identities, there is an evident lack of attention to issues of race in language learning research, which is supported by both the search for texts for this literature review and by the work of Kubota and Lin (Kubota & Lin, 2009). These two scholars understand language learning and teaching as sites of contact between existing and imagined speakers from different racial backgrounds. In their book *Race, Culture, and Identities in Second Language Education: Exploring Critically Engaged Practice*, which encompasses a collection of research-based works on the intersection of race and culture and identity, they challenge the cultural dichotomy that "parallels discourses of colonialism in which racism lies at its core" (Kubota & Lin, 2009, p. vii). In the existing literature, the learner is

positioned as the "other," affiliated to traditional cultures that are construed to follow collectivism and respect to authorities, in contrast to the values of western culture of individualism and critical thinking. Creating this duality forces the essentialization of the learner that is extremely limiting in is identity positions. As Lin highlights in *Problematizing Identity Everyday Struggles in Language, Culture, and Education*, bounding the learner's identity to labels and stereotypes excludes from accessing the possibilities that the new society offers. Conversely, it either denies their difference by invalidating their identities, or neglects their needs altogether (Lin, 2008). Consequently, the imperative task for the teacher is to create the greatest opportunities for the learner to develop positive identities in fluid and dynamic ways.

In a chapter about Latino, Spanish speaking students in public K-12 schools in Arizona, Jiménez-Castellanos & García propose a conceptual framework grounded in culture, language, and learning that acknowledges the intersections of the social constructs of English Language learners and interrupts inequality (Jiménez-Castellanos & García, 2017). While this chapter is concerned with a specific population, the conceptual framework has implications to language learners beyond the parameters of the study and is applicable to the needs of the population of this field project.

The concept of intersectionality is included in this framework as a way to understand cumulative inequality. Intersectionality was introduced by Dr. Crenshaw (Crenshaw, 1989) to explain the manifold and simultaneous types of discrimination she experienced as a black woman. Neither the gender category as woman nor the race category as black can individually account for the aggregate discrimination she endured for being both a woman and black. Dissecting her experience with either single category was a misrepresentation of her experience. A new way of thinking about identity categories needed to exist in order to fully and more

accurately capture her experience. Intersectionality allows for the individual to be considered as a whole, with sub-sets of identity categories, and identity to be understood fully, as opposed to be exclusive sections.

The diagram below provides a visualization of the multiple and overlapping identity categories that a language learner is continuously negotiating.

Note. ELL = English language learner.
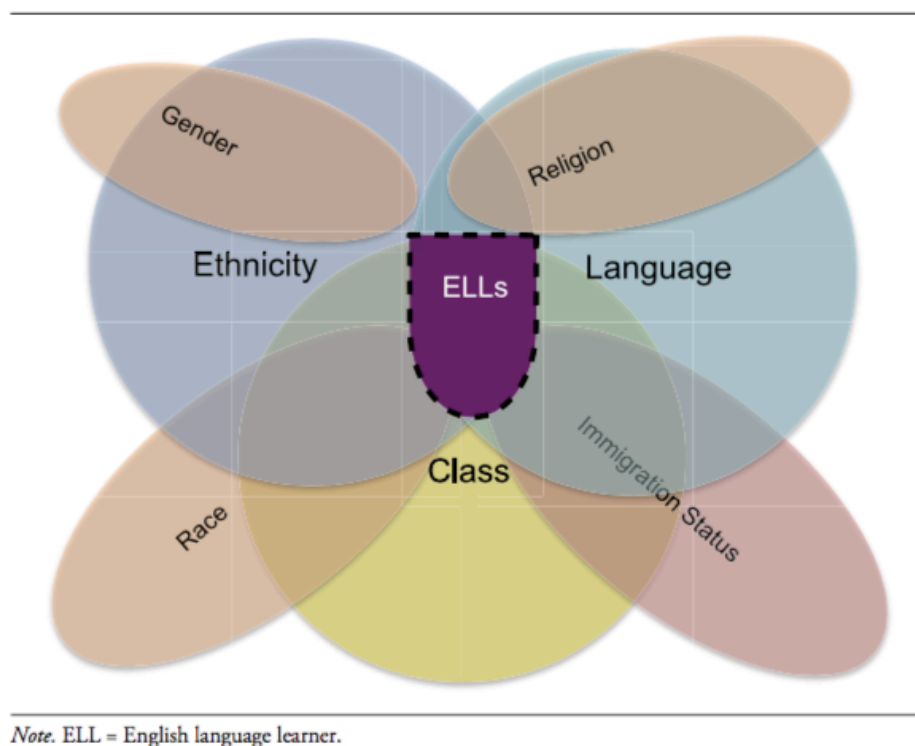
Figure 1. Mosaic Incorporating the Multiple Lived Realities of an English language Learner (Jiménez-Castellanos & García, 2017, p. 436).

When examining learner identity, while language might be a highly relevant category, it is not inclusive of the learners' lived experience and categories of identification. In this sense, intersectionality studies overlapping social identities, such as race and gender, but also class, ability, and sexual orientation, and how the structures and institutions that contain these social identities create and perpetuate systems of oppression. Intersectionality helps acknowledge and

examine the singularity of each identity category, while recognizing the cumulative impact of discrimination" (Jiménez-Castellanos & García, 2017, p. 437).

In thinking about these categories as master categories, rooted and defined by "symbolic violence and material inequalities" (McCall, 2005, p. 1777), then deconstructing them by acknowledging nuance and overlapping is a way of deconstructing the inequalities they produce. Normalizing master categories have generated assumptions that perpetuate inequalities and discrimination, therefore, challenging them has the potential to produce positive social change.

In the article "Developing an intersectional framework: engaging *the decenter* in language studies" (Romero, 2017), the author argues diversified identities need to be investigated using a variable-with-variable approach that goes beyond particular variables of identity, such as race or gender, and understands the nuances of identity and identification in the language learning classroom. Focusing, or centering, on any one variable is neglecting any other ways of knowing and understanding identity and can result in perpetuating essentialized ideas of identity. The concepts of the decenter, counterstories, and desire are part of the discussion of how intersectionality is currently relevant in the language classroom.

The decenter is the space for "the experiences and discourses that are not at the center of our classrooms" (Romero, 2017, p. 325), which has the potential to be a productive space where neglected and hidden experiences can be revealed, acknowledged and validated. To find the decenter, whose identities, identification practices, and narratives are given space and whose are marginalized needs to be challenged and interrogated. The practice of decentering includes multiple perspectives, dialogue, and self-reflection. As practitioners, the decenter requires an awareness of the assumptions imposed on the research and reproduced in the interpretation of the

findings. When encountering diversity in the classroom, the concept of the decenter prompts critical questioning of whose diversity is valued and whose is not, and why that it is.

One way in which identity is manifested is through narratives or stories of the self. Romero extends the space of the stories from self-concept to our social and cultural lives, and argues that we need stories not only to express ourselves, but also to connect with others.

There is a cycle in which the individual narrates their own experience in an exercise of understanding, reforming, and review, and the sharing of that narration with others impacts the sense of self. Further, the process of creating social relationships is a process of storying experience, and so the impact of storying has both self and social implications. Connecting how stories affect the self to decentering, the concept of counterstories emerges as a "a tool for exposing, analyzing, and challenging the majoritarian stories of racial privilege" (Romero, 2017, p. 324). Counterstories provide a context in which to critically explore and understand why some voices are at the center of the discourse and why some are renegaded to the margins.

In thinking about the learners imagined communities and investment, the article highlights how the desire to be a part of a community of practice that is currently not accessible impact the learner's agency while building identity (Kanno & Norton, 2009). In the decenter the multiplicity of categories, beyond just race and gender, such as profession or sexual orientation, intersect and come into contact. Desire helps us understand how these categories and language are impacted by what we may assume is desirable for the learner. Similarly, the concept of investment as the learner's choice to acquire the language to be able to access a wider range of linguistic resources, helps us understand student involvement in the classroom (Peirce, 1995). Desire should be considered in relation to identity and identity formation to stimulate the agency and critical reflection of the learner's practice.

While the concept of intersectionality emerged in the 90s, Carbado et al. make the case for its currency by highlighting how the theory is not fixed in its previous articulations, but rather in a state of permanent analysis in progress (Carbado, Crenshaw, Mays, & Tomlinson, 2013). Intersectionality is meant to be reexamined to include what is known with what is yet to be revealed. Intersectionality offers a way to meet the challenges of theorizing identity in the context of language learning, from what is currently being examined in the research and the questions that continue to emerge triggering new inquiry.

In terms of future research, the article draws interesting connections to queer theory, as an effective framework for both identity formation and destabilizing inquiry. The work of Nelson (Nelson, 2009), for example, stresses the benefits of considering sexual diversity as a pedagogical resource. The heteronormative assumptions in the classroom can be reexamined through the creative and critical inquiry that queer theory enables.

Opportunities in Technology and Strategies for Best Use

The rise of networked technologies has created new spaces for individuals to be social and connect with others, and new ways to create and understand the self that exceed the national limits (Lam, 2006). In addition to the expansion of networked technologies, there is a parallel increase in populations crossing national and geographic borders and the vast and diverse offer of images, fantasies, and stories through cultural and media outlets (Lin, 2008). As discussed in the earlier chapter, the multicultural person is especially susceptible to falling into fads and dilettantism. As these images and concepts of the individual in the media permeate the learner's imagination, it is necessary to provide support that addresses how the learner incorporates the technologies and media into their developing identity and imagined communities.

Moreover, these technologies do not have embedded tools for critical analysis to empower its users to critique and challenge the current social structures. Mentoring that supports the learner's critical use of technology and media is necessary to address this deficit (Hull, 2007). With the expansion of distance and online learning, it is also necessary to bring awareness to the issues that arise in terms of pedagogy and the teaching profession, as well as issues of identity for learners and students. The following section discusses how the use of strategies supports language learning and addresses identity in computer mediated learning environments.

A study by Ayse Akyel and Gulcan Ercetin (Akyel & Erçetin, 2009) investigated if reading strategies are essentially different between reading a hypermedia or printed text, for advanced learners. Reading strategies are especially useful for hypertext, which is the kind of non-linear and non-narrative text found, for example, in websites. The reader has to constantly engage in decision making to organize the order in which to read the text and choose the most relevant sources of information (Leu, Kinzer, Coiro, & Cammack, 2004).

However, the reading strategies used for hypertext should not be assumed to be the same as the strategies for reading traditional printed texts, which if combined with visual and sound media would involve a different set of strategies. Both print and hyper texts do require the reader to be actively engaged in the reading, requiring the strategies to be a metacognitive process. Therefore, although different strategies need to be used for each kind of text, the reader is able to transfer print reading skills in addition to the hypertext-specific strategies that respond to the unique features of the digital environment. The skills needed to address this particular feature include indexing and finding information, assessing its relevance and usefulness, synthesizing, and effectively sharing the information with others.

Learners need to have a solid understanding of how information is linked, having to constantly be making decisions across the multiple features of the hypertext. As mentioned earlier in this chapter, learners are presented with an ever-growing range of diverse images and texts across texts and media. Successfully navigating the digital environment is highly dependent on being "highly strategic and metacognitive" (Dalton & Strangman, 2006). The study proposes a few strategies. First, self-monitoring is presented as an important strategy that helps the reader maintain focus and direction in the reading. Secondly, fast reading and skimming help the student access large amounts of information while being able to find the desired information quickly. A reader with strategic knowledge will be able to gain the desired knowledge by navigating systems of information that are vast and always changing. The findings in this study are limited by the focus of previous research on hypertext and L1. It would be beneficial to further investigate these findings in the context of L2 and second language acquisition. A paper that reported on a small scale study on learners' awareness of speaking strategies through different modalities of reflection (Huang, 2010), addresses an unexplored area of research on the value of reflection. While individual writing, teacher development, and distance learning have been studied in relation to the benefits of reflection on learning the target language, the different types of reflection that can be used for language learning have not been explored.

The study defines a reflective learner in terms of being able to think about experiences and engage in thinking purposefully. A learner engaged in reflection will use strategies such as recalling, reconstructing, and recapturing the different aspects of a learning event. By using these strategies, the learner both learns from the past and builds a guide towards the future. By being able to reshape experience, reflection helps learners articulate thinking and develop meaning.

While in Akyel's study the difference between printed and digital texts prompted a discussion of differential use of reading strategies, Huang also highlights that the modalities of discourse in which learners engage also matters. Each modality has benefits and limitations for creating meaning and building knowledge. Spoken language is dynamic and transient, yet time-bound, while written language is space-bound, yet permanent and static. Engaging in reflection through a variety of modalities helps learners develop metacognitive awareness about their own learning, furthering their efforts to reach their communicative goals.

As reflection is treated as a metacognitive strategy, Huang is careful to differentiate reflection from strategies-based instruction, or SBI. In his view, SBI is effective only in the long term, not cost effective, and based on over simplified assumptions of learning strategies, instead of considering more meaningful evaluation of what strategies are most helpful for learners to complete the communicative tasks they are presented with. The study recommends instructors to gain awareness of which strategies the learners are already using, by providing opportunities for reflection in different modalities, with the goal of promoting the learners' ability to evaluate which strategies work best for each learning event.

In the study that examined how self-regulated learning strategies affected the learners' perception of motivation (Chang, 2005), Chang found that the use of technology in a constructivist learning environment improved the learner's motivation. In this environment, learners are able to construct meaning and knowledge, and can direct their learning. Web-based learning allows for meaningful experience in which students can look for patterns, generate inquiry, and build their own concepts and strategies. Although, web-based learning offers unique benefits for learners to take control of their learning process, in order to be effective learners need to be able to regulate their learning. When a learner is able and motivated to choose,

implement, and monitor the most useful strategies to acquire the desired knowledge, the learner is engaged in self-regulated learning. It is fundamentally constructive and self-directed, and a valuable aspect of performance and achievement.

Self-regulated strategies include keeping track of study time, writing reflective summaries and learning journals, and collaboration through group projects. The study recommends learning actively through authentic contexts, group work, and reflective practices as effective ways to use instructional practices to improve the learners' self-regulation skills and strategies. The results of the study supported the notion that using strategies of self-regulation in web-based learning environments would improve learner motivation. The students who participated in the study not only showed increased confidence and value for what they learned, but also more agency towards taking responsibility for their learning.

An additional benefit that resulted from the study, is that by facilitating the development of self-regulatory strategies, instructors can shift responsibility for the learning. As instructors need to focus less time in content delivery, they are able to spend more time mentoring and guiding learners. Effectively, this allows for an empowering shift from a teacher-centered to a student-centered learning environment. It is relevant to note that this study was limited by its lack of a control group, the small size of the class, and the majority of the group being women. The study would benefit from a larger and more balanced student sample.

Figura and Jarvis' study (Figura & Jarvis, 2007) examined the cognitive, social, and metacognitive strategies used by language learners when working with computer-based materials. The study echoes the previous findings on the relationship between technology mediated learning and learner autonomy and highlights important challenges. The beneficial relationship between multimedia materials self-study is partly due to the rich and wide variety of

both linguistic and non-linguistic input that is offered through computer-based materials, or CBMs. As learners choose the materials and strategies that best fit their learning goals, Figura and Jarvis argue that strategy training is a key aspect of the development and realization of learner autonomy.

A most interesting finding of the study highlights the development in the research of Computer Assisted Language Learning, or CALL, and how it reflects the learner's actual use of digital technologies. Figura and Jarvis point out that currently CALL is in a socio-cognitive stage, in which learners use the technologies to interact with each other. This is different than the previous stages, the cognitive stage in which learners interacted with computers and participated in communicative activities and exercises hosted on the computer, and the behavioral stage, in which learners used the computer to complete mechanical exercises by inputting information. The study found that the assumption that learners using CALL are engaging in communication in the target language is false, signaling a need to more accurately represent and interpret learner use of CALL.

Moreover, the focus of previous research has been on specific computer applications or use of course applications lead by the instructor, while how learners use the wide variety of CBMs on their own time and outside of the classroom remains unexplored. The mismatch between what instructors believe is involved in the learners' autonomy and strategies in the target language exclusively, and the actual learner use of digital technologies, poses an important challenge for instruction. The goal is to encourage learners to interact with each other in the target language, while recognizing the learners' online practices might not always reflect the classroom practices.

Summary

The first two sections of the literature review problematized existing notions of acculturation and identity formation. In revisiting earlier models of acculturation and reconsidering how the current experience of language learners fits into them, new categories emerged signaling a need to shift the focus of classroom practices towards a more multidimensional and inclusive approach. The discussion of identity formation makes a clear argument for increasing our awareness of the learners' actual goals and motivation and shifting classroom practices to include imagined communities. In calling out the lack of racial discourse in the research, a rich discussion of intersectionality emerges. By understanding the experience of the learner in the multiplicity of their identity categories, the need for a reflexive practice that is aware of who is given voice, power, and place in the center, as well as changing practices that inhibit and silence students, becomes evident and imperative.

With a pedagogy built from the identity formation concepts discussed earlier, the reflective practices and metacognitive processes required to decenter and reform narratives reveal a need for a learning environment that can house these processes. In the third section, computer-based materials and networked technologies are reexamined with this goal in mind. Findings across the research show that the strategies most relevant for effective use of the technologies are reflective and metacognitive in nature. The parallel processes of identity formation and use of the technologies creates an enriching environment for the learner to access increased agency and empowerment while developing identity and learning the language.

Chapter III

The Project and its Development

Brief Description of the Project

The field project is composed of a series of supplemental lessons for an intermediate reading and writing level credit course at the community college level. Each lesson includes self-directed activities for the students to complete independently online, outside of the classroom. Also, each lesson is accompanied by a teacher guide to frame and integrate the lesson with the classroom practice, methods of assessment, and a reflection prompt to encourage the teacher's reflective practice. Each lesson targets an objective from the intermediate reading and writing level credit course at the community college level, a learning strategy, and best practices to master a particular online tool. The lessons can be achieved in any order, but the activities within each lesson build on each other and should be completed in the sequence presented. All the lessons include an element of online collaboration amongst students.

The content of each section is as follows:

- Section 1 – In this section, students explore how their personal narratives and counterstories inform their learning, as well as start to develop metacognitive strategies through multiple intelligence exploration.

- Section 2 – In the second section, timelines and graphic organizers are used to explore the decenter, the student narratives that are not usually given voice and space in the classroom, and as directional vehicle towards the imagined communities students aspire to belong to.

- Section 3 – In the last section, students examine the spaces they inhabit and navigate, geographically and in terms of the communities they participate in, and make connections

with prior, current, and future space and communities. Students take part in sustaining their community of practice by creating content for the future students of the class.

Development of the Project

On a logistical level, this project was developed following the deadlines outlined in the course syllabus, and a parallel timeline including deadlines for producing the elements of the content for instructors and learners.

On a methodological level, there are additional moving parts. Prior to starting the course, I had taken two online courses on online teaching. One course was offered on Coursera through the University of Irvine, *Foundations of Virtual Instruction* (Carbajal, 2017), and the second course was offered through Udemy, *Teach Online: A Comprehensive Plan for Teaching Online* (Howell, 2017). Taking these online courses helped me gain a deeper understanding of the online teaching environment and what it encompasses, and also provided me the opportunity to be an online learner myself and experience both sides of online learning. Additionally, I presented at the CATESOL Bay Area Chapter 2018 Winter Event and piloted the concepts explored in this project. The feedback and reflection from the workshop is incorporated into this project. Lastly, creating a sample of online learning content was critical in developing these concepts through my own learned experience paired with findings from the literature review and to illustrate how they can be applied in a meaningful way.

The materials were developed as a result of an initial needs assessment based on the course objectives of a reading and writing intermediate course at the community college level. From the listed objectives, a relevant selection of objectives was extracted to direct the goals of the activities of each lesson.

The design of each activity follows the Cognitive Academic Language Learning Approach (Chamot & O'Malley, 1994). The CALLA model was developed to meet the academic language learning needs of ESOL students in schools in the United States. Learning strategies is a central component of the CALLA model, providing an appropriate and relevant structure to the strategies that emerged from the literature review. The framework for learning strategies that the CALLA model offers a gradual shift from teacher to student responsibility, which also matches the findings around autonomy and agency for students in online learning. Instruction is organized in the following sequence: Preparation, Presentation, Practice, Evaluation, Expansion. The purpose of the Preparation phase is to activate the students' prior knowledge on the subject. In a fully in-person class, all phases of the sequence would be performed in the classroom. Adapting this model to a hybrid classroom-online design, the lessons in this field project will start with the Preparation phase in the classroom and the students will complete the rest of the stages independently through online content. The second phase, Presentation, the instructor explicitly teaches a strategy or new content, and the student engages with new text. Next, in the Practice phase the students engage with text and have an opportunity to practice the strategy learned in the previous phase. The Evaluation phase develops the students' metacognitive awareness by engaging in reflection of their use and application of strategies. In the last phase, Expansion, students transfer strategies to new text and tasks. Expansion provides an opportunity to apply the strategies learned to real life and personally relevant tasks and content.

The relevant strategies that emerged from the literature review were paired appropriately with the objectives of each lesson.

A teacher guide accompanies each lesson, which includes guidelines for assessment. Once the materials were created, they were piloted with students at a similar level, and their

feedback was incorporated to improve the activities. The themes were identified based on relevant topics for the student population, and the platforms were selected based on considerations of ease of access and engagement for the students.

The Project

The project in its entirety can be found in the appendix.

Chapter IV

Conclusions and Recommendations

Conclusions

Learning English is part of being an immigrant and acculturating to the new culture. As we have discussed, part of this process also involves developing a new identity in the new language and context of the new culture. The implications of neglecting identity formation in second language acquisition include vulnerability to culture shock, mental health issues, and the inability to thrive. Immigrants wanting to learn English in the United States can choose from community-based classes, private language academies, and courses from higher education institutions. Despite the wide array and availability of language learning, English proficiency amongst immigrants remains low (López & Radford, 2017).

ESOL students have a unique set of needs, motivations, and strengths, so language instruction should be designed accordingly, with the whole student in mind, if we hope to see sustainable and equitable language learning and acculturation. Culture learning is not an automatic byproduct of language learning and requires intentionally designed instruction that addresses learning about the new culture explicitly. Language instruction that does not address issues of identity and intercultural adaptation neglects students' socio-emotional needs and perpetuates vulnerability to acculturative stress. Instructors have a privileged position to be a key ally to students and their path towards English proficiency and successful acculturation. The classroom might be the one place where students experience safety and opportunities for intercultural interactions (Barna, 2013).

The purpose of the field project is to provide instructors with supplemental online lessons that address issues of identity, to complement and enrich the classroom content and practices towards more learner-centered practices to provide more engaging and meaningful learning.

Additionally, the field project offers instructors prompts to reflect on their own practice and participate in a parallel process with the students and gain valuable insights about intercultural competence. At the very core of language teaching is helping students reach their communicative goals and live fulfilling lives. Addressing culture shock and identity formation are key factors in successful language learning and acculturation. Explicitly designing instruction that incorporates issues of identity into the curriculum effectively considers the students communicative goals and intercultural competence, and better prepares students to face the challenges of acculturative stress. As the needs of students change over time and in response to immigration and economic trends, the field of TESOL is evolving towards a more inclusive environment of the diverse background and experiences of the student and teacher population. Language learning has evolved from being a skill to be mastered to a tool for empowerment.

The project accomplishes its purpose in two ways. First, it provides students with opportunities to explore cultural topics and relate their findings to their personal narratives, constructing and reconstructing meaning. Students are invited to engage in reflective practice and draw insights about their identities and how they might choose to position themselves in the new culture. Secondly, the project also provides an opportunity for instructors to engage in a reflective practice. Instructors are invited to examine their teaching, specifically, how they position their identities in the classroom to empower students. In tandem, these two sets of practices will increase students' resiliency to the benefit of successful acculturation and improve language learning to achieve their communicative goals.

Recommendations

In planning how to incorporate the project's lessons and activities into the curriculum for a class, instructors can use the listed objectives, themes, and strategies as guides to match with the class' existing content. Since each lesson is designed to be introduced in the classroom and completed independently online, it is recommended to provide an orientation with the tools necessary to complete the assignments and to ensure students have a clear understanding of what they are expected to produce and how their work will be graded. Given the independent and student-centered nature of the lessons, grading should be adapted to meet the class' guidelines and alternative assessment that best reflects the students' choice of output.

In addition to assessment of the students' work, the project should be evaluated in terms of its acculturative and language objectives. For the former, a pre and post survey should be implemented, with questions in a scale addressing indicators of acculturation and identity formation. The latter should be evaluated with the existing language assessment tools.

There are two variables that should be evaluated independently to assess their effectiveness. First, the project should be implemented in two different classes. In one class, the project would be imparted as a full cycle in the order presented. In another class, the lessons and activities of the project would be imparted in parts and out of order. This test would help evaluate if the effectiveness of the project emerges from its incremental progression or from the outcomes of the stand-alone activities. Secondly, it would be quite illuminating to test the lessons in a fully online module and fully present in the classroom. The literature review indicates the independent and agency-empowering nature of online learning is a beneficial combination with identity formation inquiry. The project extends the findings of the literature review into the

particular teaching practices selected for the project, and it would be helpful to confirm this conjecture is effective in this particular context.

The project could be further developed by fully integrating the lessons into an existing learning management system (LMS). Students would already be used to logging into and familiar with the platform. Reducing the learning curve of the system and process would help students have more time and cognitive resources to more meaningfully engage with the content and reflection. Depending on the features of the LMS, student behavior with the system could be tracked. For example, the amount of time students spend on a reading screen versus a screen that requires interaction could be measured and that information could further inform the lesson's design.

Lastly, the invitation for instructors to participate in a parallel process of inquiry and identity exploration could be further developed to target the professional development needs of non-native English-speaking teachers (NNEST) more specifically. NNESTs, having been ESOL student themselves, have unique needs and strengths as instructors, and this process could expand their impact in student learning and development. Additionally, engaging with content online has the potential for building an online community of practice for NNEST and further increasing support, professional development, and continuing to move the field of TESOL forward towards more student-centered and culturally competent practice.

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Appendix

My language, my identity.

My language,
My identity.

Supplemental Online Lessons
for English language learning.

This field project is meant to be composed of supplemental online lessons.
The following pages include screen shots of what the student would be presented
with in an online learning environment, with transcripts and notes below each screen
shot.

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Section 1

Self-knowledge

Section 2

Personal Narratives

Section 3

Sustained Communities

TABLE OF CONTENTS

The overall class objectives from the course outline are included to give context to the activities and lessons.

Learning Strategies

- Brainstorm and discuss with partners to activate prior knowledge on the topic.
- Use selective attention while reading and listening, scanning to finding specific information.
- Use graphic organizers to prepare for reading and writing.
- Analyze, find, and select visual media to represent ideas.
- Use prediction to improve reading comprehension.

Performance Objectives

Demonstrate developing ability to:

- identify essential and non-essential elements in text.
- respond to a writing prompt with multiple instructions and/or steps.
- use basic library and online reference materials
- demonstrate proficiency in academic English by creating, saving, and sharing digital presentations.

Section 1 objectives

These are the selected objectives from the Intermediate Reading and Writing ESL class at the community college level, and the learning strategies used in this section.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and facilitates a class discussion around these questions:
- Where does your name come from?
- What does your name mean?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher asks for volunteers to share with the whole class.

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation

In the class discussion, we talked about the many different kinds of categories and terms used to describe identity.
Now, we are going to look at how we can talk about identity in other ways.
A bio-poem, biographical poem, helps us think beyond the more obvious or familiar aspects of identity and think critically about the factors shape our identity, like experiences, relationships, hopes, interests.

Look at Emiliano's bio-poem. Every line corresponds to a question.
Can you guess the question for each of the lines?
Write down your guesses in the left column.
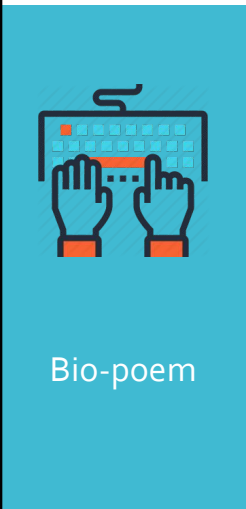
Presentation

These are the questions that Emiliano answered to create his bio-poem.
Were your guesses correct?
Does knowing what the questions were change your understanding of the poem?
How so?

Practice

It's your turn to to write a bio-poem about the origin of your name.

Think about who you are, what you know about your name, and how you feel about your name and answer the questions in the left column.
Follow the same pattern we saw in Emiliano's bio-poem and write your own bio-poem.
You can change the order of the sentences, and add questions of your own.

Revise your poem to make sure your answers and the order of the sentences are a good representation of who you are and your name. Also, thinking about your audience, read it aloud to make sure it would sound good being read by someone else.

Evaluation

You have thought and learned about your name, and written a poem about it.
Now you have a chance to think about what your name could be.
Have you ever thought of changing your name?
If you could choose any name, what would it be.

Let's take a moment to reflect on the possibilities of what your name could be.
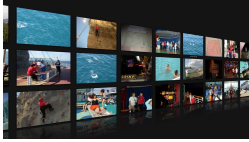
Journal for 10 minutes to answer these questions:
-   Would you change your name if you could? Why or why not?
-   Would changing your name make you feel different than you feel now?

Expansion
Create a media representation of your bio-poem.
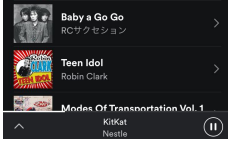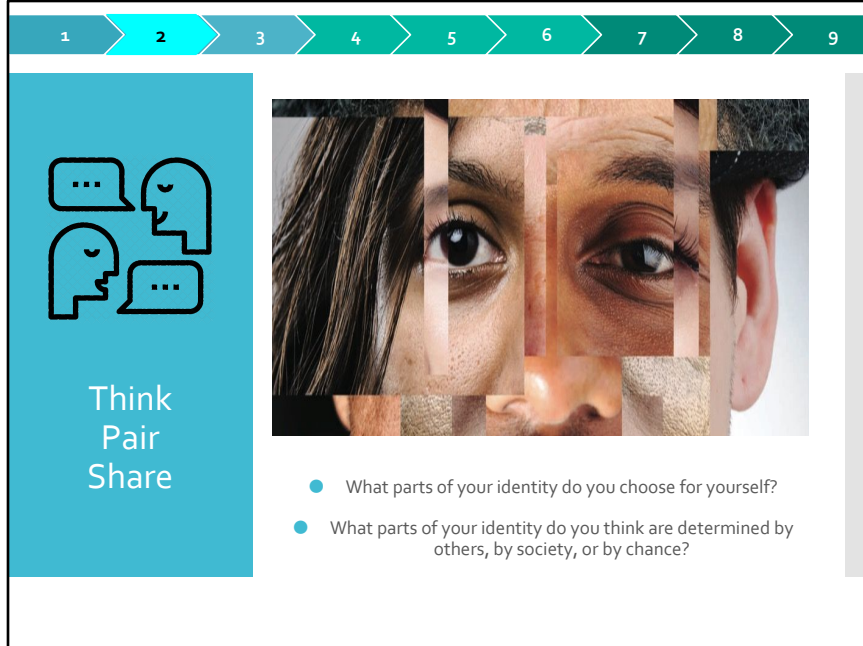
Choose from these two options.
1 Slideshow - Create a slideshow of images that illustrate the bio-poem about your name.
2 Playlist - Create a playlist of songs about your bio-poem.

Share your bio-poem slideshow or playlist in the class' group. Find at least 2 classmates that share a song or image and comment on it.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and facilitates a class discussion around these questions:
- What parts of your identity do you choose for yourself?
- What parts of your identity do you think are determined by others, by society, or by chance?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher asks for volunteers to share with the whole class.

Compile the answers from the discussion, and provide the list for the students to sue during the independent activity.

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation

A mind map is a visual representation of your thinking on a topic.

It is a useful tool to organize your thoughts after brainstorming, while reading, and to remember new information.

The combination of words and pictures is six times better for remembering information than words alone.

To draw a mind map, write down your ideas and organize them in a way that shows how each idea is related to each other. You can organize your ideas based on importance, comparison, contrast, problem-solution, or cause and effect.
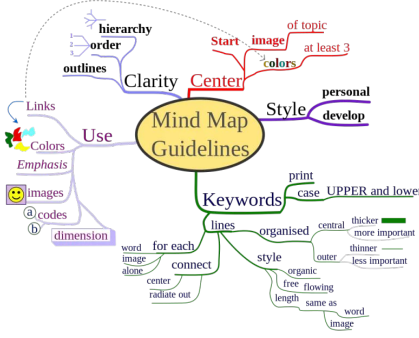
The video will show you how to use mind maps to learn. Watch the video and pay close attention to the steps to create a mindmap.

Presentation

These are steps recommended to follow when creating a mind map.
Look at the example and identify the different techniques.

Mind map like this helps us group concepts together through natural associations.
This helps up come up with more ideas, find meaning, and also identify informaition or ideas
we might be missing.
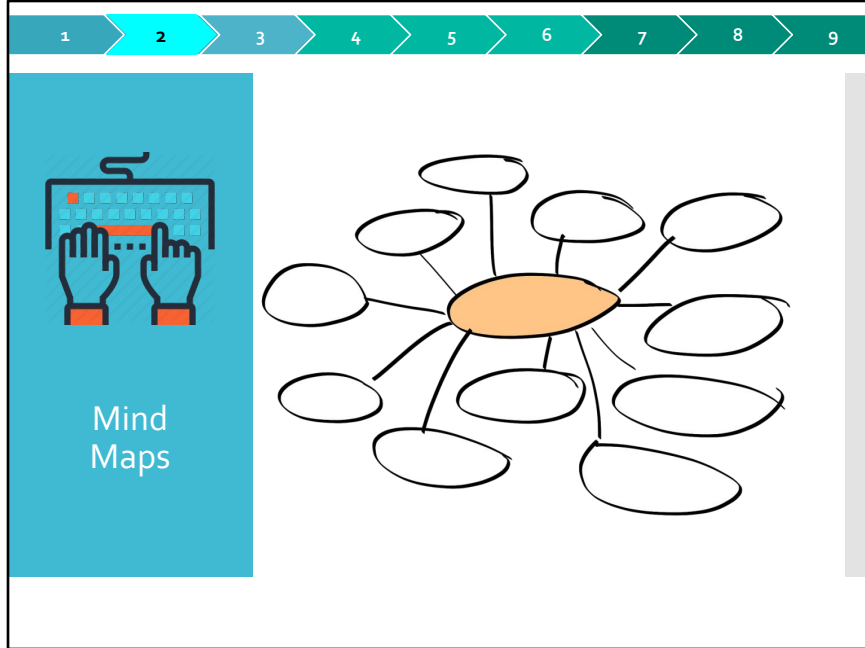
Practice

Create a mind map of your identity.

Start by writing your name in the middle, and make connections to who you are based on what you learned about your name, and the identity categories from the class discussion.

Include both ideas about your identity that you chose for yourself, and ideas you think might be determined by others, society, and other factors.

Evaluation

In this activity, you used a mind map to explore aspects of your identity.
Let's take a moment to reflect on using this strategy.

Journal for 10 minutes to answer these questions:
- Did you learn something new about your identity by doing the mind map?
- What parts of your identity do you choose for yourself? What parts of your identity do you think are determined by others, by society, or by chance?

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and provides a simple definition for each of the learning styles.

- What kind of smart are you?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes.

Then, the teacher takes a survey of the class, by asking students to raise their hand and count how many students learn best under each category.

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation
https://www.edutopia.org/multiple-intelligences-research

Read the following article about multiple intelligences.
As you read, use the T-chart to take notes about each type of intelligence.
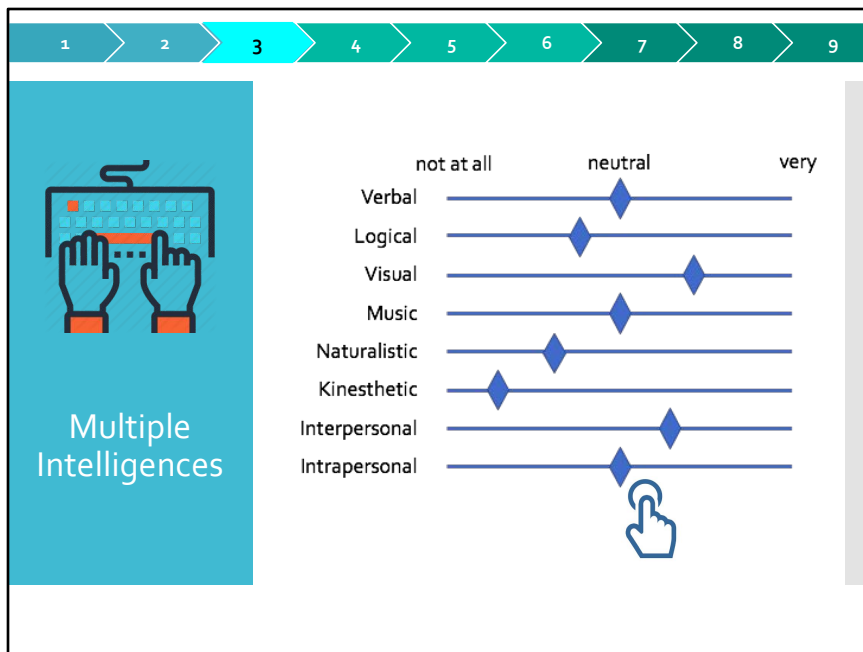
Practice
https://www.edutopia.org/multiple-intelligences-assessment
After reading the article, you have a better understanding of Gardner's theory of multiple intelligences and the characteristics of each category.
Let's revisit the class discussion, and see how we can apply Gardner's theory to our thinking.

How do you think? Take a moment to reflect about the way you think and predict your multiple intelligences.
For each category, move the slider towards "not at all" if that category does not represent how you think, leave in the middle if you are not sure or don't feel strongly about that category, and to "very" if you feel that category is a good representation of your thinking.

Multiple Intelligences Self-Assessment

This quiz asks 24 questions and will take less than five minutes to complete. Try not to think too hard -- just go with your first thought when describing your daily activities and interests. By the end, you may have some new insights into the way you think.

For more information about the theory of Multiple Intelligences, check out our in-depth article: **Multiple Intelligences: What Does the Research Say?** You may also want to watch an interview with **Howard Gardner: Big Thinkers: Howard Gardner on Multiple Intelligences**.

How much time do you spend:

	None	Only a little	A fair amount	A lot	All the time
Getting lost in a good book.	○	○	○	○	○
Doing crafts or arts projects.	○	○	○	○	○
Trying to solve mysteries, riddles, or crossword puzzles.	○	○	○	○	○
Writing a journal or blogging.	○	○	○	○	○
Reflecting on your life and your future.	○	○	○	○	○
Playing sports.	○	○	○	○	○
Yearning to spend time with nature.	○	○	○	○	○

Next

Practice

Take this multiple intelligence self-assessment to gain insights about the way you think and learn about how some of your tastes and interests can influence how you take in information, and compare with your predictions. Everyone has all eight types of the intelligences listed above at varying levels of aptitude, and the quiz will help you discover yours.

Please remember that the quiz is not meant to give you label as any one kind of multiple intelligence. Labels create limites, and we want to avoid creating limits when it comes to learning so that we may access our full potential. People have many different intelligences, and strength in one area does not predict weakness in another.

Evaluation

In this activity, you used a t-chart to prepare for reading and predictions to prepare for the self-assessment.
Let's take a moment to reflect on using these strategies to learn about multiple intelligences.

Journal for 10 minutes to answer these questions:
- How did the t-chart and predictions help you read the new material?
- Did your predictions match the self-assessment results? Do you agree with the results?

Teacher Guide

Counterstories

Counterstories provide a context in which to critically explore and understand why some voices are at the center of the discourse and why some are renegaded to the margins.
In this section, students are invited to revisit, reexamine, and rebuild their personal narratives around their histories and identity.

Reflection

Consider your identity and counterstories, and how you might position yourself in the classroom. Is your position empowering or silencing student voice? If silencing, how can you change your classroom practices to move towards empowerment?

Best practices

Successful online learning has a few prerequisites - access to a computer with wifi, knowing how to navigate the learning management system, etc.
Before starting the first supplemental lesson, conduct an informal needs assessment and orientation to help students be best prepared to succeed online.
For sharing and collaborative work online, survey students' use of social media, and take advantage of what they are already using. If they are using Facebook or Instagram, have the share their work in those platforms, where they are already connecting with each other.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Section 2 objectives

Learning Strategies
- Brainstorm and discuss with partners to activate prior knowledge on the topic.
- Use selective attention while reading and listening, scanning to finding specific information.
- Use graphic organizers to prepare for reading and writing.
- Analyze, find, and select visual media to represent ideas.
- Use visioning to plan for the future and organize writing.

Performance Objectives
Demonstrate developing ability to:
- identify essential and non-essential elements in text.
- respond to a writing prompt with multiple instructions and/or steps.
- use pre-writing as part of the writing process, identify key elements in pre-writing, and move from prewriting to arrangement of ideas in hierarchical structure.
- use the Internet as a source of information.
- demonstrate proficiency in academic English by creating, saving, and sharing digital presentations

These are the selected objectives from the Intermediate Reading and Writing ESL class at the community college level, and the learning strategies used in this section.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and facilitates a class discussion around these two questions:

Who are the people on the picture?
What does it mean to inspire?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher ask for volunteers to share

Who is someone who inspires you? Why?

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation

In the class discussion, you saw a picture of some of the world's most inspirational leaders, and talked about who are the people that inspire you.
In this activity, you will learn more about an inspirational person by watching a video and reading an article about the details of their lives.
You can choose between Person, Malala, and Person.

Presentation

Before you start learning more about the inspirational person you selected, taka a moment to think about what you already know about them and questions you might have about them and their life.

This table is a KWL table, which stands for KNOW, WANT TO KNOW, and LEARNED. It is a helpful strategy to help us organize our learning, listing first what we already know and the questions we have. We complete the first two columns before we learn new information. This helps us skip old information, focus on the new information, and direct our attention to finding answers to our questions. You can use this strategy when you have new material, reading or videos, and want to organize your learning.

In the first couple, make a list of all the information, details, ideas, and concepts that you can think of about this inspirational person.
Don't worry about researching or being right or wrong. In this column, you are refreshing your memory and recalling the information you already know. In the second column, write down questions you have about the inspirational person. Why did you choose this person? What are you curious about? We will return to this questions after you read an article and watch a video.

While you watch the video and read her biography, focus on finding the most important events in her life and complete this list.

1. 1997 Born
2. 2009 began blogging for BBC
3. 2012 shot
4. 2013 United Nations speech
5. 2013 published book
6. 2014 won Noble Prize
7. 2015 documentary released
8. 2017 accepted to Oxford University

Practice

Use the information you gathered from the video and article to fill in the missing information in the timeline.
Notice that the timeline organizes the events chronologically, from the earliest year to the latest.

	Know	Want to know	Learned
1. Review your questions in the *Want to know* column from earlier. 2. Complete the *Learned* column with the answers to your questions, using the information you learned about Malala.	• She was a student activist • • • •	• Why is she an inspirational person? • • • •	• She was an inspirational person because… • • • •

Now that you have watched the video and read about Malala, return to the KWL chart and review your questions in the second column.

Were you able to find answers? Complete the third column with the new information you have learned and the answers to your questions.

If you have any questions you were not able to find answers for, go back to the video and article to see if you can find then, and you can also go a search online.

Also, review your list of things you already knew about Malala and confirm you were correct. Make corrections if needed.

Evaluation

In this activity, you used graphic organizers to prepare for reading and watching the video.
Let's take a moment to reflect on using this strategy.

Journal for 10 minutes to answer these questions:
- How was reading and watching the video while using the graphic organizers?
- Was it different than when you read without them? How so?
- Will you use them again? What would you do differently?

Expansion

Now that you have learned about the life of an inspirational person and completed a timeline on their life, it's time to think of a person who inspires you. Take a moment to think about the people in your life who inspire you. It could be a relative, a friend, someone from work or school. Or, it could also be an artist or athlete, whose life inspires you.

Once you decide on who you want to learn more and write about, choose from these two options:

Research - Use the internet to find out more about your inspirational person. See the links below to help you get the search started.

Interview – If the person who inspires you is someone in your life, you can interview them to learn more about their life. Look at the links below for a list of useful questions to ask in your interview.

Use the graphic organizers you used to learn about Malala to help organize your research. When you are done, you will have a chance to share the life of your inspirational person with the class, and to look at your classmate's work and learn who inspires them.

Expansion
Once you've collected information from the research and interview, make a list of their most important life events and create a timeline of their life.

Using the information from the timeline, write a paragraph that tells the story of their life, a short biography.
Remember to include why they are an inspiration to you.

Include a picture and other visuals to represent their life and why they inspire you.

Share your inspirational person biography in the class' group.
Look at your classmates' biographies and comment on your 2 favorite ones.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher ask for volunteers to share
• What are the most important events in someone's life?

As students share, the teachers makes a list on the board, in groupings, which will be made available to t)e students when they complete the next step of the activity. (Tip: take a picture of the board with the list and upload it to the LMS)

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation - strategies

So far, we have used three types of graphic organizers: timelines, t-charts, and KWL.

Graphic organizers are useful tools that helps us learn by organizing and simplifying information through visual representation.
Using a graphic organizer will help you understand concepts better.
Creating your own graphic organizer you will be better prepared to learn new information.
Graphic organizers are also a great way to organize your thoughts before you start writing a paragraph or essay.
This will help you maintain the focus of your writing, and clearly stating your ideas.
Using a graphic organizer to create the structure of your writing will make it easier and more engaging for the reader, as well.

Practice

In the last activity, we use graphic organizers to learn and write about an inspirational person.
In this activity, you will use the same tools to write about your own life.
We will follow the same steps – making a list of important life events, creating a timeline, and writing a paragraph.
Since the paragraph will be about your own life, it will be an autobiographical paragraph.

1. Review the list of important life events from the class discussion, and make a list of the most important events in your life.
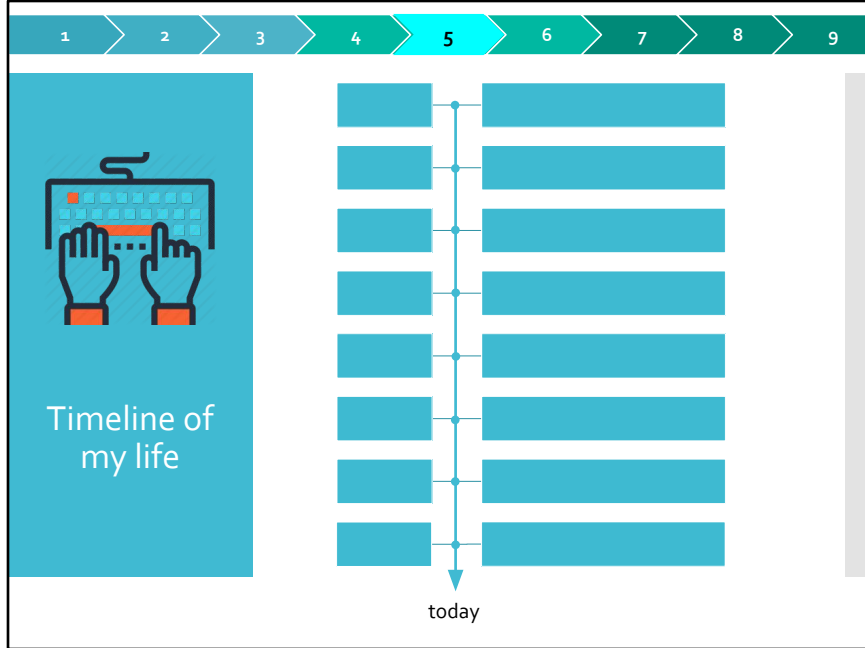
Practice

2. Create a timeline of your life using the events from the list you created.
Remember to organize the events in your life chronologically in the timeline.
The first year should be the earliest, and the last year should be closest to today.

3. Write a paragraph autobiography using the information from the timeline.

Evaluation

In this activity, you used the strategies you used in the previous activity to learn and write about an inspiration person, but applied it to your own life.
Let's take a moment to reflect on using this strategy to your life as the topic.

Journal for 10 minutes to answer these questions:
- Do you like thinking and talking about your life? Why?
- In what type of situations have you had to talk about your life?
- Did the graphic organizer make it easier or harder to write the autobiographical paragraph? Why?

Expansion

4. Create a media representation of your autobiography.
Choose from these two options.
Music – Make a playlist with songs that represent the events in your timeline. You can use many different kinds of platforms, from YouTube to Spotify, look below at examples for inspiration.
Video – Create a short video where you talk about your life. You can use your paragraph as a script, or get creative and include other elements. Look at the examples below for inspiration.

5. Share your autobiography in the class' group. Find at least 2 classmates that share any of your live events and comment on it.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher ask for volunteers to share.
        When you were a child, what did you want to do when you grew up?

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation - strategies

In this lesson we have learned about how graphic organizers help us learn new information and prepare for writing well-structured paragraphs. We have also learned about inspirational people and wrote about our life in the past.

In this activity, we will learn how to use these strategies to talk about our life in the future.

In the videos you are about to watch, you will learn about planning and visioning. They are a visual representation of a plan for the future.

They are helpful tools to:
1. Prioritize your dreams and goals
2. Have a visual representation for inspiration
3. Create a plan and keep you on track towards your dreams and goals

The first video will provides background on the power of a vision, and the second video offers practical instructions on creating a vision board. While you watch the video, focus on the tools each presenter uses to create their visions, and which you could use to create your own.

https://www.youtube.com/watch?v=66DXqosfZSQ
https://www.youtube.com/watch?v=el95Q0HHNEs

Practice

Think about the class discussion about what we wanted to be when we were children and the categories of goals and dreams for the future.

Write for 10 minutes answering these questions:
- how your dreams as a child compare to your dreams and goals now?
- If you could do anything, what would you like to accomplish in your life?

Practice

Now that we have explored what our dreams and goals for the future were when we were children, and how they have changed, we are going to apply planning and visioning to think about the possibilities for our future.

Take a moment to think about your goals for the future. Your plans for you studies, work and professional goals.
Think also about trips you would like to take, or new skills you would like to learn.
Be open to thinking about both very realistic goals and also dreams that might seem impossible today.

1. List your goals and dreams for the future.
2. For each goal and dream, identify the year you would like to have accomplished it. These dates are flexible and can change and be adjusted in the future. Identifying a date for a goal is helpful because it creates a timeline and plan for completing it, making it much more likely to achieving it.
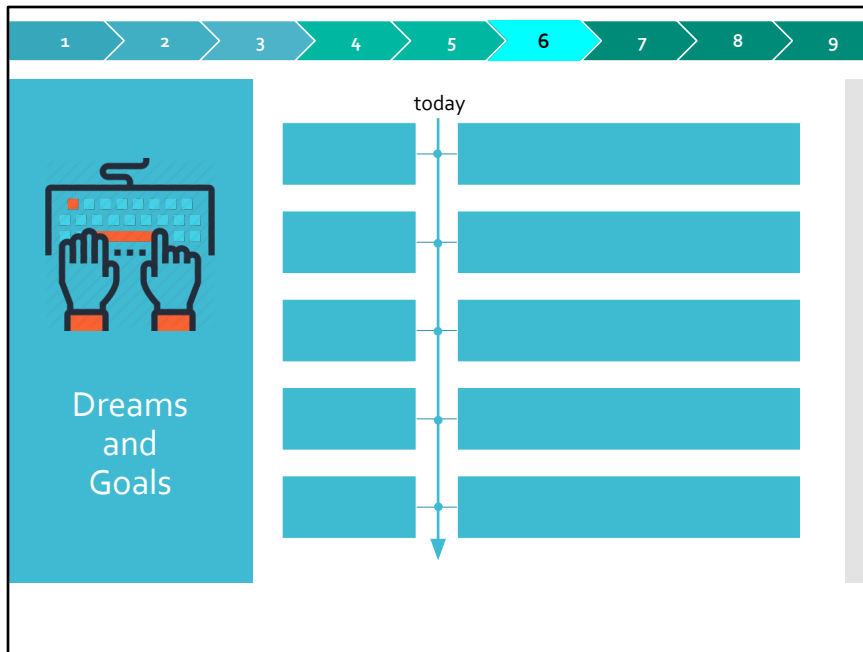
Practice

2. Continue your timeline into the future by adding the events in your list of goals and dreams in chronological order in this timeline.

3. Write a paragraph autobiography using the information from the timeline.

Evaluation

In this activity, you have learned how to use planning and visioning to talk about your life in the future.

Let's take a moment to reflect on using this strategy to your future as the topic.
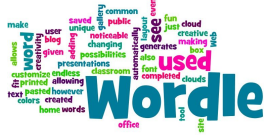
Journal for 10 minutes to answer these questions:
- What is the best and worst part of thinking about the future?
- In what type of situations have you had to talk about your future plans and goals?
- Does panning and visioning make it easier or harder to think about your future? Why?

Expansion

Create a media representation of your vision for your future.

Choose from these two options.

Vision Board – Create a digital vision board. Re-watch the video with step by step instructions, and use Instagram, Pinterest, and other apps to find pictures and quotes.

Wordle – Create a word cloud that represents your vision for the future. Enter your paragraph into Wordle and adjust the settings until you are happy with your word cloud.

Share your autobiography in the class' group. Find at least 2 classmates that share any of your live events and comment on it.

From theory to practice: Imagined communities

● Students are most invested in the communities they don't yet belong to.
● Our teaching should be guided and oriented towards the students' imagined communities to maximize engagement.
● To learn more, read Norton and Pavlenko's work.

Reflection

● What do I know about my students' imagined communities?
● What are my own imagined communities and how do they guide my engagement?

Best practices

● Adapt content for highest interest reading material
● Provide choice of materials to read

Teacher Guide

Teacher Guide

Imagined communities

Students are interested not only in the communities they used to belong to, like their home countries, or the ones they currently belong to, like their job, but also in the communities they do not yet belong to. Norton and Pavlenko assert that students are MOST invested in their imagined communities. A focus on imagined communities will help teachers better understand how these communities orient the learner's goals and better inform instruction.

Reflection

Consider what you might already know about your students' communities and what you might learn about their imagined communities. How can your classroom practices make space for students to cultivate their imagined communities? How can you create opportunities for students to participate in their imagined communities? Also, what are your imagined communities? As non-native English speaker teacher, how have your imagined communities shifted as you gained mastery of the language?

Best practices

Adapt the content of the lesson to provide the highest interest reading material for the students. In the activity about inspirational people, choose people who are relevant and interesting for the students. Provide a few choices to give students agency over their learning and improve engagement.

These are the selected objectives from the Intermediate Reading and Writing ESL class at the community college level, and the learning strategies used in this section.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and facilitates a class discussion around these questions:
- What are some of your favorite foods?
- What foods make you feel at home?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher asks for volunteers to share with the whole class.

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation

Foods that makes us feel good, especially when we miss home or have a hard day, are called comfort foods.
Sometimes, we associate a homemade dish with someone we love, and it brings us comfort to have it.
Or, going to a restaurant we used to go in the past and order the same dish might bring back good memories.

These are three comfort foods. Choose one and read the recipe to learn how to make the dish.
While you read, pay attention to the order of the steps for cooking the dish.

Practice

Re-order the steps to match the recipe.

Evaluation

In this activity we learned about comfort food and how food can help us connect to the people and places we care about.

Journal for 10 minutes to answer these questions:
- How do different foods make you feel?
- How does food help you to connect to the spaces and people you care about?
- How is food from your childhood compared to the food you like now?

Expansion
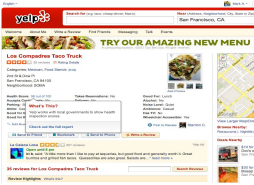
Choose from these two options.
1 Recipe from childhood - Follow the style and pattern of the recipe you learned about, and write down the recipe to one of your favorite foods from childhood, and share with the class.

2 Yelp recommendation - Think about one of the favorite dishes you order in restaurants. Find the restaurant on Yelp, leave a review about your favorite dish, and share with the class.

Share your recipe or recommendation in the class' group. Find at least 2 classmates that share your dish or restaurant and comment on it.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and facilitates a class discussion around these questions:
- What are the important places of your neighborhood?
- What is your favorite part of your neighborhood?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher asks for volunteers to share with the whole class.

Compile the answers from the discussion, and provide the list for the students to sue during the independent activity.

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation

Read this article about the top 10 attractions in Oakland.

As you read, make a list of places you would like to visit and a short description of each place.
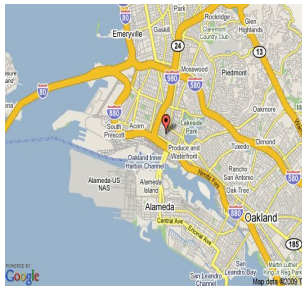
Practice

Find your neighborhood in google maps and explain its important features to someone who doesn't live there.

Think about where you would take a friend or relative if they were visiting from out of town.

What is your favorite place? Why is it your favorite?

Describe most important features of your neighborhood, if someone was coming to visit?

Evaluation

Journal for 10 minutes to answer these questions:
- Do you feel different depending on where you are?
- What are the places that make you feel most at home?
- What places are missing from the list? Why?
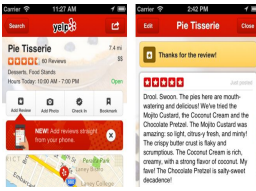
Expansion

In this activity, we have explored our neighborhood and what we value most about it. Now, think about living in the perfect neighborhood.

What would it look like? What stores, restaurants, and landmarks would make this neighborhood perfect?

Create a media representation of your vision of the perfect neighborhood.

Choose from these two options.
1 Create a map.
2 Create a Yelp collection.

Share your vision in the class' group. Find at least 2 classmates that share some of the landmarks and comment on it.

Preparation

This initial stage of the activity is to be conducted in the classroom, in preparation for the independent work students will complete online.

Teacher shows the class the picture and facilitates a class discussion around this question: If you could go back to the first day of class, what advice would you give yourself?

Teacher instructs students to Think/Pair/Share, timing 2-3 minutes for the students to think/journal independently about the question, share their answers with a partner for 2-3 minutes, then the teacher asks for volunteers to share with the whole class.

Compile the answers from the discussion, and provide the list for the students to sue during the independent activity.

Preview lesson to be completed online, and answer any questions about how to complete the activity.

Presentation

This is a short list some of the topics, activities and strategies we have covered in this class so far.
Read the list and check the box for your favorite concepts and the projects you completed and are most proud of.

Evaluation

In this activity, we reviewed the activities, strategies, and topics we covered in this class.
In the class discussion, we talked about what advice you would give yourself to succeed in this class.
Let's take a moment to reflect on what and how we have learned.

Journal for 10 minutes to answer these questions:
- What was the most challenging activity or topic? How did you overcome the challenge?
- If you were to take the class again, what would you do differently next time?

Expansion

When we think about our challenges learning, we also think about the people that helped us, teachers, classmates, friends, and family.

In school, we make friends with our classmates and we help each other overcome the challenges of learning English.

Something that at one point seemed impossible, it is now something we have achieved.

To take advantage of everything you have learned and accomplish, make a list of the top tips to succeed in this to be shared with the future students who take this class.

Share your list with the class, and comment when you see any items listed that you also included.

Teacher Guide

Decenter

The practice of decentering includes multiple perspectives, dialogue, and self-reflection. As practitioners, the decenter requires an awareness of the assumptions imposed on the research and reproduced in the interpretation of the findings. When encountering diversity in the classroom, the concept of the decenter prompts critical questioning of whose diversity is valued and whose is not, and why that it is.

Reflection

What experiences are at the center of the classroom practices? What experiences are neglected?

How can you create opportunities to reach the decenter?

Best practice

When students share their thought process and strategy use, reinforce their practice by naming it and connecting to the class practices and possible future use. This will increase strategy use awareness and practice, and improve language learning. Create opportunities for the students to practice what they learned in the supplemental online activities in the classroom.