Cultivating Student Voice: Writing as a Tool for Multilingual and Multicultural Students to Develop Language, Identity, and Cultural Competence

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Cultivating Student Voice:
Writing as a Tool for Multilingual and Multicultural Students
to Develop Language, Identity, and Cultural Competence

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
Masters of Arts in Teaching English to Speakers of Other Languages

By
Gaeun Lee
May 2017
Cultivating Student Voice: Writing as a Tool for Multilingual and Multicultural Students to Develop Language, Identity, and Cultural Competence

In Partial Fulfillment of the Requirements for the Degree

Master of Arts

In

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Gaeun Lee

December 2017

UNIVERITY OF SAN FRANCISCO

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

Approved:

Rosa M. Jimenez
Instructor/Chairperson

12/17/2017
Date
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ACKNOWLEDGEMENTS

Thank you, Lord, for everything you have done and will do for me. Thank you, mom and dad, and sister. I would not have been able to finish this project and my master’s degree without all of your support and love.

I am also forever grateful for the opportunity to study and work with all the amazing IME professors who inspired me everyday in every way. I would specifically like to express my gratitude to my professor and inspiration, Professor Rosa Jimenez. Thank you for your guidance, encouragement, thoughtful suggestions, and insights throughout the process of finishing my degree and project. I am so much thankful for your dedication to the field and support.

Last but certainly not least, a special thank you to my Wenston. To say I am deeply blessed to have you in my life is a severe understatement. Thank you for always being there for me.

This project is dedicated to all of you.
ABSTRACT

The importance of using writing as an educational tool to English learners cannot be understated. It is critical for youth learning English as their second language to be encouraged to value their first language, culture, and identity by writing. Unfortunately, many teachers overlook the significance of the writing activity, which can be greatly helpful to develop the English learners’ language and cultural competence and their identity, specifically for multilingual and multicultural youth.

This project is developed with the purpose of cultivating student voice by using writing as a tool. The project is based on the two theories: the affective filter hypothesis and narrative theory in order to address the importance of reducing students’ anxiety and the value of students’ identity and emotions when they learn English as a second language. This field project is a form of lesson plans which consists of five sessions per week focusing on writing activity with other integrated activities such as reading, presentation, and poster activity.

In the end, this project provides teachers a great guideline and activities mainly focused on writing with a better understanding of the hardships of multilingual and multicultural English learners. The project also provides students time to reflect their culture and identity while learning a new language, English. Using writing with other different integrated activities for multilingual and multicultural English learners to develop their language, identity, and cultural competence is a significant component of English language acquisition for students with different cultural backgrounds.
CHAPTER I

INTRODUCTION

Statement of the Problem

An increasing number of the multilingual and multicultural youth population are learning English in the United States. From 2002 to 2013, a number of public school students participating in programs for English language learners in the U.S. increased from 4.1 million to 4.3 million and it is still increasing (National Center for Education Statistics, n.d.). The reason they join these programs is to improve their English language proficiency so that they can have improved academic outcomes (Klein, Bugarin, Beltranena, & Mcarthur, n.d.). This increasing number of students joining English language programs and the reason why they join demonstrate that it is critical for teachers to consider their students’ linguistic and cultural background and identity in a more sensitive way by offering them time and space to write their stories and letting them be aware of their self-potential.

June Jordan (1981), a Caribbean-American poet, states, “You will never teach a child a new language by scorning and ridiculing and forcibly erasing his first language” (p.67). Jordan’s quote makes a powerful connection to the idea that sometimes teachers can overlook the experiences and backgrounds of their students. The number of Culturally and Linguistically diverse students which differ from their students is increasing across the United States (Wong, Indiatsi, & Wong, p. 58, 2016) and this is the reason why closing the gap between students and teachers by understanding their linguistic and cultural identities are important.

According to Christensen (2009), “In the classroom, according to my students who study the linguistic history of the colonized, too often the job of the teacher is to “whitewash”
students of color or students who are linguistically diverse” (p. 208). According to Oxford English Dictionary Online (n.d.), “Whitewashed” is defined as designating a person who has adopted the behaviour, mannerisms, or attitudes associated with the specified nationality (often implying affectation or superficiality); (also) designating a person who has obtained the specified nationality, especially only for the sake of convenience. Whitewashing often results in the students’ misinterpretation of their own linguistic and cultural background and their identity as well. In short, it can lead them to devalue their own language and culture. In order to prevent this situation, teachers can use writing as a tool for the multilingual and multicultural youth to develop not only their identity but also their cultural competence while teaching them a new language, English.

Purpose of the Project

The main purpose of this project is to enhance students’ writing ability and to help them maintain their identity and cultural competence at the same time. Furthermore, the aim of choosing writing as a tool is due to its impact on multilingual and multicultural youth in English language learning context. National Council of Teachers of English (2016) states, “Words are powerful tools of expression, a means to clarify, explore, inquire, and learn, as well as a way to record present moments for the benefit of future generations,” which is the reason to use writing as a tool.

The project is a handbook for teachers and it will include guidelines and lesson plans to implement writing as an educational tool. The lesson plans consist of reading activities, self-narrative writing activities, “sharing my story” activity, and a drawing activity—as a form of an integrated lesson plan.
Theoretical Framework

This field project is based on two theories: The Affective Filter Hypothesis and Narrative Theory because of the two facts: First, English learners feel anxious in the process of learning English and it is important for teachers to reduce or eliminate their anxiety so that they can succeed in learning a new language. Second, the main tool of the project is using writing with understanding that each individual is a storyteller and writing can be used to help the English learners to express themselves and value themselves and where they are from.

The Affective Filter Hypothesis

The Affective Filter Hypothesis is developed by Stephen Krashen and he states that many of affective variables such as motivation, anxiety, and self-confidence play a critical role in second language acquisition. According to Foroutan and Noordin (2011), anxiety in ESL classes are one of the factors that greatly affects English Learners’ learning experience and performance (p.10). The environment where students need to speak in a new language and experience a new culture can baffle the students’ minds. Sometimes, it results in devaluing their own culture and language and they sometimes feel lost in their new country. One of the teachers’ roles is to reduce students’ anxiety while helping them learn a new language successfully.

This Affective Filter Hypothesis is implemented in this field project because the lesson plan will focus on lowering affective filter in the classroom. Students can feel overwhelmed by the environments that they are in. Learning a new language and adapting a new way of life can cause anxiety in students. They are under pressure not only to succeed in school, but to succeed in learning English. Since one of the teachers’ role is to reduce the
anxiety in classroom, this writing activity can be an outlet for the students to express themselves and understand others who are going through the same situation. This project will allow teachers to provide students time and space to write about themselves.

**Narrative Theory**

Narrative Theory is developed by Walter Fisher and he states that people are storytellers and listeners and people experience their lives as continuing narratives. Based on this theory, the project will focus on narrative writing activity. It contains poster presentation activity in which students share their stories as in posters in the class so that they can learn how to value themselves, others, and their beliefs. The project will help students to reflect themselves and their experiences in English and know their voices are heard.

Walter claims narration as “a theory of symbolic actions—words and/or deeds—that have sequence and meaning for those who live, create, or interpret them” (Fisher, 1984). Since narration is not talking about random matters or someone else but oneself, narration can be used for English language learners as an outlet not only to express their emotions and feelings but interpret their life. By letting their thoughts and emotions in forms of writing and other activities with their classmates, students will be able to appreciate their emotions, past experiences, and others.

**Significance of the Project**

This project offers two significant benefits for teachers. First, it will provide rigorous time for teachers to get to understand and learn about students. Second, the handbook will help the teachers to apply writing as a tool to cultivate students voice and improve their English in the classroom.
This project offers two important benefits for students. First, it will provide time for the students to read about people who succeeded in their culture. It will be of help to value their culture, identity and boost their motivation in learning. Second, it will help the students to learn about the language—English—through the reading and the writing activities. This project can be used in English language development classes in a high school.

**Limitations of the project**

One of the limitations of the field project is that this project is only focused on the high intermediate to advanced level students; therefore, beginning level students cannot benefit from the materials. Another limitation of the project is the possible bias of the researcher in choosing topics for writing and reading activities. The third limitation of the project is that the project is designated for English Language Learning (ELL) students from diverse linguistic and cultural backgrounds; therefore, native English speaking students from English speaking countries will not be able to benefit from this project.

**Definition of Terms**

1. **Cultural Competence**: cultural competence refers to having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families (National Education Association, n.d.).

2. **Multilingual**: multilingual refers to a person who knows and uses three or more languages. Usually, a multilingual does not know all the languages equally well. For example, he or she may: a) speak and understand one language best, b) be able to write in only one, c) use each language in different types of situations (domains), e.g.
one language at home, one at work, and one for shopping, and d) use each language for different communicative purpose, e.g. one language for talking about science, one for religious purposes, and one for talking about personal feelings (Richards & Schmidt, p. 379, 2010).

3. **Multicultural:** multicultural refers to cultural pluralism. A situation in which an individual or group has more than one set of cultural beliefs, values, and attitudes (Richards & Schmidt, p. 150, 2010).
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

As a dominant language across the world and *lingua franca*, English, is considered a language for the majority and power. Depending on its purpose, English can lead to excluding people who speak other languages or to putting other languages in danger of disappearing—this power that English holds is called “English hegemony.” As Clark points out:

Linguistic hegemony refers to the ways in which linguistic minorities, or speakers of a variety of English other than the standard one, believe in and participate in the subjugation of non-standard varieties of English or minority language to the dominant, to the point where just the dominant language remains (2013, p. 62).

This hegemony of English results in polarization of many things: native English speaker vs. non-native English speaker, English speaking countries vs. non-English speaking countries, and standard American English vs. non-standard American English. Considering the increasing number of ELL students in the U.S., the author believes the process for students to develop their identity and cultural competence should be preceded in a classroom.

Specifically, the Review of the Literature will focus on three themes to address the problem of this project which was multilingual and multicultural students devalue their language and culture in English Language Development (ELD) class: English hegemony and education in the United States, the relationship among writing, reading, and language development, and multilingual and multicultural students’ identity and cultural competence.
English Hegemony and Education in the United States

Language is usually taken for granted as a mere tool for communication, but it also includes the people who speak it and their culture. In today’s world, English is one of the languages widely spoken. Robert Phillipson’s *Linguistic Imperialism* (1992) clearly shows how this dominance of English across the world pushes other languages and cultures to the periphery and causes linguistic imperialism (Phillipson, 1992, p. 47). Sociolinguists also emphasize that widespread use of English has put other languages in danger of disappearing and has contributed to the spread of capitalism and North American media (Pennycook, 1994, p. 13). In addition, this English hegemony causes ‘Linguicism’ that is defined as “ideologies and structures where language is the means for effecting or maintaining an unequal allocation of power and resources” (Phillipson, 1992, p. 55).

In addition, linguistic discrimination and injustice can be easily seen in the U.S. People tend to profile other people by their use of English variety, accent, and dialect. According to Lippi-Green (1997), people feel comfortable about standard language since they have no problem with describing and defining it; however, she claims that there are scores of assumptions and misassumptions about Standard American English. Merriam Webster’s Collegiate Dictionary (1993) provides a definition of Standard English:

> Standard English: the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood (as cited in Lippi-Green, 1997).

Lippi-Green (1997) criticizes three misassumptions about Standard English: a) she
claims that the definition of Standard English implies that the form of written and spoken English are the same. b) she claims that Standard English views spelling and pronunciation are based on a general foundation. c) she claims that Standard English concerns about the speakers’ “regional differences” while it does not concern about the speakers’ “social differences” at all. d) she claims that Standard English is only for the educated people.

When a school or a classroom do not uphold the rights of immigrant children, they tend to violate their linguistic rights (Shannon, 1999, p. 25). Multilingual students are normally put in the position of learning English, often while losing their first language. Class materials are usually based on American culture and history, often resulting in devaluing their culture and language and in feelings of exclusion from the U.S. culture. Furthermore, Shannon (1999) states, “The hegemony of English in the United States allows this school district and others around the country to act with impunity, while ignoring language rights and determining that immigrants do not deserve language privileges” (p. 23).

Another aspect of English hegemony can be seen in English Language Teaching (ELT) profession. Tsuda (1998) states, “Some of the beliefs circulated in the ELT profession contribute to the legitimation of English linguistic imperialism” (p. 222). He cited Phillipson’s list of five tenets or beliefs held by ELT professionals:

1. English is best taught monolingually
2. The ideal teacher of English is a native speaker
3. The earlier English is taught, the better the results.
4. The more English is taught, the better the results.
5. If other languages are used much, standards of English will drop (p. 222).
This whole spectrum of English hegemony in education in the U.S. makes learners to become slaves to the English and have their minds to be colonized (p. 223). Consequentially, English language learners in the U.S. are literally put in a position where they have to use only English while losing their first language. They are not only dealing with a new language, but also many aspects of their lives as well. The author is not claiming that they should not learn English at all. What the author thinks is that it is necessary and important for English learners to be given time to reflect on their experiences and linguistic/cultural identity while learning English in school.

**Relationship among Writing, Reading, and Language Development**

Writing in second language can be a burdensome task for second ELLs for writing accompanies context, grammar, vocabulary, and structure. In order to develop second language learners’ academic language, teachers can use writing combined with reading as a tool. To write something, reading can be preceded. As a result, students have insights of authors intention, understand the reason why the text is organized as the way it is, or see how words and ideas can be combined into the text (Paesani, 2016, p. 268).

Paesani (2016) states the relationship between writing and reading as:

Literature is one text type that can facilitate reading-writing connections in collegiate FL contexts and contribute to students’ literacy development. Reading literature allows students to study complex language features and engage in a degree of textual interpretation that can inform their choices as they transform meaning through writing (Hedgcock & Ferris, 2009). Students thus develop their ability to think critically, understand and use nuanced vocabulary, and recognize language features absent from other textual genres (p. 268).

Gilland (2014) examined how teachers’ understanding and perspectives in teaching English affect English learners’ language development. In the study, two sections of an ELD class were collected as data: what the teachers said and did regarding teaching academic
English and their understandings and practices in second language writing. Gilland (2014) analyzed teachers’ understanding of academic language and L2 writing by interviewing and observations of their classes. The findings of the study show the lack of teachers’ understanding of language learners or second language writing cannot fully benefit students in learning English.

Grabe & Zhang (2013) states L2 students in academic settings encounter various difficulties in integrated reading and writing curriculum. They also illustrate comprehension of reading of L2 learners often results in limitation when doing summaries. Kim (2001) conducted a study on English summary writing to 70 South Korean university students. They were asked to summarize two texts with different levels of reading. Kim (2011) found that the students summarized better after reading the easier text. Yu (2008) studied English summary writing of 157 Chinese university students studying English as a Foreign Language (EFL) and found that students’ reading proficiency levels are connected to their writing summary ability. These studies demonstrate the evidence that students with lack of summarizing skills tend to copy directly when they produce writing summary (Grabe & Zhang, 2011, p. 14).

Writing and reading are closely connected and they produce successful synergy when they are taught in an integrated way (Grabe & Zhang, 2011). When reading is preceded, students can learn easily to write and develop their English by putting their ideas into their words and text. To help them succeed in writing and developing their language, teacher’s role is critical as well. Below is a part of the lists that Rubin & Carlan (2005) suggests for teachers of bilingual children to use writing to understand the bilingual children’s literacy development:
1. All children should be provided with the time and resources needed to write about their own ideas. Writing is a time-consuming process that requires extended periods to allow for creative expression.

2. Teachers should make sure all children value writing as a tool to express ideas rather than simply as an exercise in copying words or spelling correctly.

3. Teachers of all children should value student writing regardless of the degree of accuracy and stage of development.

Thus, teachers of multilingual and multicultural students should provide them with many opportunities to write and encourage them to see their linguistic and cultural diversity as a strength.

**Multilingual and Multicultural Students’ Identity and Cultural Competence**

Learning English is not an easy task for ELLs, especially when they are in a situation to adopt a new culture in a new country. To prevent a situation for ELLs where they get confused with their new identity as English learners in a new country, teachers of ELLs can use writing in their lesson plan as a tool to develop their multicultural identity and their cultural competence.

Klimova (2015) studied an academic writing course taught at the Faculty of Informatics and Management (FIM) of the University of Hradec Kralove, which was an optional and one-semester course aiming to help both Czech and foreign students of the faculty. The course had students to write self-reflective diaries about each lesson they had. According to Klimova (2015), course diary writing has been proven as a very effective way for both students and teachers because it allows students to reflect on what and how they have learned it, and the difficulties they have while learning English (p. 449). In her introduction, Klimova (2015) explains the benefits of self-reflective writing. Firstly, she states self-reflective essay does not have any fixed format and it is great way for students to express
their feelings and experiences with their point of views. Secondly, students do not get marked on their essay, which means teachers do not correct the students’ language mistakes. Thirdly, teachers get useful feedback about their teaching and practices (p. 550). Diary writing is a very effective way in language learning since students can track their learning and teachers get to know what students appreciate in their learning and their suggestions (Klimova, 2015, p. 551).

In addition, multilingual and multicultural students can benefit from becoming culturally competent through self-reflective writing. Cultural competence is being aware of other people’s cultural identity and to understand their differences, while appreciating them (National Education Association, n.d.). According to American Psychological Association (American Psychological Association, 2010), students can gain cultural competence by learning about themselves; learning about different cultures; and interacting with diverse groups which are already set in the ELD classroom. Students can gain knowledge and understanding of their own culture by reading, reflect their identity by self-reflective writing, and build cultural competence by sharing their stories.

These are rooted in Krashen’s Affective Filter Theory, which is a theory that many of affective variables such as anxiety, motivation, and self-confidence have an effect on second language acquisition and Fisher’s Narrative Theory, which demonstrates people are storytellers and listeners and people experience their lives and surroundings as continuing narratives.
Summary

The first section of this review of literature showed how English plays a role in education in the U.S. Four readings illustrated how English plays a role as a dominant language in the U.S., the myth of Standard English, and false beliefs in English Language Teaching (ELT) professionals.

The second section of this review concerned the relationship among writing, reading, and language development. It began by explaining the difficulties multilingual and multilingual students who are learning English face when writing in English. One study by Gilland (2014) illustrated how teachers’ understandings and perspectives in teaching can affect English language learners’ language development. The other study by Grabe & Zhang (2013) demonstrated how English learners’ reading proficiency levels are related to their writing summary proficiency. It also covered how teachers can promote students in reading and writing activities.

The final section covered multilingual and multicultural students’ identity and cultural competence. According to Klimova’s (2015) study, diary writing can help the students learn English by reflecting their learning. Also, American Psychological Association (APA) stated students can gain cultural competence by learning about themselves; learning about different cultures; and interacting with diverse groups. Writing is an extremely effective way for multilingual and multicultural students to reflect their identity and gain cultural competence.
This field project will apply the findings of these studies and integrate them into a practical and useful writing activities to help the multilingual and multicultural students to develop their language, identity, and cultural competence.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

The Description of the Project

This field project is a handbook including lesson plans for teachers of high intermediate to advanced multilingual and multicultural youth students who are taking English Language Development (ELD) class in the United States. The project includes pre-reading activities, reading comprehension whose texts are designated for multilingual and cultural students with different cultural backgrounds, post-reading activities, two writing prompts, “sharing my story” activity, and poster presentation activity.

The pre-reading portion of the lessons will offer students to use their background knowledge or experiences by asking them questions regarding reading texts; therefore, they can activate their prior knowledge. It will also contain vocabulary activities, which includes images and definitions. For reading texts, students will be given the two different readings. One text is about some people who overcome hardships of immigrating from different countries to the U.S. and the other text is about love. After the reading activity, students will have time to do post-reading activities which include two types of quizzes to reassemble the stories and check their vocabulary; brief discussion about what they read and then move on to the writing activity.

The writing activities will have students focus on writing their own story with respect to their readings and pre-activities. After the writing activities, students will share their story
together and then move on to poster presentation activity. Students will be able to wrap up what they have learned for the entire lessons by putting their posters on the wall or the board.

Lessons which will be 60-minute session each will be structured as, Lesson 1) My Immigration Story, Lesson 2) Love is Human Emotion, Lesson 3) My Memories, Lesson 4) My Inner Voices, and Lesson 5) Our Voices, Our Stories of Immigration.

**Unit Plan: Our Voices, Our Stories of Immigration**

**Session:** 5 Sessions, 1 per week.

**Duration:** 60 Minutes

**Level/Grade:** Intermediate to Low-Advanced/ELD Secondary

**Rationale:** This topic is aimed for students with various linguistic and cultural backgrounds to share their immigration stories and reflect their identities shaped from the diverse backgrounds and experiences they have. These activities will help the students value their culture and backgrounds; think about their identities and respect others.

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<tr>
<th>Lesson #</th>
<th>Lesson Title</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1.</td>
<td>My Immigration Story</td>
<td>Guided Essay</td>
</tr>
<tr>
<td>2.</td>
<td>Love is a Human Emotion</td>
<td>A Poem of Love and Life</td>
</tr>
<tr>
<td>4.</td>
<td>My Inner Voices</td>
<td>3-minute Speech</td>
</tr>
<tr>
<td>5.</td>
<td>Our Voices, Our Stories of Immigration</td>
<td>Poster Presentation of students’ immigration journey</td>
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</tbody>
</table>
Lesson 1: My Immigration Story

<table>
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<tr>
<th>LESSON PLAN 1</th>
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<tbody>
<tr>
<td><strong>Title of the lesson:</strong> My Immigration Story</td>
</tr>
<tr>
<td><strong>Unit of study:</strong> Immigration Narratives</td>
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<tr>
<td><strong>Background Information:</strong></td>
</tr>
<tr>
<td>Students have been studying US immigration in social studies and ELD. In this lesson students will now engage in learning about their own immigration stories</td>
</tr>
<tr>
<td><strong>Learning Expectations:</strong></td>
</tr>
<tr>
<td>1) Writing a paragraph (skill)</td>
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<tr>
<td>2) Define challenges &amp; opportunities for why immigration occurs (knowledge/experience)</td>
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**Lesson:**

1. Whole class discussion: Teachers (T) asks students (ST) 3 questions to help facilitate dialogue. 
   - What did you like or dislike about moving to the United States? 
   - How did your family come to the U.S.?
2. Video Time: T shows ST the video of immigration stories. Students write notes or drawings about they learned.
3. Reading 1
4. Guided essay to write their immigration narratives/stories

**Materials/Resources:**

- TV to show online video stories
- Handouts of Reading 1
- Handouts of Guided Essay

**Notes/Other Considerations:**

Students will complete the narratives for homework and we will revise in groups tomorrow.

a. Whole Class Discussion: Teacher (T) asks students (ST) 3 questions to help facilitate dialogue.
   - What did you like or dislike about moving to the United States?
-How did your family come to the United States?

b. Video Time: T shows ST the video of immigration story. Students write notes or
drawings about they learned.

   *Links of the Videos: “My Story of Immigration” -
   https://www.youtube.com/watch?v=I6qkFNOVebo

c. Reading 1: “From Honduras To U.S.” (Source:
   https://learningenglish.voanews.com/a/immigrants-cooking-up-a-fusion-of-cultures-
   and-cuisines/3488760.html)

From Honduras To U.S.

Isidro Dubon is like many students at Carlos Rosario, a public charter school in
Washington D.C. He comes from Central America. Born in Honduras, Dubon came
to the U.S. when he was 16-years-old. Dubon’s brother had lived in the U.S. for some
time. He encouraged Isidro to join him. Dubon’s reason for coming to the U.S. was
simple enough. He came to America, as many immigrants do, searching for two
things: a better job and a better life. Before coming to the U.S., he expected to work
hard. He hoped to one day buy his own house. He didn’t speak English, but he did not
think it would be a problem.

Finding work is not easy

When Dubon arrived, he was surprised to discover that it was very difficult to
find work. He had not thought that his lack of English would stop him from getting a
job.

Dubon began studying in the English program at Carlos Rosario. After some
time, he found work as a dishwasher in a restaurant. He worked hard, and received
promotions. Dubon’s dream had been to busy his own house. Every time he paid rent for an apartment, he would say to himself “Wow, that’s too much money.”

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“So, after I found two job(s), I start(ed) to build my credit. And then after three years, I started to look at house(s) for sale. After five years (of) that process, I found a beautiful house, and I bought it. And then, when I had all this, I quit one job, and I return to the school.”

When he returned, Dubon enrolled in the Culinary Arts program at Carlos Rosario. He is taking a course called “Culinary Arts: Fundamentals,” Which exposes students to theoretical and hands-on training in culinary arts.

The school put on a lunch at the end of the fall semester. It is called “Achieving the Dream.”

During the lunch, students, families, local politicians, and community organizers came to the school. The goal was to give students practical experience preparing, cooking, and serving food.

The lunch also served as an opportunity to ask for donations to support the school. Carlos Rosario is a public, non-profit school that has had funding problems before. In the mid-1990s, the school had to close for a year because public funding was cut adult education programs in Washington, D.C.

d. Guided essay to write their immigration narratives/stories
*T introduces activity: “Today, we are going to talk about your journey to the United States. Moving to a new country can be exciting or stressful. It is okay to feel however you feel.” ST will now write their own immigration narratives using the guided story.

*Hand out: Guided Essay for My Immigration Story

A. From ___________________ (your home country) to the U.S.

_________________________ (your name) is like many students at
_________________________ (your school name) a public school in _________________ (city). He/She comes from _________________ (city, country). Born in ________________, (he/she) came to the U.S. when he/she was _____ (old).

_________________________ (your name) family came to America, as many immigrants do, searching for many things: ____________________________, ____________________________, ____________________________ (reasons your family came).

B. __________________________ (the thing you think is not easy to do) is not easy

When _____________________ (your name) arrived, he/she was surprised to discover that it was very difficult to ____________________________ (the thing you think is not easy to do).

C. What I want people to know about my immigration story is:

___________________________________________________________________________
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___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
**Title of the lesson:** Love is a Human Emotion  
**Unit of study:** A Poem of Love

**Background Information:**
Students have been sharing their immigration stories in the class. In this lesson, students will engage in writing a poem of love.

**Learning Expectations:**
1) Writing (skill)  
2) Understanding love as a human emotion and others’ thoughts of it (knowledge/experience)

**Lesson:**
1. T and ST will read poems about love together.  
2. ST will share their thoughts on love and T will help ST understand how love connects individuals as a universal emotion and bonds each other.  
3. ST will be given time to freely write a poem of love.  
4. T will help ST revise their poems and ST will share their poems in the class.

**Assessment:**
A Poem of Love

**Materials/Resources:**
1. Paper  
2. Pens or Pencils
Lesson 2: Love is Human Emotion

a. Whole Class Discussion: Teacher (T) asks students (ST) a question to help facilitate dialogue.
   - What is love?

b. Video Time: T shows ST a video about definition of love. Students write notes or drawings about they learned.
   *Links of the Videos: “Kids Explain Meaning of Love” -
     https://www.youtube.com/watch?v=VGHAwVtM0bo

c. Reading 1: “Love Train” (Source: http://www.englishforeveryone.org/PDFs/Love_Train.pdf)

   Love Train

   When I was a little girl, I loved for my mom to tell me stories about her self. No matter how tired she was, she never adumbrated them. She would fill the tales with the minutest details, and they were always fascinating.

   Another thing she did was tell the stories with such grandiloquence! At different points she would stop and say, “Now what do you think that word means?” I would try to piece together what was happening in the story and make my best guess.
To this day, When I want to bug my friends, I use the huge words that I first learned leaning on mom’s shoulder as she recounted a snippet of her life.

My favorite story was the one about how my mom met my dad:

“I was 17 years old, but I already knew the kind of man I would marry. Take note:

“He would not be too garrulous. I tell you, Rosa, it’s important for a man to make interesting conversation, but he must also take time to listen to what you have to say.

“And never impertinent. I’ll never forget when I was 16; a boy from my church named Joe Turner came and knocked on our door. He didn’t look my momma in the eye, and didn’t say, ‘Hello.’ He just leaned against the door jamb and said, ‘Rosa here?’

“My momma raised her brow and said, ‘She is, but not for boys such as yourself.’

“But I digress. I’m supposed to be telling you about the day I met your daddy, right?

“Okay, so I was riding the Amtrak train between Providence and Philadelphia during my freshman year at Brown, and the door at the door at the end of my car rattled open.

“He was tall and swarthy. He wore a thick, ivory, cable knit sweater with a gray wool scarf wrapped firmly around his neck. I couldn’t tell what his heritage was and that intrigued me. What was he – Indian, Portuguese, Peruvian?”

Mom would pause here and I would shout, “Cape Verdone!”

She’d continue:
“Well, if I had been shy, I might have just looked out the train window. But then where would I be now? You wouldn’t even be here! So I let my eyes lock with his as he wobbled down the moving train.

“He smiled a slight smile, not a big one. His eyes raised just enough to let me know he had spotted me too.”

I always loved this line and would smile at the image of my dad stumbling down the train and then noticing my radiant mom.

“So Rosa, once we spotted each other, your dad found a number of reasons to walk past me to go to the café car.

“I was sitting by myself along the aisle. So finally, I just slid over to the window, leaving the seat next to me empty.

“Your dad came back with two cups of hot cocoa and sat down with a smile. And we had the most delightful conversation!

“I could tell right then that this was no ephemeral crush – this was the real deal. I was going to end up loving this man forever.”

And then the part I loved best about the story.

“We pull into the train station in Philadelphia, and it’s time for me to go get off. He was heading on to Washington where he was going to school.

“I prepared myself for some hackneyed expression as I got off the train. You know, ‘Great meeting you,’ or ‘Good luck at school.’

“I also worried he might try to sneak a smooch, which would have been a big turn off. We’d just met!

“Instead, he took my hand gently and gave it a little squeeze. He said, ‘If it’s the thought that counts, consider yourself kissed.’”
Mama said she just about died when he said that! Then she said to herself,

“That man will be my husband.”

And so he is.

d. My Love Poem

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e. Share the poems

<table>
<thead>
<tr>
<th>LESSON PLAN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of the lesson:</strong> My Memories</td>
</tr>
<tr>
<td><strong>Unit of study:</strong> Visual Picture/Document Narrative</td>
</tr>
<tr>
<td><strong>Background Information:</strong></td>
</tr>
<tr>
<td>Students have been sharing their immigration stories in the class. In this lesson students will now engage in documenting their own immigration memories.</td>
</tr>
<tr>
<td><strong>Learning Expectations:</strong></td>
</tr>
<tr>
<td>1) Speaking and listening improvement (skill)</td>
</tr>
<tr>
<td>2) Reflecting and respecting important events in their lives and classmates’ (knowledge/experience)</td>
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**Lesson:**

1. T will give out the handouts of timeline and ST will provide some documents and/or pictures (5-10) with descriptions of each document and/or picture (ST will write 10 key dates about their lives—for each date they will write 1-3 sentences).

2. ST will create their timeline include pictures, key dates, and descriptions. They can write a story about it using vocabularies they have learned—the story can be an essay, poem, etc.

**Materials/Resources:**

1. Markers
2. Handouts of timeline

**Notes/Other Considerations:**

Students will complete the timeline for homework and we will share in groups tomorrow.

---

**Lesson 3: My Memories**

a. Timeline handout

   A Timeline of Me
b. Write my story (essay, poem, etc.)
# LESSON PLAN 4

**Title of the lesson:** My Inner Voices  
**Unit of study:** Making a speech

**Background Information:**  
Students have been sharing important life events in the class. In this lesson students will now engage in 3-minute speech of their immigration, love, and life.

<table>
<thead>
<tr>
<th><strong>Learning Expectations:</strong></th>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Improving speaking skills (skill)</td>
<td>3-minute speech</td>
</tr>
<tr>
<td>2) Experience in the environment of the making a speech in front of people (knowledge/experience)</td>
<td></td>
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</tbody>
</table>


Lesson:

1. T will give a brief lesson about making a speech in front of people.
2. ST will be given some time to prepare what to talk about their immigration story or love based on their previous activities.

Materials/Resources:

1. Cue Cards

Notes/Other Considerations:

Students will make 3-minute speech and they will get comments and feedback from other students.

LESSON PLAN 5

Title of the lesson: Our Voices, Our Stories of Immigration

Unit of study: Poster presentation

Background Information:

Students have made a speech about their important life events such as their immigration stories in the class. In this lesson students will now engage in poster presentation with their classmates.

Learning Expectations:

1) Improving speaking skills (skill)
2) Sharing their learning outcomes (knowledge/experience)

Assessment:

Poster Presentation of students’ immigration journey
<table>
<thead>
<tr>
<th>Lesson:</th>
<th>Materials/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T will lead divide ST into groups and have them hand out paper, glue/tape, and markers/crayons for poster presentation.</td>
<td>1. Paper for poster</td>
</tr>
<tr>
<td>2. ST will put their previous activity outcomes (essay, poem, pictures, etc) on the given paper and make posters.</td>
<td>2. Glue or tape</td>
</tr>
<tr>
<td>3. ST in groups will put their poster on the board and share their posters in class.</td>
<td>3. Markers or Crayons</td>
</tr>
<tr>
<td>4. T will wrap up all the lessons they have worked on together.</td>
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**Notes/Other Considerations:**

ST will be given a brief explanation of the next lesson.

A handbook for teachers for the entire lessons is attached on the next page.
Cultivating Student Voice: A guidebook for Teachers of Multilingual and Multicultural Students

By Gaeun Lee
Hello, teachers!

These lesson plans are developed for intermediate to advanced multilingual and multicultural English language learners in order to promote their English language, identity, and cultural competence.

With the integrated reading, writing, and speaking lesson plans, students will learn new vocabulary, writing and speaking skills, and how to respect others by listening what they share. Also, students will have time to reflect themselves.

I really hope you all enjoy!
Questions for you:

**Object:** Promote students’ background knowledge & cultural schemata

- What did you like or dislike about moving to the States? or How did your family come to the United States?
- What is love?

**Direction:** Ask each question to students and lead them answer out loud. Encourage students to freely speak what they think. Teacher can voluntarily tell them what s/he thinks after students answer.
**Video Time!**

**Object:** Promote students’ background knowledge & cultural schemata

“My Story of Immigration”

[https://www.youtube.com/watch?v=l6qkFNOVebo](https://www.youtube.com/watch?v=l6qkFNOVebo)

“Kids Explain Meaning of Love”

[https://www.youtube.com/watch?v=VGHAwVtM0bo](https://www.youtube.com/watch?v=VGHAwVtM0bo)

**Direction:** After watching the two videos, have students have discussion in pair about what they watched for about 5 minutes
**New Vocabulary!**

**Object:** Learn new vocabulary which are on the following reading texts

**Direction:** Read each word out loud with students and have them guess its meaning first and then read the definition out loud together.

- **Encourage (v):**
  give hope or courage to

- **Promotion (n):**
  act of raising in rank or position

- **Culinary (adj):**
  relating to or used in cooking

- **Fundamental (n):**
  A basic principle
**Hands-on (adj):**
active personal participation in an activity

**Adumbrate (v):**
to produce a faint image

**Minute (adj):**
extremely small, as in size, amount, extent, or degree

Image credit: Google images
**grandiloquence (n):**
speech that is being pompous of bombastic

**Garrulous (adj):**
excessively talkative

**Impertinent (adj):**
insolently rude; uncivil

**Swarthy (adj):**
Naturally having skin of a dark color
Radiant (adj):
shining, bright

Ephemeral (adj):
Lasting a very short time

Smooch (n): kiss

Image credit: Google images
Isidro Dubon is like many students at Carlos Rosario, a public charter school in Washington D.C. He comes from Central America. Born in Honduras, Dubon came to the U.S. when he was 16-years-old.

Dubon's brother had lived in the U.S. for some time. He encouraged Isidro to join him. Dubon's reason for coming to the U.S. was simple enough. He came to America, as many immigrants do, searching for two things: a better job and a better life. Before coming to the U.S., he expected to work hard. He hoped to one day buy his own house.

He didn’t speak English, but he did not think it would be a problem.

Finding work is not easy

When Dubon arrived, he was surprised to discover that it was very difficult to find work. He had not thought that his lack of English skills would stop him from getting a job.
Dubon began studying in the English program at Carlos Rosario. After some time, he found work as a dishwasher in a restaurant. He worked hard, and received promotions. Dubon's dream had been to buy his own house. Every time he paid rent for an apartment, he would say to himself "Wow, that's too much money."

Dubon decided to quit school and find a second job, so that he could save money. His English classes at Carlos Rosario helped him understand how to build his credit rating – the most important factor for a home buyer in the U.S.

"So, after I found two job(s), I start(ed) to build my credit. And then after three years, I start to look at house(s), for sale. After five years (of) that process, I found a beautiful house, and I bought it. And then, when I had all this, I quit one job, and I return to the school."

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**Achieving the dream luncheon**

The school put on a lunch at the end of the fall semester. It is called "Achieving the Dream."

During the lunch, students, families, local politicians, and community organizers came to the school. The goal was to give
students practical experience preparing, cooking, and serving food.

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**Quiz!**

1. Dubon came to the U.S. when he was 16. (T/F)
2. Did Dubon speak English well in the first place? (Yes/No)
3. Why was it hard for him to get a job when he came to the U.S.?
4. What did Dubon do to buy a house?
5. What was the goal of the “Achieving Dream” luncheon?
6. Dubon’s school was full of funding. (T/F)

**Direction:** Read each question one by one for students and pick 6 students to answer each question.
When I was a little girl, I loved for my mom to tell me stories about herself. No matter how tired she was, she never adumbrated them. She would fill the tales with the minutest details, and they were always fascinating.

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"I also worried he might try to sneak a smooch, which would have been a big turn off. We'd just met!

"Instead, he took my hand gently and gave it a little squeeze. He said, ‘If it’s the thought that counts, consider yourself kissed.’"

Mama said she just about died when he said that! Then she said to herself, “That man will be my husband.”

And so he is.
Object: This is a post-reading activity to activate students’ knowledge of the vocabulary they learned today

Direction: Print it out and hand out to students and have them individually complete and then have them share out in pairs. Review their answers to the class and then fill in the correct definitions.
Let’s Write:

Object: Help students maintain identity and cultural competence
Direction: Divide students into two groups for each topic and have students write following the prompts below

Write about your/family’s immigration story. What were you/they excited and worried about? How do you feel now about living in the U.S.?

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Write anything about love. What does love mean to you? Does it feel good? Does it hurt?

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“SHARE MY STORY”: 
Let’s share our story of immigration and love.

**Object:** Help students maintain identity and cultural competence and learn to respect others from different cultural backgrounds

**Direction:** Have students freely share what they wrote
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Chapter I stated the problem that despite the increasing number of multilingual and multicultural students learning English in the U.S., they do not get enough chances to develop their identity and cultural competence while learning English in schools. There is a need for teachers to consider their students’ linguistic and cultural background and identity while teaching English by allowing them time and space to reflect themselves. This project was developed to help those students keep valuing their identity and cultural background and there are numerous studies that have proven that writing is one of the best tool for an individual to reflect. In addition, this project will be useful for teachers to understand and learn about their students.

There are a variety of activities in the lesson plans, which are designed for students from different cultural backgrounds. Students are encouraged to be honest to themselves and about their experiences they had and respect others’ experiences at the same time. The activities are not just aimed to develop students’ English language. They are specifically created to help them value their identity and culture they are from while writing their stories and sharing out them to the class.

Recommendations

For the implementation of the lesson plans, the author recommends teachers include grammar activity and feedback on students’ writing.

Grammar in the reading texts: The author does not suggest teachers to teach grammar separately. Teachers can some wrong grammar in the reading texts and after
students reading the texts, teachers can have them find the wrong grammar in the texts or highlight the wrong grammar and work with them by having them answer out loud and then teachers can give them the right answer. It is very active way for students to learn English. Teachers can either facilitate this grammar activity for what students learned previously or what teachers want to teach them—it could be both as well.

**Feedback on writing:** The author recommends teachers to give feedback on students’ writing. It does not necessarily have to be grammar or the form of their writing since the project is not merely created to teach English language—teachers can minimally correct them. However, teachers can freely add some notes on their writing to encourage the students.
References

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National Council of Teachers of English (n.d.). Beliefs about Students’ Right to Write, Retrieved from http://www.ncte.org/positions/statements/students-right-to-write


