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Contributors

Zawan Al Bulushi is a doctoral student in the Department of Literacy, Culture and Language Education. She is currently an associate instructor teaching a composition course in the Department of English. She has a MsEd in Curriculum and Instruction from Sultan Qaboos University, Oman. She taught English to high school students and worked as a teacher educator for private schools in Muscat, Oman. She is interested in critical literacies, discourse analysis, and academic writing.

Mathew Bumbalough holds a PhD in Literacy, Culture, and Language Education with a MEd in the same from Indiana University Bloomington. Mathew has lived in Korea, Japan, all over the US and has worked as a translator for the US Army, English program coordinator, ESL/EFL teacher, an Associate Instructor, and is currently an Academic Advisor at Indiana University. His current research intervenes in the long-standing paradigm that considers ESL/EFL education as a way of ‘Westernizing’ students into an ill-defined Standard English as a means of globalization. Instead, he adopts a socially and cultural sensitive framework that scholars such as Alistair Pennycook and James Gee have embraced that defines language as both culturally and socially bound, rather than an artificial standard that ignores the social and cultural realities of my students. As such, much of his research touches on other fields examines gaming culture, Western translation of Korean language, writing as a means of cathartic expression, and role-playing games in the ESL/EFL classroom. He lives in Bloomington with his wife and puppy.

Vesna Dimitrieska received her PhD in Literacy, Culture, and Language Education from Indiana University Bloomington, and she is currently a Post-Doctoral Fellow and Director of Global Education Initiatives at Indiana University’s Center for P-16 Research and Collaboration. She has an EdM in Teaching English as a Second Language from Boston University and BA in English Language and Literature from Sts. Cyril and Methodius University, Macedonia. She is a teacher educator certified by the University of Cambridge English Language Assessment and the British Council. Vesna’s research interests are language teacher cognition of pre- service and in-service English as a foreign language teachers, pedagogical knowledge of teachers of less commonly taught languages, language teacher identity, reflective practices, dual language immersion and language teachers’ professional development.

Heath Harrison is a Secondary English Teacher in pursuit of an EdD in Curriculum and Instruction with a Minor in Literacy, Culture, and Language Education through Indiana University's School of Education doctoral program. Mr. Harrison has a Master's degree in Education from Indiana Wesleyan University, and he has taught for nearly 20 years in some capacity since graduating from IU with a Bachelor of Science in Secondary English Education in 1996. Mr. Harrison is very interested in the role that language plays regarding student performance on high stakes standardized exams. Standardized tests are more of a measure of a student's grasp of Standard Formal English than they are a gauge of how much a student knows, or how well they demonstrate specific quantifiable skills. His

research revolves around ESL students from India, and how their mastery of Standard Formal English affects their future in the United States educational system.

Megan Harsh received her BA in Hispanic Linguistics and Anthropology from Indiana University in May 2015, where she also minored in Folklore and Latino Studies. She received a Fulbright English Teaching Assistantship grant to help teach English at a technical university in the rural Yucatan peninsula of Mexico. Megan plans to return to graduate school to study Hispanic linguistics, advanced foreign language learners, and the effects of music in the foreign language.

Avizia Y. Long is Visiting Assistant Professor of Spanish at Texas Tech University. She is a graduate of the Hispanic linguistics PhD program at Indiana University, where she collaborated with faculty and peers on research dealing with the intersection of sociolinguistics and second language acquisition (SLA), as well as task-based language teaching and instructor characteristics in SLA. She is co-author of *Sociolinguistics and Second Language Acquisition* (Routledge, 2014).

Jennifer Lund is a PhD candidate in the Department of Literacy, Culture, and Language Education at Indiana University. Also at Indiana University, she is an Associate Instructor for the Multilingual Writing Program in the English Department and Research Assistant in the Maurer School of Law where she is working on curriculum development to support international students completing the LL.M. (Master of Laws) program. She holds an MA in TESOL from Michigan State University and has worked abroad in higher educational settings as an English Language Fellow in Thailand and as a visiting lecturer of English in France. Her dissertation will focus on teacher professional development in the Democratic Republic of the Congo.

Mohammad Rasel Howlader is a PhD student in Education at the University of the West of Scotland. He holds three Master's degrees: MA in English from the University of Rajshahi, MA in Applied Linguistics from the University of Bedfordshire, UK, and MA in Education from Goldsmiths, University of London. Rasel published some articles in the field of ELT and Applied Linguistics. He teaches English language in the UK higher education.

Emily Seitz, a librarian and a graduate of the PhD program in Library and Information Science at Rutgers University (New Jersey), is interested in youth services in public libraries, school librarianship, and human information behavior. Her specific research interests include the role of libraries in the literacy practices of youth; gender in relation to literacy practice; the information behaviors of children and young adults; and children's and young adult literature.

JesAlana Stewart is a doctoral candidate in Literacy, Culture, and Language Education and holds a Master's degree in Spanish Literature. She is a young professional dedicated to multilingual collaboration, fostering enthusiasm through diversity, and facilitating communication internationally. Her research interests are interdisciplinary in nature and focus on the needs of students learning foreign languages and international students in higher education.

Chaoran Wang is a doctoral student in Literacy, Culture, and Language Education at Indiana University Bloomington. She earned her Bachelor's degree in Teaching Chinese as a Second Language from Nanjing Normal University, China. She is currently working as an Associate Instructor in the English Department at IU. Chaoran's research interests include second language writing, multilingualism, multimodality, and computer-assisted language learning.

Introduction

Serafin M. Coronel-Molina

The *Working Papers in Literacy, Culture, and Language Education (WPLCLE)* is an annual peer-reviewed online publication that provides a forum for faculty and students to publish research papers within a conceptual framework that values the integration of theory and practice in the field of Literacy, Culture, and Language Education. The mission of this journal is twofold: (1) to promote the exchange of ideas and dissemination of research, and (2) to facilitate academic exchange between students, faculty, and scholars from around the world.

Publications in *WPLCLE* are full-length articles dealing with the following areas of research: first- and second-language acquisition, macro- and micro-sociolinguistics in education, linguistic anthropology in education, language policy and planning from local and global perspectives, language revitalization, pragmatics in language teaching and learning, literacy, biliteracy, multiliteracy and hybrid literacies, bilingual education, multilingual and multicultural education, classroom research on language and literacy, discourse analysis, technology in language teaching and learning, language and gender, language teaching professional development, quantitative and qualitative research on language and literacy education, language related to curriculum design, assessment and evaluation, English as a foreign or second language, multimodal literacies, new literacies or electronic/media/digital literacies. Among other areas of publication interest of the *WPLCLE* are the New Literacy Studies, home and workplace literacy, Indigenous literacies of the Americas, sociocultural approaches to language and literacy education, second-language instruction and second-language teacher education, literacy as social practice, critical literacy, early literacy, practitioner inquiry/teacher research, children's literacy, African-American literacies, Latino/Hispanic literacies, cross-linguistic and cross-cultural literacy practices, heritage language and culture maintenance and loss, and local and global (transnational) literacies.

This volume marks the fifth collection of seven essays and three book reviews chosen from an array of submissions for our 2017 publication. The first article, titled "Gender Labeling of Children's Books and Reading Preferences as Represented through the KidLitosphere," was written by *Emily Seitz*. This article describes just how pervasively and unconsciously gender enters into pedagogy, even to the level of children's literature. The author studies a number of blog entries from a blog-aggregating site called KidLitosphere to evaluate the gender labeling of children's books, in terms of what characteristics are generally assumed to be preferred by boys or girls, respectively, in their reading material. She also examines blog entries that seem to resist these general assumptions either by speaking out against the practice of gender labeling of reading material, by commenting that a child's sex is irrelevant to reading preferences, or by educators not buying into the assumptions of "girl-preferred" and "boy-preferred" texts.

The second article, *Mathew Bumbalough's* "Language and Sexuality in South Korea: A Case Study," examines "sexuality as a marker of identity" through current literature, theories, and interview data. The author bases his definition of the subject's sexual identity on the latter's own "subjective reality ... as he expresses his 'true' self" across a range of social contexts in different countries and different languages. The article is, in essence, a discourse analysis based on "a single interview to see how pronoun selection, language selection, speech intonations and inflections ... inform current research in Korean Studies and gender discourses."

The third article, "*Estas rimas son para ti: Exploring Learners Comprehension of Spanish Language Music Containing Dialectal Features*" by *Avizia Yim Long and Megan Harsh*, reports on the impact that Caribbean dialectal features have on Spanish-language learners' comprehension of music from the Caribbean region. The study was conducted among undergraduate-level students who were native English speakers in advanced level Spanish courses. Results indicated that unfamiliar dialectal features and vocabulary items impeded comprehension of the music's lyrics.

The fourth article, "Chinese Students Negotiating L2 English Writing Identity: Navigating Introductory Composition at a U.S. University" by *Jennifer Lund*, is a small ethnographic study exploring identity negotiation by Chinese students writing in English in an introductory composition course at a US university. Both interviews and classroom observations were used to investigate student attitudes towards L2 academic literacy acquisition, and the latter's impact on how the students define their "imagined communities" with respect to the L2.

The fifth article, "Exploring Approaches to Teaching Bilingual Education in countries where English is a first language: a study in East London" by *Mohammad Rasel Howlader*, attempts to identify "literacy practices of the ethnic minorities and find suitable teaching approaches in a multilingual context in London." The article revolves around the need to recognize the students' own perceptions of and need (or not) for their native or heritage languages in the school environment. Data was gathered through questionnaires, interviews, and analysis of published books and articles. The article draws conclusions and makes recommendations for possible improvements in bilingual teaching that would facilitate students' learning.

The sixth article, "International Student Academic Support: Academic Support given to Chinese International Students from Teachers" by *JesAlana Stewart*, looks not only at foreign college students' language acquisition in the US university environment, but also at the overall experience of education and learning in the Western academic system. The author recommends "an academic cultural ambassador to guide them in this setting," and suggests that teachers are the most appropriate resource for this. The article follows four instructors of freshman composition for international students to determine the various strategies these teachers use to facilitate the students' learning process and adaptation to and unfamiliar learning system, as well as the teachers' personal observations on what resources international students ultimately make use of in this process.

The final article, by *Heath Harrison*, is entitled "Linguistic Equity: India's Path to Social Justice." It is essentially a case study that examines recent legislation in India to

promote higher levels of participation in public education, explaining the passage of the law and its subsequent effects on participation in education at all levels of society, increasing levels of literacy and education, and the citizens' own beliefs in the importance of education.

This fifth volume of *WPLCLE* ends with three book reviews. The first is by *Vesna Dimitrieska* on the book *Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professionals*, by Thomas S. C. Farrell. The second one is by *Chaoran Wang* on the book *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education*, edited by Stephen May. And the last is by *Zawan Al Bulushi* on the book *Virtual Literacies: Interactive Spaces for Children and Young People*, edited by Guy Merchant et al.

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Last but not least, we are very grateful to all the contributors to this volume for choosing *WPLCE* to publish their work. Our gratitude also goes to the Department of Literacy, Culture, and Language Education in the School of Education for hosting the *WPLCE* website and for supporting this publication venue. Without the generous assistance of all these fine people and institutions, *WPLCLE* would not be a reality.

Note from the Editor

This will be the last volume of this publication under the title *Working Papers in Literacy, Culture, and Language Education (WPLCLE)*. Starting in Fall 2018, it will become the *International Journal of Literacy, Culture, and Language Education (IJLCLE)*.