



**LLC
ANNUAL STUDENT CONFERENCE**

**Department of Teacher Education
and Curriculum Studies**

Furcolo
Wednesday, April 28, 2010

**School of Education
University of Massachusetts Amherst**

Contents

WELCOME FROM THE CONFERENCE CHAIR	5
PROGRAM TIMETABLE	6
PANEL PRESENTATIONS—SESSION ONE	7
Immigration, Curriculum, and Identity	7
Katie Richardson and Jacqueline Chromey	
Curricula for Diversity & Social Justice in Korea	7
Jieun Lee	
Math Curriculum for English Language Learners’ Mathematical Representation and Literacy Skills.	8
Young-Ju Byun	
Promoting Critical Reading for Advanced-level Chinese Language Learners through Teaching Reading of Chinese Newspapers	8
Xiaofang Cao	
A Task-based Curricular Design for Chinese Learning as a Foreign Language Program in Colleges in the U.S.	9
Hsing-Yu Yang	
Integrating Systemic Functional Linguistics into Instruction of Chinese Essay Writing: A Curriculum Project in a Chinese as a Foreign Language Classroom	9
Yuxuan Wu	
Improving Literacy Practices in the Second Language Classroom: A Multimedia Project in Uruguay” ..	10
Mariana Montaldo	
“Mite Waratte Kudasai [Please watch and laugh]”: Resources in a Multimedia Production Project in a Foreign Language	10
Keiko Konoeda	
Student and Teacher Strategies for Success in Mathematics at the Primary School Level: Implications for ELLs	11
Urana T. Kinlen	
PANEL PRESENTATIONS—SESSION TWO	11
Implication of Systemic Functional Linguistics to Teach the Genre of Arguments to ESL students	11
Wanji Cai	
2010:A Critical Need to Reconceptualize Approaches to Teaching Culturally and Linguistically Diverse Students: Partnering Genre Based Pedagogy and the Tools of SFL to Support the Emergent Writer	12
Christine Langlois	
Teaching Vocabulary in CFL.....	12
Xueming Li	

The Che Lumumba School for Truth.....	13
Alicia López	
Integrating Culture into a Chinese Mandarin Language Class.....	13
Xuewei Lin	
Genre Confusion: Using a Functional Approach with ELLs in an Era of High-Stakes Assessment	13
Lynne Britton	
Is Ethnography a Genre?	14
Wawan Gunawan	
POSTER PRESENTATIONS—SESSION ONE.....	14
Exploring Lesson Delivery in a Culturally Diverse Classroom: Characteristics, Benefits, Disadvantages, Improvement Possibilities	14
Weiwei Huang	
Scaffolding as a Teaching Strategy in a “Mainstream” English Language Arts Class.....	15
Yin Yu	
Polishing Students’ Writing through Teacher-student Writing Conferences	15
Xiaoshu Jing	
Exploring How effective Classroom-based Assessment Practice Informs Teaching and Guides Learning of Culturally and Linguistically Diverse Students	15
Carolyn M. Monteiro	
Too Little, Too Late? Teacher Expectations and Culturally Responsive Teaching.....	16
Jacqui LaFrance	
World Literature Social Studies Curriculum Designed for Culturally Diverse Learners	16
Nathan Dana	
Exploring Lesson Delivery in a Culturally Diverse Elementary School.....	16
Jie Zheng	
Cultural Issues in Assessments of Chinese Learning Course in College.....	17
Wenbo Shao	
Teacher-Parent Collaboration: Improving the Role of Teachers and Parents of Color in the Multicultural Classroom.	17
Jiyeon Yun	
Continual Collaboration Between Parents and Teachers at the Elementary Level.....	17
Emmalyn Hicks	

POSTER PRESENTATIONS—SESSION TWO	18
Assessing Equitably for Culturally Diverse Students.....	18
JiEun Lee	
Promoting Parent Involvement in the School	18
Miriam Robinson	
Exploring Assessment Practices for ELLs across Subjects:.....	19
Challenges and Possible Solutions	19
Katie Richardson	
Institutional and Classroom Collaborative Practices	19
David Biederman	
Exploring Parent/Family Involvement and Multicultural Education	20
Laura Ferretti	
How Home Visit Experiences in Taiwan Can Support the Academic Achievement of Culturally Diverse Students in American Middle Schools?	20
Huichieh Chen	
Bridging the Gap Between Cooperation and Collaboration In a Special Education Inclusion Program..	20
C. Shelley Seymour	
Increasing Parental Involvement in Urban Schools.....	21
Brittany Gaetano	
MULTIMEDIA PRODUCTION SESSIONS	21
Hip Hop Nation: Language and Literacy Practices	21
MULTIMEDIA PRODUCTION SESSION ONE	21
Presenters: Camille Curtis , Trisha Ferrara , Kira Lew , Jonathan Rivera Medina , Daniel Stone	
Presenters: Martha Bromage, Tiffany Marcano, Andrea Medeiros , Giovanni Montalvo , Julia Sadowsky	
MULTIMEDIA PRODUCTION SESSION TWO	22
Presenters: Hannah Auerbach, Prentiss Austin, Sara Menafro, Kristin O'Connor, Erika Starr	
Presenters: Elise Dabritz, Anthony Gurley, Benjamin Langlois, Amanda O'Toole, Meredith Rufo	
Presenters: Alex Schwartz, Miriam Iken , Lisa Ortiz , Denise Leitl , Asia Huff-Williams	

Welcome to the LLC Annual Student Conference 2010!

This year's presentations engaged us in a range of research and practice across local and global contexts. The topics presented pertained to central issues surrounding immigration, curriculum and identity, multimodal literacies, multimedia production, reading and writing development and genres, the teaching and learning of foreign language, English as a second language, mathematics, culturally responsive teaching, ethnography as genre, and parental involvement among others. Our presenters came from diverse countries around the world, from our public schools and from undergraduate and graduate programs across campus. Once more we have been united by our dedication to education for social justice and our commitment to diverse communities, teachers and learners.

Students, staff and fellow faculty in our program helped to organize the event. My gratitude goes to the always expedient support of Sally Dumont and Malis Loeung. I am deeply thankful to Corrin Schulze and Margaret Felis from our Student Advisory Committee (SAC) who supported the organization of the event. Thanks also to Amy Lenard, Lee O'Donnell, Jasmine Robinson, Yulia Smirnova, and Andreas Tzineris, who reviewed abstract submissions.

Many other volunteers contributed enthusiastically to the event as conference chairs, photographers, and amazing helpers in numerous tasks. Among them: Gloria Barragán, Thelma Belmonte-Alcántara, Wanji Cai, Xiaofang Cao, Huichieh Chen, Emmalyn Hicks, Weiwei Huang, Jennifer Johnston, Urana Kinlen, Jen Kleineman, Dylan Larke, Gina Mazarella Bejarano, Mariana Montaldo, Carolyn Monteiro, Wenbo Shao, Amy Schulze, Ken Tamai, Kate Way, Scooter Werner, and Tecnam Yoon.

Thanks also to the many presenters and attendees who spontaneously helped the volunteers. Our conference demonstrated community in action as much as thorough research and reflective practice.

My fellow colleagues Theresa Austin, Maria Jose Botelho, Meg Gebhard, Denise Ives, Nélide Matos, Kysa Nygreen, and Nat Turner and our Department Chair, Jerri Willett, have my sincere gratitude for their unconditional support.

Laura A. Valdiviezo
LLC Annual Student Conference Chair

PROGRAM TIMETABLE

Room	PANEL SESSION ONE 7:00 to 7:50 p.m.	PANEL SESSION TWO 8:00 to 8:50 p. m.
20	CHAIR: JENNIFER JOHNSTON DISCUSSANT: LAURA VALDIVIEZO 1. Katie Richardson/Jackie Chromey 2. JiEun Lee 3. Young-Ju Byun	CHAIR: THELMA BELMONTE-ALCÁNTARA DISCUSSANT: MEG GEBHARD 1. Wanji Cai 2. Christine Langlois 3. Xueming Li
20 A	CHAIR: GINA MAZZARELLA BEJARANO DISCUSSANT: MARÍA JOSE BOTELHO 1. Xiaofang Cao 2. Hsing-Yu Yang 3. Yuxuan Wu	CHAIR: AMY LENARD DISCUSSANT: KYSA NYGREEN 1. Alicia López 2. Xuewei Lin
21 A	CHAIR: JASMINE ROBINSON DISCUSSANT: NÉLIDA MATOS 1. Mariana Montaldo 2. Keiko Konoeda 3. Urana Kinlen	CHAIR: DYLAN LARKE DISCUSSANT: DENISE IVES 1. Lynne Britton 2. Wawan Gunawan

Room	POSTER SESSION ONE 7:00 to 7:50 p.m.	POSTER SESSION TWO 8:00 to 8:50 p. m.
21 B	CHAIR: WILMA ORTÍZ 1. Weiwei Huang 2. Yin Yu 3. Xiaoshu Jing 4. Carolyn M. Monteiro 5. Jacqui LaFrance	CHAIR: WILMA ORTÍZ 6. Nathan Dana 7. Jie Zheng 8. Wenbo Shao 9. Jiyeon Yun 10. Emmalyn Hicks
		CHAIR: WILMA ORTÍZ 1. JiEun Lee 2. Miriam Robinson 3. Katie Richardson 4. David Biederman 5. Laura Ferretti
		6. Huichieh Chen 7. C. Shelley Seymour 8. Brittany Gaetano

Room	MULTIMEDIA PRODUCTION SESSION ONE 7:00 to 7:50 p.m.	MULTIMEDIA PRODUCTION SESSION TWO 8:00 to 8:50 p. m.
22	CHAIR/DISCUSSANT: NAT TURNER & TYSON ROSE 1. Camille Curtis 1. Trisha Ferrara 1. Kira Lew 1. Jonathan Rivera Medina 1. Daniel Stone	CHAIR/DISCUSSANT: NAT TURNER & TYSON ROSE 2. Martha Bromage 2. Tiffany Marcano 2. Andrea Medeiros 2. Giovanni Montalvo 2. Julia Sadowsky
		1. Hannah Auerbach 1. Prentiss Austin 1. Sara Menafro 1. Kristin O'Connor 1. Erika Starr
		2. Elise Dabritz 2. Anthony Gurley 2. Benjamin Langlois 2. Amanda O'Toole 2. Meredith Rufo
		3. Alex Schwartz 3. Miriam Iken 3. Lisa Ortiz 3. Denise Leitl 3. Asia Huff-Williams

PANEL PRESENTATIONS—SESSION ONE

Immigration, Curriculum, and Identity

Katie Richardson and Jacqueline Chromey

This interdisciplinary curriculum project examines existing immigration related curriculum being implemented in Western Massachusetts. We present new curriculum resources which reflect the changing demographics of the student population and the currently contested construction of national identity throughout the U.S. With a focus on Multicultural Education, this project seeks to increase accessibility to immigration-related curriculum resources which acknowledges the increasing diversity in the U.S. and challenging the dominant monolingual, monocultural discourse. Drawing on literature in critical pedagogy, multicultural education, and identity investment, we examine teaching practices that contribute to the construction of national identity, and what this means for students in public education. Using observational data, surveys and research, this curriculum project contributes resources designed to promote the academic achievement of both ELLs and mainstream students at the elementary and secondary level while deepening their understanding of how immigration relates to themselves and their community. The target audiences for this project are School Teachers, and Curriculum Designers.

Curricula for Diversity & Social Justice in Korea

Jieun Lee

Historically, the nation of Korea has had a homogeneous population. In contemporary Korea however, this is rapidly changing in the realms of race, culture and ethnicity. Many different groups of people are living, working and immigrating to Korea, drastically altering the demographics of the nation. Similar to other countries where diverse groups of people reside within the same communities, these changes have increased social tensions and social injustices experienced by cultural groups. The two curricula presented in this project focus on raising diversity awareness issues and promoting the affirmation of heterogeneous identities.

The first curriculum targets upper level elementary age Korean students with the intent to teach issues of cultural diversity and immigration and to elevate their awareness and actions. The second curriculum focuses on teaching adults in school settings and work places to be more aware of diversity issues embedded in social power dynamics. The two curricula, set within a multicultural and social justice in education framework, will help learners develop their awareness, knowledge and actions that will enable them to construct a more equitable society for all.

Math Curriculum for English Language Learners' Mathematical Representation and Literacy Skills.

Young-Ju Byun

This study explores mathematical teaching practices for supporting English language learners who struggle to understand math problems and demonstrate their mathematical comprehension. The context of this study takes place in a third grade Sheltered English Immersion math pull-out classroom where the ELLs are having a hard time showing their work and understanding mathematical language. In this respect, the study first emphasizes the significance of promoting ELLs' mathematical representation skills and integrating math and literacy based on the frameworks such as genre-based pedagogy, Systemic functional linguistics (SFL), critical literacy and multimodal literacy. Genre-based pedagogy and SFL provide us with communicative language teaching approach by focusing on co-construction of meaning in specific mathematical discourse. Critical literacy allows the students to be active analysts of math problems. Multimodal literacies facilitate ELLs' math learning with more than one modes of communication. With these frameworks, the study suggests a math curriculum unit which encourages ELLs' mathematical academic achievement. The study examines the effectiveness and drawbacks of the curriculum using student's works, informal and formal assessments, and interview data with the teacher. With the evaluations of this curriculum, it provides educators and curriculum developers with sufficient implications to fine-tune the teaching practices and curriculum for English language learners.

Promoting Critical Reading for Advanced-level Chinese Language Learners Through Teaching Reading of Chinese Newspapers

Xiaofang Cao

The purpose of this project is to promote critical reading for advanced-level Chinese language learners through teaching reading of Chinese newspapers. In many traditional Chinese as foreign language (CFL) classrooms, reading is seen only as decoding and literal comprehension of the written text. Some teachers tend to merely focus on the new vocabulary, expressions and syntax structures from the reading materials, which undermine the rich cultural context and textual features that the written text can provide. A critical reading approach aims to develop "epistemic literacy" (Wells 1991), while simultaneously fostering students' understanding of text and Chinese culture.

The project will draw on the theory of reading as a socio-cultural practice to illustrate how the language in newspapers construct a social reality not only through the choices of words, but also through the text features. Three advanced Chinese language learners at a university of the U.S. are interviewed to provide their perspectives about reading Chinese newspaper articles. Data from the interviews shows that syntax structure and cultural background are the most challenging aspects for learners. difficult part for the learners.

This project presents a curriculum unit for facilitating critical thinking in Chinese language acquisition through the use of newspapers .

A Task-based Curricular Design for Chinese Learning as a Foreign Language Program in Colleges in the U.S.

Hsing-Yu Yang

This project aims to design a more practical, function-oriented, and task-based Intermediate Chinese curriculum for college students in the US.

According to my observation experience, I found that in the current CFL teaching in colleges in the US, teachers mostly apply Audio-Lingual and Grammar Translation Methods to teach students Chinese. Students thus have little exposure to interactive language use (e.g., discussion, conversation) and feel incompetent to use the language in real life situations. Additionally, most teachers only use traditional textbooks so that students have little chance to experience real-life text modals. To enhance the authenticity of the texts, I design this curriculum with multimodal texts (e.g., TV commercials, Internet, advertisements, pictures, sounds, etc) for students to experience the language in different ways. Besides, I wish to incorporate interesting topics with practical tasks in this curriculum to make Chinese a language more accessible in students' life.

Based on the existing issues, I first present theoretical framework of this project, which includes Task-based pedagogy (Ellis, 2000), Multimodal literacy (Kress, 2000), and Lesson planning (Farrell, 2002), etc. Next, the context where this curriculum is designed will be provided. Then, using the National Standards for Foreign Language Education, I design a task-based curriculum with four main themes which can not only meet students' interest but can also maximize their chances of using the language in daily life. Last, I conclude this project with a discussion of the limitation and implication for my future practice in teaching Chinese as a foreign language.

Integrating Systemic Functional Linguistics into Instruction of Chinese Essay Writing: A Curriculum Project in a Chinese as a Foreign Language Classroom

Yuxuan Wu

The purpose of the presentation is to introduce a curriculum project which incorporates Systemic Functional Linguistics and Genre-based pedagogy into Chinese essay writing instructions. The presentation will first give a brief overview of Systemic Functional Linguistics and current pedagogy in teaching Chinese essay writing. It will then introduce the context in which the curriculum will be carried out, and finally it will illustrate the curriculum which aims to help advanced Chinese as a Foreign Language Learners with their Chinese essay writing.

The instruction of Chinese essay writing mostly concentrates on using learned vocabulary to organize sentences. Therefore, students cannot organize texts with consideration of the context, purpose and audience of their writing, and the content of their writings often lacks order and logic.

The theoretical framework of the curriculum project, systemic functional linguistics, sees ways of writing as purposeful, socially situated responses to particular contexts and communities. It emphasizes the role of language in written communication, which is crucial to teaching second language writing. Thus, I create a SFL and genre-based pedagogy oriented curriculum to benefit student's writing development. This curriculum will help students to identify the features of the target genre; a writing sample of target genre will be analyzed according to genre moves and clause-level linguistic features; a series of writing activities will also be itemized to support student's writing.

Improving Literacy Practices in the Second Language Classroom: A Multimedia Project in Uruguay”

Mariana Montaldo

The purpose of this presentation is to share a curriculum project developed for Uruguay, specifically for English as a Foreign Language Classes at the elementary school level. The presentation will illustrate the main aspects of this project regarding 1) the context in which the project will be implemented 2) the framework behind it and 3) the curriculum developed for the project.

Given the completion of CEIBAL PLAN, a plan created by the Uruguayan government based on Negroponte’s initiative ‘One laptop per child’, every student in elementary public schools has a laptop to use as a resource for learning. Language teachers readily have this resource available, but many lack the training on how to use it. At the same time, English teachers have scarce training about writing in a second language, an area that has shown deficit in students’ achievements. Literacy practices are underdeveloped and teachers are asking for help.

Thus, combining critical multimodal literacy and genre-based pedagogy, this project proposes a new alternative for developing literacy practices in a second language by way of the creation of an Online Writing Center. With this resource, teachers and students will find different means to develop second language writing practices by integrating multimedia and the use of technology in the classroom work.

“Mite Waratte Kudasai [Please watch and laugh]”: Resources in a Multimedia Production Project in a Foreign Language

Keiko Konoeda

Based on a case study of a multimedia production project, this research paper presentation examines the kinds of resources that language learners utilize for a multimodal text production in a foreign language, from a theoretical framework of Bakhtin’s (1981, 1986) appropriation and recontextualization.

The research was conducted in a third-semester Japanese as a Foreign Language classroom at a women’s liberal arts college in the Northeastern U.S., where the presenter was one of the instructors. The digital storytelling project was the final project of the course, in which students combined images, audios, and voiceovers on a computer to tell a story. Focal students’ two stories were analyzed for their design choices (Kress, 2003), and the effects that those choices had on the audience, triangulated by such data as video-recordings of the presentation, self- and peer-assessments, and semi-structured interviews. Preliminary findings indicated the focal students’ use of such resources as a shared history with the classmates, genres and discourse patterns from the course, and their passion to entertain the classmates.

This presentation is significant in suggesting how a classroom affords various resources for a creative multimedia production. Lastly, the presenter provides pedagogical implications for teachers, and discusses future research directions.

Student and Teacher Strategies for Success in Mathematics at the Primary School Level: Implications for ELLs

Urana T. Kinlen

What are “strategies”? Do English Language Learners (ELL) possess or seek them? Should we focus our limited time on teaching them? This article discusses and identifies teaching methods and learning strategies within a classroom environment, specifically in the mathematic content area at the primary school level, by drawing on sociocultural perspectives (Vygotsky, 1970, 1972), on the theory of communicative competence (Hymes, 1967, 1972; Cummins, 1979, 1980), and language competence (Bachman, 1990). This article provides a fresh look at many existing strategies (Chamot et al. 1999), heuristics (Ministry of Education Singapore, 2009), and tools already in practice that may have been overlooked or forgotten. I will argue that “strategies”, which must be incorporated in all teaching methods, are another form of adaptation to survive and thrive within a high stakes educational environment where an authoritarian test driven political agenda has forced ELLs, school teachers, curriculum designers, and teacher educators to be a part of the ‘survival of the fittest’. As an example ELA intertwined with mathematical literacy strategic development is a focal point in a descriptive review of a fourth grade ELL, in connection to her Individual Education Plan (IEP). This research will contribute to the existing gap of math pedagogy for ELLs.

PANEL PRESENTATIONS—SESSION TWO

Implication of Systemic Functional Linguistics to Teach the Genre of Arguments to ESL Students

Wanji Cai

The purpose of this study is to help college instructors to design explicit writing curriculum to improve Chinese ESL students’ genre writing of Arguments in line with SFL and Genre-based Pedagogy.

The theoretical framework informing this study is based on SFL, which identifies language as a set of systems for making meanings in social context. The methodology used for this project is a case study in which data was collected from two college non-English major students in a university in northern China. Their writing samples were analyzed from a macro structure to thematic progression (Field, Tenor and Mode). I found that students had unclear concepts of the structure and grammatical features of argumentative writing. Based on the findings, the stages of argumentative writing and grammatical expectation will be construed explicitly to students through modeling analysis, joint construction, and individual construction.

2010:A Critical Need to Reconceptualize Approaches to Teaching Culturally and Linguistically Diverse Students: Partnering Genre Based Pedagogy and the Tools of SFL to Support the Emergent Writer

Christine Langlois

This project analyzes the literacy practices of one urban, culturally and linguistically diverse Montessori-based school in Massachusetts. The data collected for this project was used to identify gaps that may constrain the academic literacy development of cultural and linguistically diverse (CLD) students in one particular classroom in order to reconceptualize approaches in curricular development and pedagogy. The author utilizes genre based pedagogy and the tools of systemic functional linguistics as a framework and strategic plan in guiding a curricular project that addresses the literacy needs of the students identified as emergent below “grade level” writers.

This inquiry begins by first analyzing the ideology resonating from the Montessori framework. Next, by collaborating with a practicing teacher enrolled in the ACELLA program, data was collected and consisted of: interview notes, student writing samples, school’s web page notes. The data was used for a needs analysis in developing a collaborative curriculum project.

A curricular unit was finalized with a content focus on social justice issues utilizing the genre approach to recognize and contextualize teaching critical thinking skills to CLD students. The content of the unit recognized the larger vision of power and resources needed in the classroom forum.

This study recognizes the need for identifying students’ strengths as writers and individualizing goals to assure the success of all students, particularly ones who are culturally and linguistically diverse.

Teaching Vocabulary in CFL

Xueming Li

Vocabulary is an integration of pronunciation, meaning, grammar, function and cultural connotation. Vocabulary teaching is esteemed as the most important part in language teaching. Due to the unique characteristics of Chinese language, how to teach vocabulary effectively becomes a challenge to CFL teacher. The purpose of this project is to emphasize the significant role of vocabulary teaching in CFL and to improve vocabulary teaching in the context of the Chinese language program in UMass Amherst. In this project, a general picture of vocabulary teaching is drawn through a literature review. Based on classroom observation, this project 1) examines the issues in current vocabulary teaching practice, mainly focusing on the teaching method and instructional materials; 2) investigates the theory of vocabulary teaching and the pedagogical implications to CFL; 3) designs a series of vocabulary teaching and assessing activities, and provides the feedback of implement.

The Che Lumumba School for Truth

Alicia López

What was the Che Lumumba School for Truth? Those involved say it was a lifestyle, not just a school. What did alternative schools offer in the past that can be useful today? This question fueled a project to “recover the history” of schooling through written narratives of its former students, parents, and teachers. Using autoethnography and narrative inquiry, I answer this question and provide the reasons behind the founding of one small alternative school, The Che Lumumba School for Truth. I analyze the experiences of those who learned and taught there through the themes their stories raise. Through these narratives, I draw consequences of such schooling and the implications for today.

Integrating Culture into a Chinese Mandarin Language Class

Xuwei Lin

This field-based inquiry project explores the integration of culture into a Chinese Mandarin classroom in the University of Massachusetts, Amherst, and how the integration of culture into the class supports the academic achievement of culturally diverse students. Data collected for this study include field notes from semester-long observations, school and class documents, and interviews with teachers. Analysis of the data suggests that even though some target culture has been mentioned in class, integration of culture can be greatly improved and deepened by developing an awareness of their own culture, and comparing their own culture with target one. Also, some possible problems will be considered.

Genre Confusion: Using a Functional Approach with ELLs in an Era of High-Stakes Assessment

Lynne Britton

This research paper explores how genre-based pedagogy affects culturally and linguistically diverse learners’ literacy development. The purpose of this study is to explore how genre-based pedagogy can support teachers with writing instruction and provide an effective process that will facilitate progress for English Language Learner (ELL) writers. The research also explores the effects of working with students using a “permeable” moment in the curriculum. The conceptual framework is based in Hyland’s work on genre-based pedagogy and Halliday’s Systemic Functional Linguistic (SFL) model. The methods used are classroom instruction with lessons based on the curriculum cycle used to write an explanation. The findings indicate that ELLs become critical text analysts when given explicit, systematic instruction. This study outlines implications for the importance of instruction designed around a genre-based curriculum cycle with ELLs and highlights the broader implications for school and district-wide crucial, pedagogical shifts. The target audience for this research includes school teachers, teacher educators and curriculum designers.

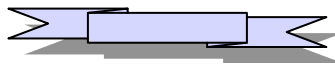
Is Ethnography a Genre?

Wawan Gunawan

The presentation aims at raising an issue of genre in ethnography. In this case, ethnography means an approach to an inquiry and writing. The conceptualization of ethnography in light of post-colonial, post-modern, and feminist/post-structural perspective provides quandary about a genre of ethnography.

With a lens of genre as staged, goal oriented social processes and recurring linguistic structures (Martin & Rose, 2008) that shapes a rhetorical strategy, and of representational meanings of ethnography (Clifford, 1989; Sykes, 2006), my inquiry presents concepts discussed in the works of various theorists including: Mintz's (1960) *Worker in a Cane*, Abu-Lughod's (2005) *Drama of Nationhood*, Segall's (2002) *Disturbing Practice*, and Heath's (1982) *Ways with Words*.

Based on the literature reviews, I found that ethnography has been written in multiple ways. Recurrent linguistic structures that form a rhetorical strategy are difficult to identify and follow because ethnographers show more innovations than what to follow. However, the innovation in ethnography carries representational meanings that avoid prejudices and potentially evokes readers' emotion. Such findings keep me questioning if ethnography is a genre. The discussion of this issue is hopefully significant for participants in the forum who value ethnography as an approach to an inquiry and writing.



POSTER PRESENTATIONS—SESSION ONE

Exploring Lesson Delivery in a Culturally Diverse Classroom: Characteristics, Benefits, Disadvantages, and Improvement Possibilities

Weiwei Huang

This field-based inquiry project explores the lesson delivery of a second grade writing teacher at an elementary school in Western Massachusetts and examines how this lesson delivery could be improved to better support the academic achievement of culturally diverse learners in this class. Data collected for this presentation includes field notes from semester-long observations, interviews with teachers and support staff, and relevant class and school documents. Although the classroom teacher has excellent lesson delivery in supporting content and language objectives, promoting student engagement, and appropriate use of time, analysis of the data suggests that, this lesson delivery still could be greatly improved by a series of steps to support the academic achievement of a diverse student classroom. Possible problems in taking these improvement steps are also considered by targeting an audience of both teacher educators and elementary school teachers.

Scaffolding as a Teaching Strategy in a “Mainstream” English Language Arts Class

Yin Yu

This project explores scaffolding as a teaching strategy in a mainstream English language arts class in a Western Massachusetts rural regional middle school. The project describes the theory of scaffolding as a teaching strategy, and examines how scaffolding works as a teaching strategy in this classroom and why scaffolding is considered useful to improve the academic achievement of the culturally diverse students. Data collected for the study include field notes from observations, class handouts, and teacher interviews. Analysis of the data demonstrates the benefits and limitations of scaffolding as a teaching strategy in this classroom. Based on the data collection and analysis, I will propose an action plan to improve this teaching practice to better promote the academic achievement of culturally diverse students.

Polishing Students’ Writing through Teacher-student Writing Conferences

Xiaoshu Jing

Many writing teachers wonder whether students pay attention to the feedback they give students on their writings and if the students make further corrections and polishing based on teachers’ feedback. The primary focus of this project is to present an action plan on how writing teachers can use teacher-student writing conferences to arouse students’ interest and to show the importance of polishing their drafts and making subsequent revisions. This project was triggered by classroom observation at an American elementary school this semester and also experience as a high school teacher in China. First, I will analyze the negative effects not revising may have on students’ writing habit by identifying instances when students, in the observed class, stopped writing the persuasive essays without further polishing the drafts. Second, I compare my observations to my experience as a teacher in high school English classes in China for commonalities. Third, I will demonstrate how the teacher-student writing conferences can help solve the problem of single drafts and the positive effect polishing will have on students’ writing competencies. Last, based on the American and Chinese contexts, I will predict possible obstacles and restrictions teachers in both contexts may encounter.

Exploring How Effective Classroom-based Assessment Practice Informs Teaching and Guides Learning of Culturally and Linguistically Diverse Students

Carolyn M. Monteiro

This poster session presentation explores how a mainstream English Language Arts teacher in a Western Massachusetts Middle School uses assessment to inform his teaching practice, and how this positively effects the learning of the culturally and linguistically diverse students in his class. Employing pre-assessment and associated planning, as well as daily formative assessment, this teacher adjusts and modifies instruction according to the student’s current understanding of subject matter. Data collected for this study was obtained during weekly observations and through interviews with the teacher, students, and supporting staff. This poster is a representation of a final research paper, in which the issue of current assessment practice is linked with practical and theoretical aspects of teaching English as a second language.

Too Little, Too Late? Teacher Expectations and Culturally Responsive Teaching

Jacqui LaFrance

This project analyzes the academic success of a 3rd grade CLD student using the principles of culturally responsive classrooms and institutions. I discuss how pedagogy characterized by low teacher expectation, a language-loaded Math text, and the absence of Title One Math support work to limit the academic success of this CLD student. Data comes from observations of the student in different learning environments which include his mainstream classroom, pull-out group lessons with his Title One Reading teacher, and one- to- one instruction with his ELL teacher. Artifacts include samples of the Math text, transcripts of recorded instruction, contextualized student texts, assessments and notes from various parent/teacher conferences, and building support team meetings. Implications for inclusive pedagogy are discussed as a plan to form an ELL track to streamline collaboration with the ELL teacher and state-mandated category training of classroom teachers. This poster would interest classroom teachers, ELL professionals, Title One and student teachers, as well as paraprofessionals and administrators.

World Literature Social Studies Curriculum Designed for Culturally Diverse Learners

Nathan Dana

This presentation explores the possibilities for creating a curriculum unit that reaches out to each and every culturally diverse learner in a third grade inclusion classroom. I will create a social studies unit focusing on folk tales, music and cultures from around the world, especially those specifically of the students in my class. I want to bring world culture into our social studies units, because much of what we have done so far this year has been based on American history only. I hope to affirm each student's sense of cultural and social identity with the unit, while also helping the literacy skills of the English Language Learners and special education students in the classroom. This curriculum unit will contain several key elements including authentic assessment, differentiated instruction, teacher collaboration, parent involvement, and learner strategies.

Exploring Lesson Delivery in a Culturally Diverse Elementary School

Jie Zheng

This field-based presentation explores the lesson delivery of a writing class at a local Amherst elementary school and investigates how the teacher could address cultural diversity through writing. Writing is about language, and language is about life and culture. Cultural diversity can be addressed by allowing learners to look into and write about their own lives. Data collected for this presentation include notes from class observations, interviews with the teacher, and the curriculum materials. In addition, some classroom teaching videos have been used to help work out the improved lesson delivery plan. Possible problems in carrying out this plan are also considered.

Cultural Issues in Assessments of Chinese Learning Course in College

Wenbo Shao

This field-based inquiry project explores different types of assessments, which are class assessments, placement assessments and language proficiency assessments conducted by course professors and foreign language departments. Data conducted for this study includes field notes from a two-month-long observation, assessment samples, and interviews with professors and students. Analysis of data suggests that the professors who conducted these assessments lack in cultural competency. Cultural values and norms students bring into the class, cultural factors, and students' learning background are not considered in the assessment, which renders the reliability and validity of tests. This analysis also recommends suggests some possible ways that can help professors value and address these cultural issues.

Teacher-Parent Collaboration: Improving the Role of Teachers and Parents of Color in the Multicultural Classroom.

Jiyeon Yun

This inquiry project explores culturally diverse parents' involvement and collaboration with teachers in the 4th grade classroom in an elementary school in suburban Western Massachusetts. To lead students to succeed in education, the role of their parents is significant as much as that of their teacher in that parents are the child's first teacher. Throughout several observations in the class, the culturally diverse parents are relatively less involved or participatory in the classroom than the native American parents. This may be caused by the barriers of language and a lack of understanding the culture, which may hamper a good relationship and collaboration between the teacher and the parents. Additionally this may cause the teacher to have less of a concern about this child. Further, this may affect the improvement of the culturally diverse student's academic and language achievements. this project promotes a variety of practice programs that the culturally diverse parents can actively participate in the classroom without the obstacles they have faced. These programs will improve not only the teacher's concerns with their CDSs, but also the native American students' understanding in various cultures other than their own country's. With these improvements in this classroom, the children of the culturally diverse parents will definitely have their academic and language achievements improved.

Continual Collaboration between Parents and Teachers at the Elementary Level

Emmalyn Hicks

The primary focus of this inquiry project is multicultural education, involving parents of culturally diverse learners in their children's education. My main audience is teachers. It is important to keep parents involved in the assignments and events involving their children. Particularly at the elementary level, parents may be adjusting to the fact that they are no longer their child's primary educators. In addition, it is crucial for parents to be able to meet with one another in order to form a support group. This is especially true when parents are from a culture that is other than that of the dominant society, or if they possess limited English skills. A classroom teacher can be a functioning member of this support group by showing parents their importance to their child's education and to create an environment of familiarity and comfort amongst parents and teacher. The capacity for culturally diverse parents to feel intimidated by and alienated from the education process must be dissolved. An alliance of parents and teacher can be created, with effort from both parties.

POSTER PRESENTATIONS—SESSION TWO

Assessing Equitably for Culturally Diverse Students

JiEun Lee

Since the No Child Left Behind Act passed in 2001, high stakes testing has been emphasized in schools more than ever before. However, it is questionable whether this policy equally assesses all students, particularly culturally and linguistically diverse students. For these students, the high stakes testing of the No Child Left Behind Act has become an English proficiency test rather than an evaluation of the students' knowledge of content. In this sense, the biased results of the tests can have a negative effect when the tests are used for promoting students to the next grade level. In this study, I examine what kinds of assessments are used to evaluate culturally and linguistically diverse students using in-class observation, interviews and data collection from students. To provide more appropriate assessments for culturally and linguistically diverse students, I suggest a different form of assessment from the one used in the classroom I observed, such as authentic assessment.

Promoting Parent Involvement in the School

Miriam Robinson

This poster presentation project explores multicultural diversity through the involvement of culturally and linguistically diverse (CLD) families in a small Western Massachusetts school. There are culturally diverse groups of families, but not enough of a presence from them in school related events. I offer ways in which school teachers/administrators could use parents' cultures and "funds of knowledge" to support academic achievement for all students. I suggest ways in which teachers can seek support from parent/family volunteers to come into the classrooms and donate time by reading to the children, sharing cultural stories, doing multicultural activities in the school, and even running cultural school events. I also offer the possibility for these events to occur after school or on the weekends where families could take opportunity of. I put a parent survey together to inform on the interest of parent participation to then be followed by a parent meeting to solicit volunteers. I also consider possible barriers for implementing this initiative.

Exploring Assessment Practices for ELLs across Subjects: Challenges and Possible Solutions

Katie Richardson

This inquiry project examines the assessment practices experienced by a 6th grade English Language Learner (ELL) student in a Western Massachusetts school, and explores the differences in accommodations, task requirements and levels of support between the pullout classes and the mainstream classes that this student attends. Methods for this study include student observation, collection of work samples and interviews with the student's ELL teacher. The implications suggest that more human resources devoted to collaborative teaching practices between ELL teachers and subject teachers could assist student achievement by providing more valid and consistent assessments. An action plan that includes team teaching and collaborative problem solving has the potential to inform instruction that more effectively promotes the student's progress, though challenges of implementing this plan are also considered. This project focuses on assessment and teacher collaboration, targeting an audience of teachers, teacher educators and administrators.

Institutional and Classroom Collaborative Practices

David Biederman

This action plan/research project examines the institutional and classroom collaborative practices taking place at a high school in a midsized city in Western Massachusetts, and makes recommendations as to how the practices could be expanded and improved. The high school serves a community that is almost exclusively Hispanic and poor. Therefore, the research focus is on the needs of this particular student population, especially those of English Language Learners (ELLs) and their families. The analysis will focus on collaborative practices between content-area teachers and English as a Second Language (ESL) teachers, as well as collaboration between the school and ESL department and families of ELLs. Data collected for this study includes observation notes from 6 separate classes; interviews with three ESL teachers; an interview with a Sheltered English Immersion content-area teacher; a series of interviews with the school's ESL program director; staff self-assessments; written questionnaires; extensive readings on ESL theory and practice, and U.S. Census Bureau data on the focus community. Analysis of the data suggests that there is little collaboration taking place at the present time and that there are significant barriers to developing and sustaining collaboration practices.

Exploring Parent/Family Involvement and Multicultural Education

Laura Ferretti

This presentation explores the levels and types of parental/family involvement that takes place at the high school level particularly in the mathematics department, and how parental/family involvement could be increased to better support the academic achievement of all students. In addition, this presentation explores how to increase parental/family involvement and add a multicultural aspect to the school and curriculum. Data collected for this study include field notes from observations as well as interviews with teachers. Analysis of the data suggests that parental/family involvement is very low at the high school level and the current environment of the school including course work, decorations, events, curriculum, and other aspects are lacking a multicultural component which reflects the dominant culture of the student body. Parental/family involvement and multicultural education could be greatly improved by taking a series of steps. Obstacles in implementing these steps are considered, targeting an audience of school faculty, parents/family, and students.

How Do Home Visit Experiences in Taiwan Can Support the Academic Achievement of Culturally Diverse Students in American Middle Schools?

Huichieh Chen

This project focuses on how home visits can help parents to become more involved in their children's learning based on the data collected by observing a middle school in the U.S., and using the observer's four-year teaching experiences in Taiwan. First, the project uses the level in which the family/parent of culturally diverse students are involved in this middle school in western Massachusetts. Second, it compares family/parent involvement in this middle school and the successful experiences in Taiwan, to propose "home visit" as an action plan that can help parents to get more involved in their children learning, thus positively impacting the academic achievement of culturally diverse students. Due to the differences in educational systems and structures that exist in Taiwan and this middle school in the U.S., the project has identified some obstacles and limitations to this action plan.

Bridging the Gap between Cooperation and Collaboration in a Special Education Inclusion Program

C. Shelley Seymour

This project explores the levels of cooperation and collaboration occurring between a special education support teacher and academic classroom teachers in an inclusion program at a Western Massachusetts rural high school. The project examines the existing system and the need for greater collaboration to better support the academic achievement of special education students in the school. Data collected for the study include field notes from observations and personal teaching experience, documents from the school, and notes from interviews with teachers and support staff. Analysis of the data suggests that cooperation exists between the faculty members at the most basic level, but true collaboration has not been achieved in this high school. The analysis examines challenges to bridging the gap between cooperation and collaboration and proposes an action plan to improve the current system.

Increasing Parental Involvement in Urban Schools

Brittany Gaetano

This project explores various levels of parental involvement in an eighth grade classroom at an urban middle school in Western Massachusetts. Through weekly observations and interviews with teachers, administrators, students, and parents, I explored how parental involvement can be increased in order to enhance the learning environment of culturally diverse students. Analysis of the data collected suggests that parents are willing to be more involved in their child's learning, and through further involvement the educational experience of culturally diverse learners can be enhanced. Steps to encourage parental involvement are offered, along with considering possible obstacles that may be presented.



MULTIMEDIA PRODUCTION SESSIONS

Hip Hop Nation Language and Literacy Practices

This two-part presentation comes from students who participated in the Education Minor Pedagogy Course: Hip Hop Nation Language and Literacy Practices. Through students own multimodal media production they:

- 1.) Inform other educators about language and literacy research that supports using a social justice hip hop pedagogy
- 2.) Analyze how other educators have used hip hop in the classroom
- 3.) Propose new ideas of incorporating SJHHP in classrooms.

MULTIMEDIA PRODUCTION SESSION ONE

Presenters: Camille Curtis , Trisha Ferrara , Kira Lew , Jonathan Rivera Medina , Daniel Stone

This project looks at hip hop and education through many lenses. First, Trish will explore the role of hip-hop pedagogy in the classroom, with an emphasis on its effectiveness and ability to reach students. Then, Camille, will present information on the ability of hip hop to teach basic literacy and math skills to elementary school students. In order to look at the greater social effects of hip hop pedagogy, Dan will investigate how more suburban and subsequently critical communities receive hip hop in their schools. In that vein, John will be looking at the origins of negative perceptions of hip hop. Finally, in order to provide a more complete analysis, Kira will see how hip hop artists are affected by hip hop's role in education and how their art is then affected.

Presenters: Martha Bromage, Tiffany Marcano, Andrea Medeiros , Giovanni Montalvo , Julia Sadowsky

This project disproves the stereotypes that are connected to hip hop culture. We will focus on the elements of fashion, language, female rappers, and African American language. We will dispel the myths that males are the only rappers, that hip hop indeed belongs in the classroom, display how hip hop fashion can be useful for education, and that the African American language should not be dismissed.

MULTIMEDIA PRODUCTION SESSION TWO

Presenters: Hannah Auerbach, Prentiss Austin, Sara Menafro, Kristin O'Connor, Erika Starr

This project analyzes three aspects of hip hop that are constantly criticized, and how to use them to educate people not only about hip hop, but as a mean to promote social change. When many outsiders (non hip hop listeners) talk about hip hop there seems to common themes criticized. Lyrics and language are viewed as negatively. Glorification of drugs and violence are seen in the same negative light, as is the role of women in hip hop and suggestive dancing and videos that influence society. We want to explore these things, look at the root of them, by examining history and using that to promote social change for the future. The end of the presentation will be used to apply our findings to a social justice hip hop pedagogy.

Presenters: Elise Dabritz, Anthony Gurley, Benjamin Langlois, Amanda O'Toole, Meredith Rufo

This project looks at how hip-hop is applicable in everyday life. We think that hip-hop fans and critics alike should be informed as to the true depth of the music and the culture. We plan to communicate our overall message by individually researching and reflecting upon an important aspect of our identities. We will each take these parts of our own lives, connect them to hip-hop, and ultimately explore how these correlations can be applied to today's youth.

Presenters: Alex Schwartz, Miriam Iken , Lisa Ortiz , Denise Leitl , Asia Huff-Williams

This project looks at hip-hop throughout the world in regards to education. Each group member has chosen a part of the world in which they will be focusing. Within each location, we have examined a cultural issue or aspect of history which is explained through hip-hop. Through songs, dance, and other forms, we have observed and demonstrated how hip-hop has educated the general community and students about cultural issues and history through hip-hop in locations throughout the world.