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Communicative Teaching for Adult Language Learners

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COMMUNICATIVE TEACHING FOR ADULT LANGUAGE LEARNERS

by

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ABSTRACT

COMMUNICATIVE TEACHING FOR ADULT LANGUAGE LEARNERS

by

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This portfolio was written for the Master of Second Language Teaching (MSLT) program. It is a collection of the author's beliefs and ideas about teaching second and foreign languages. This portfolio contains a teaching philosophy, which entails a compilation of the author's beliefs about teacher and student roles in the classroom and effective second and foreign language methods. The teaching philosophy is supported by three artifacts, which further explain the beliefs developed in the teaching philosophy. First, the culture artifact discusses globalization and the need for including multicultural and multiethnic literature and authors in the English language curriculum in the USA. Second, the language artifact explores the German language and the importance of including dialects in the second language classroom. Third, the literacy artifact argues for the need for authentic literature in the second language classroom. Finally, an annotated bibliography is also included which supports the author's beliefs about teaching.

[160 pages]

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Firstly, I would like to thank my parents who have supported me throughout my education and travels abroad. In particular, I would like to thank my mother for advising and listening to me. She is my source of inspiration. I also want to thank my boyfriend Pierre who has been supportive and encouraging.

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INTRODUCTION

This portfolio is the capstone project of my Master of Second Language Teaching (MSLT) program. This program allows students to develop their professional knowledge and skills through graduate instructorships and coursework on theories, methodologies, and approaches of second language acquisition. The program promotes an environment in which MSLT students develop their own beliefs and articulate their personal philosophy of language teaching.

The main themes of my teaching philosophy are 1) the communicative approach and communicative competence, 2) natural discourse and the effect of the affective filter and task-based activities, and 3) the dialogic approach and the effect of student and teacher style mis-match. These themes form the foundation for my beliefs about teaching a second or foreign language and what constitutes an effective teacher. The artifacts further explain certain aspects of my teaching philosophy and together represent my experience and what I have learned in the MSLT program.

TEACHING PHILOSOPHY

THE APPRENTICESHIP OF OBSERVATION

It was not until I stepped onto German soil that I realized my four years of high school German had been in a sense a waste of time. At the time, I was lost in the Frankfurt airport and the disappointment of being unable to communicate with other people in this part of the world weighed on me. Not one German word came to my mind. Frustration, anger, and ultimately depression came over me like a dark cloud. I was devastated, yet determined to speak the language of my ancestors. As I pondered why I could neither communicate nor understand German, I reflected back to my high school German classes. I realized that my teacher had never taught in the target language and had never been to a German speaking country. This recognition made me conclude that the target language must be used in a foreign language classroom for the obvious reason: so students can learn the target language. As I came to this realization, I wondered why my former German teacher did not speak the target language in the foreign language classroom. The undeniable truth was that she could not speak the target language at a high proficiency level. Of course she knew a few words in German and was able to conjugate some verbs, but she never spoke to the class in the target language. This depressing realization made me determined to become a better teacher. It motivated me to become her opposite; I was going to be a fluent German speaker and a good teacher.

Not too long after I became acquainted with the Germans, I became disappointed at how inaccurate my former German teacher's stereotypical perspective on culture had been. Her antiquated point of view was cliché-ridden, because she frequently referred to

Germans as having blonde hair, blue eyes, fair skin, and a muscular build. It was unfathomable to me how she dared say that to her students, because her outlook full of cultural generalizations, stereotypes, and misconceptions, could not have been further from the truth. I became even more motivated to become a better teacher and convey the German language and culture authentically my future students.

Fortunately, while I was in Germany for a year as an exchange student, I came across two great foreign language teachers who were able to explain and transmit the target language. One of those teachers, Frau Hennickel, never shied away from repetition when it was clear that her students did not understand the concept. She also understood which grammatical elements did not exist in our native languages and therefore explained those concepts in great detail and provided us with ample materials. Although I did not understand everything and it was just the beginning of my German acquisition, I enjoyed Frau Hennickel's class because of the personalized way she worked with students. She sincerely listened to each student and understood every student's weaknesses and strengths. Therefore, she was able to help many who had different proficiency levels. Frau Hennickel also made sure that each student understood a concept before moving on, which was easier to do, because the class was individually based.

The other German language teacher I had was Frau Örkeln, who was not a native German speaker, but could have fooled anyone with her linguistic talents. Because Frau Örkeln spoke several other languages, she had a depth of understanding and empathy for second language learners, as well as an expert viewpoint that made her an ideal foreign language teacher. She explained grammatical concepts carefully and slowly, step by step

and then we (the students) had to say exactly what we had just learned. She advised us to say short and correct sentences which allowed us to later build more complex sentences as a result of further study and vocabulary acquisition, thus she focused on accuracy. She created a sturdy foundation for our second language. The scaffolding she provided helped me further develop my understanding and interest in the language. Frau Örkeln also used Total Physical Response (TPR) (Asher, 1981). She herself would demonstrate what she was explaining in the target language and afterwards call on a student to do the same task. I specifically remember Frau Örkeln calling on me in German to open one of the classroom windows. The German expression to open or close a window or door, for instance, is drastically different than in English. For example, the common German phrase “mach das Fenster auf” means “open the window” but is literally translated as “make the window out.” Frau Örkeln used TPR whenever a concept was incomparable to one's native language such as the previous example. Even though we were in a classroom six hours a day for a month, I never grew tired of her teaching style, because I knew I would eventually come to understand every concept.

During my year-long study abroad experience, I came to develop a deep appreciation of not only the German language and culture, but all languages and cultures. The people I met at that time had an impact on my life. They allowed me to see the world in a drastically different way -- a way that jolted me into consciousness. Because of this awakening, I realized how lucky I was to speak English and that I could fulfill a meaningful purpose by offering a skill to many. I also realized the opportunities before me, such as the continuation of a degree at Utah State University (USU) in German.

My studies at USU lasted only a year and I was able to finish my bachelor's degree in German. I had previously studied at University of Colorado, Greeley, and then at the Pedagogische Hochschule in Karlsruhe, Germany. That year at USU consisted of many challenges that pushed me to become a better student. Many of the challenges that I faced were in the German classroom. Before the semester began, I was confident in my German skills and believed that I had a good command of the language. However, after attending just one German grammar class, I realized that most students had had two years' experience abroad, whereas I had spent only one year abroad, and that alone made a considerable difference. At that time, I felt very alone because of the linguistic, cultural, and gender differences. It was something that I could not relate to.

Although I felt alone, and like a below-average student, my desire to learn the German language was strong. At the time, Dr. M taught the German grammar and literature courses. Many of the in-class activities were from the book, which is something I do not always like, especially when it seems as if the book is the only source the teacher knows. Dr. M usually had us do the activity alone and then afterwards compare answers with another student. Occasionally we would do skits and try to incorporate a newly learned grammatical concept. But what I remember the most is taking notes, working in pairs or groups, and listening to Dr. M's lecture. During this time, I learned how I learn best and that students react differently according to the teacher's teaching style. I realized that I needed hands-on activities and usually something abstract to remember grammatical concepts and literature. Even though I respect Dr. M for his vast intellect and deep understanding of the German language and culture, I did not respond well to his

teaching style. To me it was dry and boring. I remember thinking during the grammar and literature classes, “there has got to be a better way to teach this stuff.”

I recall feeling lost in the German grammar and literature classes and being unable to grasp any of the concepts, let alone use them in my writing. I had never heard of the literature that we read. In retrospect, I realize that I needed some scaffolding. It would have been very helpful if Dr. M had given us more background information, but perhaps he was trying to teach us in a different way, the German way.

Dr. T was another professor who helped develop my language skills. His energy and liveliness in the classroom kept me awake and interested in topics, even literature. He engaged the entire class, and insured that everyone participated and understood the concept. He did not teach from the book too often and made the students participate by doing hands-on activities. Dr. T did not provide us with a deluge of handouts and extra materials, which I liked, because it made learning objectives clear and presented new grammar in a clear manner.

After completing my bachelor's degree, I wanted to return to Europe, not only because I had a deep interest in European cultures, but also because of my boyfriend Pierre, who is from France. He has enhanced my perspectives about culture and continues to challenge my opinions. He has also made me realize that the concept of 'normalcy' is different for everyone. Pierre has always supported my wish to become a teacher. However, his views about teaching and studying are very different from my own, because of the different educations we received and how our culture(s) view the importance of education.

With Pierre, I was fortunate to find a job in Austria, where I had the opportunity to be a teacher's assistant and to teach English in high schools. During my two-year stay in Austria, I often encountered a teaching style that I did not like. The teacher-centered classroom seemed to be the norm, until I met Ute, my mentor. She was the ideal teacher who created a student-centered classroom, used the communicative approach, and always spoke in the target language. I remember her class always being engaging and the students, including myself, learning a lot. I also remember that she was always happy, friendly, and approachable and students liked and respected her because of that. Ute was aware of each student's talents, struggles, and background. For instance, she told me that several students were from Croatia, Hungary, and the Czech Republic, and that she could see that they made similar mistakes in their homework in comparison to the Austrian students and vice versa. Based on these observations, she gave students a certain activity to build their weaknesses and would often have students who were 'masters' of a subject help others. Ute is the type of teacher I aspire to become, because the classroom atmosphere was engaging, the teacher did not dominate the class, and the students learned the target language.

The following year, I was not so fortunate to meet inspiring and life-changing teachers. Indeed, it was just the opposite. Interpersonally, Frau R. was one of the rudest people I ever met. Her style of teaching was very militant. She would yell at students to sit up straight, not move their feet, take notes in a certain way, hold the pen in a certain way, and annunciate in a certain way, etc. She was very picky about everything and her students hated her. They were terrified of her. So were her colleagues. I know this

because, whenever I was left alone to teach her class, students would complain about her until she returned. I think she incorrectly believed that the stricter she was, the better behaved and knowledgeable the students would become. Although her students performed at a high proficiency level, I do not believe in using fear to coerce people (or in this case students) into doing tasks, especially homework.

After my two years in Austria, I decided to continue my education, again at USU, because of the experience offered by the MSLT program. When I began the program I thought that it would help me become a better teacher, and it certainly has. I only wish that what I know now, I knew then in Austria. I know that I would have been more effective and helpful to teachers and students. However, I have had the opportunity to redeem myself and teach German 1010 and 1020 at USU and am able to employ the many methods and theories from the MSLT program, as well as to have experiences I have had as a student. Before I began the MSLT program, I had met very few teachers who were inspirational and exceptional. But now, having been in the program for a year, I have met some exceedingly talented and effective teachers who have inspired me and shown me how to become a great teacher and to continue to improve my teaching in the future.

PROFESSIONAL ENVIRONMENT

After completing the MSLT program, my potential professional environment includes a few options for a long-term career. My first goal is to teach German and eventually French in an American university. Secondly, should I live abroad, I would enjoy teaching English, German, or French to non-native speakers at a language institute or university. One of the most appealing aspects of teaching a foreign to adult learners is that they are typically willing to learn. I would like to work in a professional environment with colleagues who are highly interested and motivated to help students succeed in a second or a foreign language. Lastly, as a foreign language teacher, it is my personal goal to continue to seek out ways to become a better teacher by observing others, and by conducting and reviewing second language acquisition research.

PERSONAL TEACHING PHILOSOPHY

I have always known that I wanted to be a teacher, but repressed that desire most of my life. This was because teaching was considered a lowly profession by my parents, due to its low pay. Although I was interested in other subjects, I felt they could not lead me to a fulfilling career. Therefore, after graduating from Utah State University, I decided to go abroad and teach English. When I stood before a class of forty young and curious Austrian students, I realized teaching was my passion. During my two years of teaching English in Austria and by completing the Master of Second Language Teaching (MSLT) program at Utah State University, I have learned that when I use the communicative approach (Lee & VanPatten, 2003), the natural discourse concept (Ellis, 1994; Schrum & Glisan, 2010) and the dialogic approach (Vygotsky, 1978), students are able to acquire the language better and enjoy learning.

Communicative Approach

Before knowing the terminology, I have long learned from and taught using the communicative approach (Lee & VanPatten, 2003) in the foreign or second language (FSL) classroom. I have long believed that one of the main goals of teaching a foreign language is to get the students speaking. To me, that is the point of learning a language. Indeed, Ballman, Liskin-Gasparro, and Mandell (2001) state that "learning to communicate is recognized as a principal goal of language learning and, at the same time, by communicating students learn the language" (p. 8). One of the natural consequences that arises when using the communicative approach is that students are learning a foreign

language without necessarily realizing it. According to Ballman, Liskin-Gasparro, and Mandell, "communicative activities in the curriculum may contribute positively to students' motivation to study the language" (p. 15). As students enjoy the communicative activities in the classroom, they learn the language.

During the first month of my stay in Austria, I observed the classes that I was to work with in the future. One of the most startling aspects that I noticed was that the communicative approach was not being used in the classroom. The students sat there and read aloud, filled in the blanks of their workbooks, or took notes during a lecture. The students never communicated with one another in the target language. Although the teachers were highly proficient in the target language, the students were not. The Austrian professors presented the persona of the all-knowing authority of the classroom, from whom the students were to learn everything. This atlas style of teaching (Lee & VanPatten, 2003) bothered me because students were not accomplishing the primary goal of second language learning: language proficiency (Ballman, Liskin-Gasparro, & Mandell, 2001). From my perspective, the Austrian style of teaching was antiquated, and I generalized that the students did not enjoy their English class. It became very important to me to adopt a different approach whenever I was acting as the teacher in the classroom, because I wanted to see the students engaged in classroom activities using English. Therefore, whenever I had the opportunity to teach a class, I brought in extra materials, usually authentic, created my own activities, and rarely used the book. I tried to make the students do more of the talking because I believed that students needed more practice, not I, the native speaker. My style of teaching was successful in some classes and an utter

failure in other classes. In my opinion, my style failed in some classes because teachers and students were not used to it and could not adapt to it. To me it seemed as if those teachers and students needed the antiquated atlas style of teaching to feel like they learned something (Lee & VanPatten, 2003).

Teaching English in Austria was enjoyable, but I knew that I could become a more effective teacher. My efforts were appreciated in the Austrian classrooms, but I wish that I would have known then what I know now. For instance, I would have talked even less and had the students do more of the talking. I would also have made the communicative activities shorter and more specific. I remember some of the students not understanding the long-winded instructions and ending up frustrated because they could not carry out the task. What I know now is to edit the task, not the text (Hammond, 2000; Lee & Van Patten, 2003; Shrum & Glisan, 2010).

I know that the communicative approach is an effective tool in the foreign language classroom. Whenever this approach was used while I was learning a foreign language, I learned a great deal. Particularly effective for me personally as a learner was the total physical response (TPR), because we got up from our desks and communicated with each other in the target language (Hammond, 2000; Lee & Van Patten, 2003; Shrum & Glisan, 2010). Had I employed some of those techniques, perhaps it would have been easier for some of my Austrian students to carry out the task successfully. And after having used the communicative approach in my own classroom, I have seen it become an invaluable and effective tool in second language acquisition.

Communicative Competence

Employing the communicative approach in an FSL classroom addresses the four communicative competencies of second language acquisition, which are "sociolinguistic, discourse, linguistic, and strategic competence" according to Celce-Murcia (2007). These competencies allow students to develop the four language skills (reading, writing, listening, and speaking), and become effective communicators. Each competency within communicative competence has a different meaning and plays a different role in second language acquisition (Celce-Murcia, 2007). Sociolinguistic competence involves knowing "the rules for using language appropriately in context" (Celce-Murcia, 2007, p. 47). Discourse competence may be defined as "the ability to produce and interpret language beyond the sentence level" (Celce-Murcia, 2007, p. 47). Linguistic competence means understanding "the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences" (Celce-Murcia, 2007, p. 47). Strategic competence refers to "the ability to compensate for problems or deficits in communication and do various types of planning" (Celce-Murcia, 2007, p. 47). Some researchers, such as Noam Chomsky, argue that the communicative competencies are inherent in humans and second language learners can automatically tap into that when they begin learning a foreign or second language (1972). Other researchers, such as Hymes (2001), argue that the communicative competencies are not inherent and must be developed through the use of a second or foreign language (Celce-Murcia, 2007; Savingnon, 1983).

Using the communicative approach, in association with a focus on communicative competencies, allows the teacher to set long and short term goals and to plan appropriate activities, so students have the opportunity to communicate in many contexts in the target language. The communicative competencies can also be used in association with multiple intelligences (Gardner, 1985) as well as students' learning styles. For instance, a student might be talented in math and logic and therefore may naturally have a better developed strategic competency, but could possibly lack understanding in sociolinguistic contexts. Therefore, by using the communicative competencies in the communicative classroom, students will not only develop linguistic and communication skills, but also pragmatic competence as well as skills that allow them to understand other cultures (Ballman, Liskin-Gasparro, & Mandell, 2001).

The development of pragmatic skills is important when learning a second language, because most communication is non-verbal and a global understanding is communicated through pragmatics (Mundy, Sigman, Ungerer, & Sherman, 1986). According to Boas (2001),

> serious communication breakdowns can result from pragmatic errors, which are unlikely to be forgiven by native speakers, particularly in the case of learners with a good command of grammar who are therefore judged competent at the pragmatic level also. As many teachers of English as a second language are nonnative speakers and even native speakers' pragmatic intuitions are often incorrect, it is strongly recommended that a corpus of speech acts be implemented to provide both teachers and students with

> authentic examples of different types of speech acts in different communicative contexts (p. 16).

Therefore, effective teachers should create activities which guarantee that students speak in the target language and which incorporate the communicative approach, communicative competencies, and pragmatics. Task-based activities meet these objectives and allow students to create original dialogue which elicits their true knowledge of the target language (Lee, 2002).

Task-Based Activities

As a student, I would have appreciated a teacher who insisted that we communicated in the L2 by using task-based activities (TBA's) that made us negotiate meaning (Ballman, Liskin-Gasparro, & Mandell, 2001). By using TBA's, I believe that I would have been able to acquire German more quickly. TBA's are the basis of negotiation of meaning; they allow students to communicate. TBA's are communicative activities in the FSL classroom that make students communicate for genuine purposes. They also allow students to develop their language skills by doing step-by-step activities that gradually lead them to the culminating activity (Foster & Ohta, 2005). Classrooms that use TBA's "confirm that when pair/group work entails discussion and negotiation of meaning, students perform a greater number of content clarifications, confirmation checks, and comprehension checks" (Shrum & Glisan, 2010, p. 117). The concept of 'checking' when speaking the target language refers to the negotiation of meaning, which is when "teachers and students [or students to students] try to convey information to one

another and reach mutual comprehension through restating, clarifying, and confirming information" (Annenberg Foundation, 2011). Therefore, they are checking for accuracy.

TBA's are beneficial in foreign language study, because they "teach students how to ask questions, negotiate meaning, and interact in groups" (Scarcella & Oxford, 1992; as quoted in Shrum & Glisan, 2010). For instance, when using TBA's in the FSL classroom, students ask questions, such as: "what do you mean? what did you say?" The other communicator will explain what s/he means and then the conversation will continue (Foster & Ohta, 2005).

According to Willis and Willis (2007, p. 96), there are many types of TBA's such as: "listing, ordering and sorting, matching, comparing, sharing personal experience, projects and creative tasks, and problem solving." Other TBA's include: "information-gap, think-pair-share, and jigsaw sequence" (Shrum & Glisan, 2010).

In my own classroom, I have used TBA's and seen students communicate in the target language and incorporate a grammatical concept into their conversation. I have learned "the importance of designing cooperative learning activities that are meaningful, contextualized, and engage students in offering diverse responses and opinions" (Scarcella & Oxford, 1992; as quoted in Shrum & Glisan, 2010, p. 267).

Natural Discourse

During my time in the MSLT program, I was given the opportunity to teach beginning German at Utah State University. Teaching German became something that I looked forward to everyday. What I learned from teaching beginning foreign language (FL) learners is that a teacher cannot demand perfection. Learning a FL is a difficult and

humbling experience and to add extra pressure by demanding that everything is said or written perfectly is absurd. Therefore, my classroom motto is: “effort, not perfection.” I say this to my students nearly every day. It is important to me that students participate. For that to occur, the anxiety level needs to be low or non-existent. In my opinion, this is something that is easily accomplished. For example, I have found that the use of humor in the FL classroom helps establish a relaxed ambience (Askildson, 2005). When I promote a relaxed atmosphere, many students may also relax and enjoy the class. It is important for them to enjoy my class and feel that they are learning something so that they will continue taking classes in the same subject. One aspect of my philosophy is that if a teacher demands perfection in the FL classroom, students are not going to want to continue to participate in the class nor continue studying that subject.

My personal classroom motto “effort, not perfection” goes hand in had with the natural discourse concept because they both promote meaning and/or fluency in the foreign language (Ellis, 1994; Shrum & Glisan, 2010). As stated by Shrum and Glisan (2010) “natural discourse fosters the development of oral proficiency” (p. 254). Natural discourse means that interaction in the classroom focuses on meaning and/or fluency. The focus on meaning and fluency is beneficial to the students for a number of reasons. One reason is that the students will continually hear the target language and practice using the target language. Another benefit of the natural discourse concept is that students become used to making mistakes and not always knowing the answer or responding with one-hundred percent accuracy. They become acquainted with feeling uncomfortable. The natural discourse concept became salient to my teaching philosophy when I thought about

how I communicate with native speakers in real life: they never take the time to explain something during interaction. It's just not natural (Ellis, 1994; Rubio, 2003; Shrum & Glisan, 2010).

Affective Filter and Monitors

Some critical factors that can prevent students from actively and naturally participating in the communicative classroom are: Krashen's affective filter and Krashen's high vs. low monitor (Krashen, 1989; 2003). The affective filter is the level of anxiety that the student is experiencing; if this level is too high, it inhibits students' ability to perform in the target language (TL) (Krashen, 1989, 2003). The high vs. low monitor concept relates to the students' TL error awareness. Students who have a high monitor have difficulties performing in the TL because they are afraid of making mistakes. However, students who have a low monitor do not have as many difficulties performing in the TL, because they are not as afraid to make errors (Krashen, 1989, 2003). These theories relate to the natural discourse concept because by lowering the affective filter and high monitor, teachers create a relaxed and a student-centered classroom, where the teacher can take on the role of the architect.

By creating a relaxed classroom, students and teachers are able to communicate more naturally. When students believe that they are in a relaxed classroom, they are able to communicate in the TL. To foster a relaxed classroom environment conducive to low-filter/monitor language learning, teachers can play music, show video clips, introduce language games, share cultural traditions, and use humor (Askildson, 2005). I believe another way to lower the affective filter is by making the classroom a student-centered

classroom, instead of a teacher-centered classroom. By allowing the students to do the communicating, the teacher can take the role of facilitator and help students develop their language skills (Lee & Van Patten, 2003). I believe that the student-centered classroom ensures that students are not put on the spot in front of all their peers, thus freeing them to try new grammatical concepts and/or new vocabulary without feeling anxiety.

According to Krashen (1982), to lower the affective filter and the high monitor "the language classroom should provide comprehensible input at the i + 1 level" (p. 15), which means that the input is one level above students' proficiency level and is therefore more difficult, and thus pushes them to learn more (Selinker, 1972). In addition to providing comprehensible input teachers should foster a

> low anxiety environment in which learners are not required to speak until they are ready to do so; input should be interesting, relevant, and not grammatically sequenced; and error correction should be minimal in the classroom since it is not useful when the goal is acquisition. (Krashen, p. 15)

Although I agree with Krashen, I believe that students should try to communicate in the TL regardless of their language capabilities and regardless of how comfortable they are in the classroom. That is why I repeat my motto "effort not perfection" and reward the students with point cards whenever they try to communicate in the TL.

Another aspect of lowering the affective filter and high monitor is to have students work with each other. I have observed in my classroom that when students work with one another they are less afraid to make mistakes and try new concepts and/or vocabulary. According to Vygotsky (1978) "learning precedes and contributes to

development, and the learner's language performance with others exceeds what the learner is able to do alone" (p. 24 as quoted in Shrum and Glisan, 2010). Thus, Vygotsky (1978) developed the concept of the zone of proximal development (ZPD), which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). The ZPD allows language learners working together to maximize their potential for language learning. Teachers should utilize group work to create a student-centered classroom. According to Lightbown and Spada (1999), "if the tasks are well designed, learners working in groups get far more practice in speaking and participating in conversations in group work than they ever could in a teacher-centered class" (p. 168). In my classroom, there is a lot of group work. I have observed that group work requires students to be active participants in my classroom to learn the language, hence again my motto "effort, not perfection."

As a teacher, I believe it is important to create a relaxed yet engaging classroom where students can learn from one another, not just the teacher. However, problems can arise when some students do not like to work in groups, or are at different proficiency levels, etc. Therefore, the following section addresses multiple intelligences and learning styles.

Teacher and Student Styles

Other aspects that can affect the natural discourse approach are the teacher and student personality types and the conflicts that may occur because of mis-matched styles.

Cooper's (2001) insightful research indicates that "teachers generally prefer to teach in a way that satisfies their own way of learning" (p. 304). This could be one reason for which teachers and students do not understand each other sometimes. Therefore, I think that it is crucial for teachers to comprehend the way in which each student learns and for students to understand how they learn. This can be achieved by incorporating Gardner's theory of Multiple Intelligences, which uses several types of instruction methods to include all types of learners (Arnold & Fonesca, 2004). Shrum and Glisan (2010) state that "multiple intelligences can enable [instructors] to understand how certain learners might more easily grasp a linguistic concept" (p. 351). Thus, it is important for teachers to know their students' interests, hobbies, strengths, and weaknesses so the student as an individual can develop his/her language skills in the TL. For instance, I do this in my classroom by looking at the student as an individual and keeping track of their interests and proficiency levels in each language skill.

Once teachers are aware of the multitude of learning styles in the classroom, teachers should choose activities that correspond with the students' learning styles in order to facilitate language learning. In addition, by knowing students, teachers can also tailor activities to student's interests and therefore increase motivation in the classroom (Dörnyei, 1994). According to Cooper (2001), each personality type prefers different types of activities, such as hands-on activities, classroom discussions, pair work, and problem-solving activities. For example, a student who is an extrovert would most likely enjoy class discussions. However, regardless of students' learning styles, Dörnyei (1994) asserts that students prefer to have "varied and changing activities" (p. 281). Lightbown

and Spada (1999) claim that "lessons which always consist of the same routines, patterns, and formats have shown to lead to a decrease in attention and an increase in boredom [and] varying the activities, tasks and materials can help to avoid this" (p. 57). Although I do agree with Dörnyei, and Lightbown and Spada, I believe that it is important to establish a type of classroom routine so students know what is expected of them. I make expectations and learning objectives clear. For instance, if a teacher were to change his/her style every day, I believe that the students would be confused and not know what their role is in the classroom. Therefore, I believe that having a daily routine, but using different activities which apply to all learning styles allows students to understand what their role is and understand what they can expect from their teacher. And it's easier for the teacher to remain organized and to make expectations and learning objectives clear.

However, in adapting lesson plans to all types of learners, a few problems can occur. One problem that arises when tailoring lessons and activities to students' learning styles is that students are not pushed to develop other language skills. For example, if a student's preferred learning style is to do grammar drills alone, then s/he will most likely not develop some oral proficiency. Therefore, as Sparks (2006) indicates, it is not always beneficial for the student to stick with his/her preferred learning style. Another problem that occurs when planning lessons for different learning styles is for teachers to relate those activities to an overarching theme (ACTFL, 1996). Hence, it is wise to be an organized teacher and have an end goal in mind while planning activities and teaching in the classroom. Brosh (1996) asserts that "the effective instructor not only teaches the subject matter logically and well but also actively assists [...] students to sort out and

arrange the various items of learning in order of priority and significance" (p.132). Instructors who are well-organized are better able to cope with the demands on their time (Beishuizen, 2001; Sears, Kennedy, & Kaye, 2001) including lesson planning, examples thought up on the spot, correctional feedback, and class time management.

One way to prepare for student-teacher style mis-match is to tell students at the beginning of the class that they will be developing all language skills (i.e., speaking, reading, writing, and listening) and even though they may not enjoy every moment of language learning, they will be learning how to communicate in a variety of was in the target language. Another way to be prepared for student-teacher style mis-match, is to have a vast repertoire of materials and activities that appeals to all types of learners and personalities and to correlate all activities to the overarching theme of the class by being organized. For instance, I have found that a cultural theme works with negotiation of meaning exercises.

Dialogic Approach

The dialogic approach was introduced by Bakhtin (1935), who was interested in how people learn and focused on literary texts. However, for Bakhtin (1935), the dialogic did not just apply to literature, it also applied to language. For example, when someone says something, it is in response to what was said. Or in other words, an utterance is in response to a prior utterance. Therefore, all language is interconnected and always changing, because of different descriptions of the world (Bakhtin, 1935).

In the field of second language acquisition, the dialogic approach is one method to teach grammar. According to Adair-Hauck (1996), the dialogic approach is when "teacher

(s) and learner(s) collaborate on and co-construct the grammar explanation" (p. 254). Adair-Hauck (1993) states that "dialogic interactions are fundamental to learning [and] they occur naturally between humans in everyday life" (p. 255). Therefore, the dialogic approach allows students and teachers to understand grammatical forms when they are encountered in meaningful contexts (Adair-Hauck, 1993), such as "stories, legends, poems, listening selections, cartoons songs, and recipes" (Shrum & Glisan, 2010, p. 221).

I must admit that it might be great to not have to teach any grammar concepts, but unfortunately that is not the case. As a novice teacher, it is a challenge for me to fully understand a grammatical concept and to convey it effectively to all students. In my opinion, it takes a certain level of mastery of the language and techniques to be able to do this well. Although learning grammar is not necessarily the most exciting part of learning a language, it is necessary because grammar knowledge helps students develop accuracy and proficiency. Whereas, from my perspective, accuracy is not the most important aspect of a second language, it is nevertheless important for the development of second language acquisition so that students can understand why something is said in a particular way. According to Burgess and Etherington (2002) "grammar is being rehabilitated and recognized for what it has always been: an essential, inescapable component of language use and language learning" (p. 441). Teaching grammar explicitly also meets some students' needs and learning styles. Research has shown that some students feel that they are not learning anything if they are not taught grammar concepts (Celce-Murcia, 1991).

After learning about the importance of teaching grammar in the foreign language classroom, I decided to try an experiment in my class. I had planned to use three grammar

teaching approaches: “the inductive approach, deductive approach and the dialogic approach” (Shrum & Glisan, 2010, p. 220). During the experimentation week, my main goal was to teach the German declension system. I had planned a different activity for each grammar teaching approach, with the main goal being to improve students’ proficiency in the use of the nominative and accusative cases. However, before I began the experiment I provided students with a declension chart (Appendix A). The purpose of the chart was to give the students an overall view of the German declination system so they could roughly follow the teaching approaches and understand methods and expectations of the following three experiments. The approachers are the inductive approach, the deductive approach, and the dialogic approach. The first two do not encompass the dialogic approach. It is only the third experiment that uses the dialogic approach and awareness.

My first attempt at teaching the declination system was through the “inductive approach.” I instructed the students to read aloud the grammar explanation in the textbook, and then I had them answer the fill-in-the-blank exercises provided below the explanation. After they finished the exercises, we answered the questions together as a whole-class activity, but I provided no explanation as to why the answer was correct or incorrect. I then told the students to close their textbooks and explain to me what the accusative case is. Only one student (who had studied Latin) could explain.

My second experimental attempt to teach the declension system was done with the “deductive approach.” I drew a chart of the accusative case on the board and wrote out some questions. I asked the students to write down the answers to the sentences and

we reviewed them as a class. This time, I did tell the students why the answers were correct or incorrect, by using the declension chart I had given them earlier. After we answered the questions, only a handful of students grasped enough of the concept to explain it.

The last attempt to teach the declination system was with the "dialogic approach." The students arranged their desks in a circle and I gave them a sheet of paper with examples of the accusative and nominative cases. The students read the sentences aloud. I asked them if they saw something that changed. A few of them did, but not all. Then I passed out objects that have the masculine gender in German, such as a marker, a ball, an eraser, etc., to the students. (I chose only masculine because the masculine definite articles change more often than the other definite article genders). I told the students that all the objects were masculine. The activity was for one student to pass the object to another student and the rest of the class would say together "Was hast du" [*What do you have*]? The student who had the object would say "Ich habe den Stift" [*I have the marker*]. The student who has the object would ask the person who gave the object "Was hast du?" [*What do you have*]? The student would respond "Du hast den Stift" [*You have the marker*]. This activity allowed each student to respond and ask twice. Then I asked them if they noticed a change between the articles. Most of the students understood that a change occurred when someone held an object. After each student had participated, I asked the students why they thought the cases changed. They said that there were objects involved and that the changing of cases might have something to do with objects. I told them that they were correct and that we would begin working on the next step within the

declination system, which was to determine the difference between the accusative and dative cases. As stated above, only the last part of this one experiment is dialogic, because they were able to understand the parts of the whole declension system.

By using the dialogic approach (Vygotsky, 1978), I did not have to use metalinguistic terms and the students were able to focus on the form of the grammatical concept. According to Burgess and Etherington (2002), “conscious attention to form is necessary for learning to take place.” Finding a pattern and/or focusing on form allows students to understand how a grammatical concept functions and allows them to work out problems (Burgess & Etherington, 2002).

After conducting this experiment it seemed that it was helpful for my students, however it is very likely that this concept "clicked" for students due to the scaffolding that had been previously done and because of the declension chart I gave them. Most likely the students were able to understand the declension concept, because they had learned it three consecutive times and the third time around was the charm. However, I learned from this experience that it is important to me to use the dialogic approach, because Shrum and Glisan (2010) equate the two and I have found that the use of both are effective to teach grammatical concepts. It is a more communicative approach to teaching grammar.

Conclusion

I believe that by using the communicative approach, the natural dialogue, and the dialogic approach that I as can help students develop their language individually and collectively. When using these approaches together, the students become a community of

communicators and I can take on the role as an architect and help them build their proficiency in all language skills.

During this past year of being in the MSLT program, I have learned the importance of continually researching how to become a better teacher. Had it not been for the MSLT program, I would not have become as effective a teacher because I would not have learned about the communicative approach, the natural discourse concept, or the dialogic approach. And if I had not gone against my parents' wishes to become a teacher, I would not have been able to experience the joy and growth that teaching gives me.

LANGUAGE ARTIFACT

INTRODUCTION

I wrote this artifact for German Linguistics, in which I learned about German pronunciation, the IPA, and the many dialects that exist within the German language. In the artifact I provide an overview of the German dialects and discuss the Alemannic dialect. I include examples of how the Alemannic dialect differs from standard German. Another topic I address in this artifact is the use of dialects and why it is important to include dialects in the foreign language classroom. I give examples of the Austrian and German standards and how they differ. Through researching and writing this paper, I learned about the linguistic history and formation of the German language and the importance of including dialect awareness in the foreign language classroom. By doing so, German language learners increase their understanding of the German language and culture.

GERMAN DIALECTS IN THE GERMAN SPEAKING COUNTRIES

A typical saying has arisen among German language learners: "Deutsche sprache, schwere sprache" [German language, difficult language]. This reflects German's complex grammar, including extensive noun phrase and verb phrase morphology. Yet another contributing factor to the perceived difficulty of the German language is that many varieties of German exist in Austria, Germany, Luxembourg, Liechtenstein, parts of Switzerland, France, Belgium, and Northern Italy (Lechner & Prutsch, 1997). Over 100 million people count some variety of German as their native language (Alan Joyce, 2009). Linguists have catalogued over thirty German dialects throughout the world (Lewis, 2009). Leaving aside the debate over what the difference is between a language, dialect, and vernacular (Yule, 2006), I will focus on the Alemannic dialect(s), the categorization of the German language and dialects, and how the inclusion of Germanic dialects helps German language learners in the foreign language classroom.

Evolution of Austrian Dialects

Austria's ever-changing borders provide some explanation why there are many Austrian-German dialects. During the Middle Ages, Austria consisted of only two (of the now nine) states. The states Lower-Austria and Upper-Austria were composed of mostly German speakers. Due to various political factors, expansion was pursued and surrounding countries were conquered. Hence, the Hapsburg Dynasty seized land which belonged to Bohemia, Slovakia, Poland, Hungary, Italy, Slovenia and, at the time, Bohemia (Lang, 2008). The House of Hapsburg Germanized these regions, which

resulted in a melange of vernaculars over time. The ensuing degree of dialect variation made it difficult for Austrians to communicate, let alone distinguish between their fellow countrymen and enemies (Lechner & Prutsch, 1997, p. 34). It was not until the late eighteenth century that the Archduchess of Austria, Maria Theresa, reformed the education system, and focused on promoting a common language in Austria. Maria Theresa established a standard German [Hochdeutsch] so that Austrians could converse with one another (Lechner & Prutsch, 1997). Therefore, the education reform brought about a standardization of Austrian-German, which differs to some extent from standard German and Swiss-German. The differences between Austrian-German and German-German are comparable to those between British-English and American-English (Grzega, 2000).

Another reason for which there are several Austrian-German dialects has to do with German speakers' willingness to include foreign words within the German language. German speakers, unlike the French who have an official language institution that decides which words are allowed in the French language, are willing to incorporate foreign words into their dialects. This phenomenon of absorbing foreign words is termed "Eingedeutscht," which is known as "Germanized" in English (Nijkamp, Rietveld & Salomon, 1990, p. 34). A modern example of this is the English verb 'to download.' German speakers of all ages have adapted this word into their vocabulary and have easily conjugated it into the past perfect tense. In German, the past perfect usually adds the prefix "ge-," which turns the verb 'download' into "gedownloadet" (Schwarz, 2008). Curiously, the word does not change to "downgeloadet," because the borrowed verb "to

download" is not treated as a separable verb in the English language, and neither in the German language (Rankin & Wells, 2004).

Not only has the English language had a significant impact on the German language and culture, but other languages such as French have also had a long-lasting effect. For example, the French word 'chance' has transfered into the German language flawlessly. There has been no Germanization of this word; the Germans have simply maintained the French pronunciation of this borrowed word(Ganser &Haas, 1994, p. 34).

Although German speakers have adopted many foreign words into their language, they have also imposed their language on other cultures. For instance, the Alsatian dialect located in l'Alsace, France, is more closely related to German than French. This dialect has evolved due to the many military and political conflicts between the two countries (Lang, 2008). The imposition of the German language is quite apparent in this French region. For example, the word house in German is "haus," "maison" in French, and "huus" in Alsatian. Obviously, the origin of this Alsatian term is Germanic (Lorange, 2006). The unique ways of Germanizing other languages and cultures, as well as incorporating foreign borrowed words, is how the German language has expanded, survived, and remained strong and evolving.

Varieties of German

After centuries of war, the geographic territory of Austria covers a considerably smaller area today than in the past, but this has had no effect on its wide variety of its dialects (Lang, 2008). As stated previously, there are roughly thirty recorded German dialects (Keller, 1979; Lewis, 2009). The dialects are separated into two categories: High

German and Low German. This does not indicate that one category is more prestigious than the other, it alludes to the type of dialectical group. High German refers to the varieties that “took part in the second vowel change” and Low German relates to the varieties that were not affected by “the second vowel change” (Keller, 1979). The second vowel shift relates to a sound shift of consonants and does not necessarily affect the vowels. As Keller (1979) states “the second vowel change affected especially German consonants (plosives and occlusives) p, t, and k were transformed to pf/f, ts/s (z) and k/ ch” (p. 112). For example, the old German word for apple was “aeppel” (as opposed to today's German word Apfel) and the second vowel change (or sound shift) changed it to “apful” (Keller, p. 113). The old German word cat (Katze) was “catt,” then the second vowel change word was “kazze” (Keller, p.113). The last example is the old German word to lick (lecken) which was “leckoen” and after the second vowel changed morphed to “licken” (Keller, p. 113). Because Low German was not effected by “the second vowel change” (Keller, p. 112) it does not have the diphthongization that High German dialects have, as within the Wienerische dialect (Jakob, 1980). The linguistic make-up of the region changed as regimes changed. “Diphthongization literally means two vowels or two tones” (Yule, 2005, p. 231). For example, the standard German verb “kann” changes to “koann” in the Wienerische dialect. Low German dialects have a monophthongization of words, such as in the dialect Plattdeutsch and, again, were not effected by the second vowel change. “Monophthongization or ‘pure vowel(s)’ means that the tongue remains in one place” (Keller, p. 12). For example, the standard German verb to sit is “sitzen” and in Plattdeutsch or old German, it is “sitten” (Keller, 1979). Although the vowel itself did not

change, the tongue remains in the same place and the consonants changed, which refers to the second vowel change (Ulbrich, 2002). Therefore, one can conclude that standard German has changed over time, whereas some of the dialects have held onto the ancient German linguistic features (Ulbrich, 2002).

The High German territories include German regions below Frankfurt am Main which is also composed of Austria and Switzerland. Low German is mostly contained within Germany primarily the areas north of Duesseldorf. As a result, a linguistic map of Germany contains two main dialect boundaries (Keller, 1979). An isogloss is "a line of demarcation between regions differing in a particular feature of language as on a point of pronunciation, vocabulary, etc." (Yule, 2005, p. 1). One isogloss is located below Frankfurt am Main, (which is unofficially named the Weisswursst equator, because Weisswursst is a popular cuisine below this isogloss) ,and the other is located below Duesseldorf, thus providing an area in the middle. This area in the middle pertains to Central German, which blends both High and Low German (Keller, 1979).

Within the High German category, two subcategories have been described, Upper German and Middle German. High German specifically refers to vernaculars from Frankfurt am Main to Southern Austria (Alemannic, 2009). Upper German is a group of dialects spoken in southern Germany, Austria, Switzerland, and Northern Italy (Stevenson, 1997). According to Alemannic (2009), Upper German pertains to most of Baden-Wuerttemburg and Bavaria, the entirety of Austria, and most of Switzerland. Middle German has several meanings. In general, Middle German applies to those vernaculars expanding East and West, or from the borders of France to the Czech

Republic and Poland, as well as from Frankfurt am Main to Stuttgart. (Alemannic, 2009). Firstly, Middle German can pertain to the geographic region of High Germanic dialects, which is referred to as Central German (Stevenson, 1997). Secondly, it pertains to Middle High German, which comprises the southern dialects, and Middle Low German, which pertains to the northern dialects (Stevenson, 1997).

A linguistic map, such as the one provided by Mutur, would show the previously mentioned varieties of German. The varieties of German move from Low, Middle to High German when beginning from the north of Germany and moving to the south of Austria (Mutur, 2005).

To prevent a misunderstanding from occurring, it is necessary to address the meaning of "Hochdeutsch." The term High German has no relation to the term "Hochdeutsch." This can be misleading, because "hoch" means "high" in English, but is instead related to the standard German language which foreigners learn abroad and native German speakers learn in school. Thus, "Hochdeutsch" is the German term for standard German (Ganser & Haas, 1994). As explained before, there are two variants of "Hochdeutsch," standard Austrian-German and standard German. Within the High German region, standard Austrian-German is used and in the Central and Low German regions, standard German is used (Grzega, 2000). Although some Germans may say that the Austrian-German standard is not as regal as standard German "the ideal of a socially and culturally elevated and refined standard language has impressed itself on Austria in a way it never has on the Alemannic areas" (Keller, 1979, p. 200). The Alemannic areas

consist of the Alsace region in France, Baden-Wurttemburg in Germany, Voralberg in Austria, and the German-speaking areas in Switzerland (Lewis, 2009).

The main dialectical differences between Middle German and Upper German can be found in grammar, vocabulary, greetings, and pronunciation. For example, when Middle German speakers take leave of one another they say “tschüss” whereas Upper German speakers would more typically say “Pfir di” (Schwarz, 2008). The pronunciation of Middle and Upper German is similar, because both were affected by the second vowel change, but Upper German speakers stress diphthongs and hence tend to change the “a” to “o.” Such as the word “ja” [yɑ] in Middle German changes to “jo” [yɔ] in Upper German (Schwarz, 2008).

When comparing Middle and Upper German, it becomes apparent that they do not share the same standard German. An explanation can be found in geography, because the Alps serve as a linguistic barrier, protecting the standard Austrian-German language and its many dialects, but also hindering communication (Nijkamp, Rietveld, & Salomon, 1990). The Middle German area uses standard German, whereas the Upper German area uses standard Austrian-German.

The subcategory Middle German contains six main dialects, whereas Upper German consists only of five main dialects (Alemannic, 2009). In light of my personal experiences with Austrian varieties of German, I will focus here on the example one of Upper German: Alemannic and Austro-Bavarian (Alemannic, 2009).

Table 1: Dialect Categories

The German Language	
High German	***Low German***
second vowel change	no second vowel change
diphthongization (*Wienerische* dialect)	monophthongization (*Plattduutsch* dialect)
Frankfurt am Main to southern Austria	The most northern regions in Germany
Upper German	
group of standard Austrian-German dialects spoken in southern Germany, Austria, Switzerland, and northern Italy	
five main dialects:	
Alemannic: unintelligible dialect to native German speakers. The Alemannic dialects that are located in Switzerland are considered to be Swiss-German.	
Low Alemannic	
High Alemannic	
Highest Alemannic	
Middle German	
six main dialects	
Central German: region between Frankfurt am Main and Dusseldorf	
Middle Low German: northern dialects *	
Middle High German: southern dialects *	
*Both subcategories cover the borders of eastern and western Germany; France, Czech Republic, Poland, and Frankfurt am Main to Stuttgart. Both groups use standard German.	

Alemannic Dialect

The Alamanni were several ancient Germanic tribes that had a strong alliance and conquered much of one area in what is now Baden-Wuerttemburg, Switzerland, France, and part of Austria (Mutur, 2005). Their name derives from the Latin "Allemagne," meaning "the Germans" (Lang, 2008). The Alemannic dialect belongs to the Upper German subcategory of High German and is spoken in areas of Baden-Wuerttemburg, Bavaria, Alsace, and the German-speaking parts of Switzerland today (Keller, 1979).

The Alemannic language is unintelligible to most native German speakers and contains three subvariants: Low Alemannic, High Alemannic, and Highest Alemannic (Alemannic, 2009; German Language, 2010; Yule, 2005). "These branches are considered to be Alemannic dialects because they belong to the German language, even though they are unintelligible to native German-speakers" (German Language, 2010). The subvariants of this dialect are not in hierarchical order but are named according to geographical regions. Low Alemannic refers to the areas of Wurttemburg and Baden in Germany, Basel in Switzerland, and the Alsace region in France (Alemannic, 2009). High Alemmanic is spoken in Zurich and Bern, Switzerland, Voralberg, Austria, and the Black-Forest region of Germany (Alemannic, 2009). Lastly, the Highest Alemannic group pertains to the region Fribourg in Switzerland (Alemannic, 2009). The Alemannic dialects of Switzerland are considered Schwyzerdutsch or Swiss-German (Alemannic, 2009). There are also variants in pronunciation between each region within each subvariant (Alemannic, 2009).

Only a few regions in German speaking countries have a subvariant of an Alemannic dialect, such as l'Alsace, Swabia, Voralberg, Bern, and Tirol. These territories have incorporated the second vowel change (old high German), yet retained sound shifts from the initial vowel change (old German), which will be explained in further detail below (Grzege, 2000; Keller, 1979).

The Low Alemannic dialects "retain [the] initial German 'k'" [kx] rather than fricativising to [χ] as in High Alemannic" (Keller, p. 31). "Fricatives are consonants characterized by frictional passage of the expired breath through a narrowing at some point in the vocal tract" (Yule, 2005, p. 291). "In the case of German [χ], the final consonant [is like that] of Bach" (Yule, p. 98). Another example of the difference between Low Alemannic from High Alemannic is "for instance the German word (cold) "kalt" [kɑlt] becomes [χɑlt] in High Alemannic dialects" and remains "kalt" in Low Alemannic dialects (German Language, 2010). Below is a comparative vocabulary chart of Low and High Alemannic dialects that have been adapted from Languages and Origins in Europe (2009) website.

Table 2: Phonetic Comparison

English	Standard German	Low Alemannic (Alsatian (North) Dialect)	High Alemannic (Black Forest/ Swabian Dialect)
House	Haus	Hüüs [hy:s]	Hous [oʊ]
Today	Heute	Hid [hɪd]	Heid [hɑɪd]
Little	Klein	Klai [klɑɪ]	Kloi [klɔʏ]
To drink	Trinken	Trenka [drəngə]	Trenka [drənkə]

Brother	Bruder	Brüeder [bʁe:dəχ]	Brudon [bʁʊ̈ədɔ]
Foot	Fuß	Füess [fɪ:s]	Foues [fu:əs]
Daughter	Tochter	Dochter [do:χtəχ]	Dochton [dɔχtɔ]

Another difference between the Low and High Alemannic dialects is that the '-er' ending within the Low Alemannic dialect(s) changes to a '-ch' [χ] sound, whereas the High Alemannic dialect(s) changes to a '-on' [ɔ] sound. However, there is a similarity between the Low and High Alemannic dialects, which is that both tend to change the 't' to a 'd', as within the examples of (to drink) trinken and (daughter) Tochter (Renfrew & Heggarty, 2009).

The last subvariant, Highest Alemannic refers to the Bernese Oeberland region in Switzerland, which consists of only one dialect, Walliser German. A similar dialect, Walser German is present in Switzerland, Italy, Austria and Liechtenstein (Lewis, 2009). The reason for a third subvariant is due to a phonetic difference, hence the two dialects (Low and High Alemannic) “do not have the hiatus diphthongisation of other dialects of German” (German Language, 2010). A [linguistic] hiatus “is the separate pronunciation of two adjacent vowels, sometimes with an intervening glottal stop” (Yule, p. 301). For example, the German word (good) gut is thus with a diphthong [go:ət] in the Highest Alemannic dialect (Renfrew & Heggarty, 2009). However, according to Renfrew and Heggarty (2009) glottal stops occur at the beginning of a word that starts with a vowel, such as the German word (eye) Auge is pronounced [ʔɑʊkə] in the Highest Alemannic dialect.

Although there are many dialects within the Alemannic subcategory of the German language, such as Swiss German, Swabian, and Alsatian, it would be outside the scope of the present study to cover those dialects in depth. Rather, such an overview, is useful to bring awareness to German language learners about the many German dialects within the German-speaking countries.

Dialects in the Foreign Language Classroom

As German dialect research continues, it becomes clear how many dialects and sub-dialects exist within the German language. This linguistic diversity contributes to German L2 learners' difficulties in comprehending and communicating with native German speakers. It is therefore necessary to incorporate some dialect awareness training, particularly in the form of authentic materials, into the foreign language classroom. Not only does the exposure to dialects in the L2 classroom enhance cultural appreciation, it also increases students' knowledge of vocabulary, geography, and grammar. Literature containing dialects allows L2 learners to experience how 'real' everyday German is used, not textbook German (Kramsch, 1993). Songs, video clips, and short stories can facilitate students' vocabulary development and most importantly their German cultural awareness. Such awareness also helps dispel stereotypes and avoid generalizations about language and culture.

One way to improve students' German cultural awareness is to show them the differences between the standards of German, which are Standard German and Standard Austrian-German. The differences between the two standards are significant and important for German language comprehension and communication (Clyne, 1995). The

differences lie within all aspects of the German language, vocabulary, pronunciation, and grammar, including articles (Clyne, 1995). Schwarz (2008) illustrates several pronunciation differences between the two standards. For instance, the ending “-en” for verbs in the first person plural changes to “-et”, for example, “gehen” [geʔən] (to go) in Standard German (SG) is “gagnet” [gegnɪt] in Standard Austrian German (SAG). The diminutive ending “-le” is added in SAG, for example "Haus" [haʊs] (house) is “Hausel" [haʊzəl] in SAG, and the word small “bisschen” [bɪsχen] in SG becomes “bissel" [bɪsəl] in SAG. The suffix “-e" is used as a plural in SG, for example the word “Spaetzle” [ʃpætslɐ] is “Spaetzla” [ʃpætslɑ] in SAG. Another SAG feature is the pronunciation of “s" [which is placed] before consonants for example, the SG word Fest [fest] (celebration) is pronounced “Fescht” [feʃt] in SAG.

A grammatical difference between SG and SAG lies within the auxiliaries. In SG, the auxiliaries ‘haben’ (to have) and ‘sein’ (to be) are used in conjunction with past participles to form the past and also present tense. However, SAG uses the verb ‘tun’ (to do) as an auxiliary, whereas SG rarely uses ‘tun’. For example, in present tense SG, the sentence ‘I will do it’ is ‘ich mache es.’ However, in SAG, the same sentence in the same tense is ‘ich tue es.’ The past tense sentence ‘I did it’ is ‘ich habe es gemacht’ in SG, but changes to ‘ich habe es getan’ in SAG (Langer 2000). From my teaching experience, the notion of two different verbs conveying the same meaning (‘to do’) is confusing for German language learners. Therefore, I believe that it is important to explain to the students the differences between the two verbs and how and where they are used.

On a personal level, after living in Austria for two years, I continued to make some mistakes in German by not using the correct definite article, although at times I was certain that I had used the correct definite article. I finally asked a colleague if there is a difference between German and Austrian-German definite articles, and after some thought she realized that there is a difference. Thus, a frustrating difference between SG and SAG is that the definite articles change for the same noun. Of course not all definite articles are different, but some do change, presenting another challenge for German language learners. For example the article for the word 'e-mail' in SG is 'die Email' however in SAG it is 'das Email.' Another example is the word 'car,' which is 'der Wagen' in SG and SAG, but the plural changes to 'die Wagen' in SG and to 'die Wägen' in SAG. Although it may seem to be an insignificant change it is considered to be correct or incorrect according to each country's standard.

Another challenge I encountered while living in Austria consisted of the vocabulary differences between SG and SAG. For example, the word t-shirt is 'das T-Shirt' in SG, but is 'das Leibchen' or 'das Leiberl' in SAG. The word for high school diploma is 'das Abitur' in SG, but is referred to as 'die Matura' in SAG. There are many vocabulary differences between the two standards, constituting another potentially frustrating aspect of the German language for German language learners.

I believe that addressing these differences between the standards in the second language classroom will allow students to become more aware about the German language and culture. According to Kachru, Kachru, and Sridhar (2008), being aware about other varieties of languages is the beginning of acceptance of other cultures. I think

that it is limiting to teach only one standard in the classroom and to exclude dialects, because I believe that it limits students' knowledge to just one region and linguistic standard of a culture. Martinez (2000) states that

> in teaching the standard dialect the entire notion of standard and vernacular dialects is really much more of a social issue. Teachers should provide model registers using video, radio, movies, guest speakers, and the like and then require students to model different registers, especially in the formal registers, through role playing, debates, and speeches (p. 4).

Although it is an effective activity to have students do role plays in a particular dialect, beginning German language learners should be informed about the dialects and not be expected to speak the dialect. Martinez (2000) asserts that "I see no particular reason why we should wait until a student has mastered the standard variety before informing her/him of the reasons why the standard exists in the first place" (p. 4). It is important that German language learners be informed about the many dialects that exist in the German language so they can have a better understanding of the culture and language.

One concern for teachers is precisely how to teach dialects and incorporate them into lesson plans in the second language classroom. Martinez (2000) proposes a type of vocabulary game. The teacher introduces a word from a specific dialect or variety of the target language and then asks the students to give a formal equivalent. For example, in a German second language classroom, the teacher could give the students a word from standard Austrian German, such as 'das Leiberl' and have the students provide another

equivalent, such as ‘das T-shirt or das Leibchen.‘ Another dialect activity is to have students think of ways that dialects, varieties, or standards use a specific word differently. For example, the German word ‘doch’ is a type of yes answer to a negative question. There is no equivalent in the English language. However, ‘doch,’ for example, is used differently in dialects and standards.

As a foreign language teacher, I believe that it is my job to convey the culture as well as the language. When the curriculum exposes students to dialects, varieties, and standards, students will expand their knowledge and appreciation for other cultures. It is my personal classroom goal that students are aware of the location of dialects and know some vocabulary words of each dialect. I have found that it is one thing to be able to speak the language, but understanding the language, especially dialects, is a different challenge. Martinez (2000) claims that

> classrooms based on dialect awareness (CBDA) basically gives students the tools to analyze language varieties from a scientific perspective. It allows them to detach emotion and prejudice from the perception of dialects and to look at them as self-contained systems of human communication (p. 6).

Through the use of radio, songs, video clips, and cultural communicative activities, such as group work and role play, students can become informed about the language, dialects, and cultures they are studying and the world in which they live.

LITERACY ARTIFACT

INTRODUCTION

I wrote this artifact for the Literature in the Second Language course, in which I learned about the different types of literature and how they may be incorporated effectively in the foreign language classroom at different levels. In the artifact I compare authentic and simplified literature and discuss the advantages of using authentic literature in the foreign language classroom. By using authentic materials, such as newspapers, magazines, restaurant menus, fairy tales, and comic books, language learners are able to understand the language that is used in the target culture. This paper was initially written in collaboration with Lindi Brown, a fellow MSLT student. Since the time we wrote this paper, I have made revisions on my own. After researching and writing this paper, I have learned that authentic materials are key in the foreign language classroom because it familiarizes students with the everyday language of the target language and culture.

AUTHENTIC LITERATURE VERSUS SIMPLIFIED LITERATURE IN THE CLASSROOM

Literature in the L2 classroom is again becoming increasingly popular. Textbooks are including literature sections in an effort to introduce the students to written discourse in the target language. Yet, opinions on whether or not only authentic literature should be presented to students are divided among pedagogy linguists and speech advisors. While I believe that authentic texts are highly preferable to simplified texts, it is the goal of this paper to define authentic texts and support the contention that they are more beneficial than simplified texts for students in the L2 classroom.

Simplified Material

In describing authentic literature, it is sometimes easier to define what it is not. Simplified texts belong to a genre that is artificial and contrived by speakers of the target language. These texts frequently lack the natural language that is found in quotidian situations (Crossley, Louwerse, McCarthy, & McNamara, 2007). In order to present an easily digestible format, the authors may select the most common words in the language to introduce connected discourse. Simplified texts attempt to eliminate the higher-level vocabulary and sentence structures found in authentic texts. The challenge for second language learners, then, is that these common words may have multiple definitions, lending to confusion created by polysemy. Simplified texts replace the less common and more precise words of the target language with more common and ambiguous words. This lexical bait and switch creates not only a sentence structure with more components,

but a false use of discourse, requiring a high processing fee for the student (Crossley, Louwerse, McCarthy, & McNamara).

Since the vocabulary in simplified texts is more basic, the language used in these texts is no longer natural. According to Nadeau and Barlow (2006), language speakers in general "write as they speak (informally, favouring effective communication…)" (p. 178) rather than attempting to replace more challenging words with more common forms. The effect is a more natural text. Simplified texts, on the other hand, are "not representative samples of the kind of texts the foreign language student will eventually encounter in the country of the target language" (Geltrich-Ludgate & Tovar, 1987, p. 80). Instead of introducing the language as it naturally functions, simplified texts are a creation of structured input that is not realistic.

This is not to say that simplified texts haven't played a vital role in the second language classroom. Simplified texts provide a structured learning tool. Students find simplified texts to be beneficial because they imitate the language spoken by the teacher, which tends to be fairly controlled and well thought-out (Tweissi, 1998). However, simplified texts tend to contain shorter sentences, eliminating the cohesion that is imperative to discourse. Instead of creating long and complicated sentences that contain conjunctions, simplified texts separate the sentences into a more digestible format. They may sacrifice plot and concept development for unproblematic configuration (Crossley, Louwerse, McCarthy, & McNamara, 2007). Historically, it seems to have been common practice to use these simplified texts in the language classroom. As exemplified by more recent textbooks such as, *Vorsprung: A Communicative Introduction to German*

Language and Culture and *Vis-a-Vis: Beginning French*, the current trend is to introduce authentic materials into the classroom.

Authentic Material

In order to understand what constitutes authentic material, it is helpful to turn to scholarly authors who have defined the concept. However, it is also helpful to understand the difference between realia and authentic materials. According to the Merriam Webster dictionary, 'realia,' is "objects and materials used in everyday life," such as menus, train tickets, and websites.

> Authentic materials are those that have not been specially written or recorded for the language learner but were originally directed at the native speaker. They are genuine cultural artifacts such as timetables, newspapers, magazines, letters, hotel guides, restaurant menus, bills, essays, leaflets, recorded interviews, radio and television broadcasts, advertisements and films (Kienbaum, Russell, & Welty, 1986, p. 43).
>
> [Authentic materials are] language samples—both oral and written—that reflect a naturalness of form, and an appropriateness of cultural and situation context that would be found in the language as used by native speakers (Villegas Rogers & Medley, 1988, p. 471).
>
> [Authentic] materials [are] written to be read by native speakers of the language rather than materials written only to teach the language (Maxim, 2002, p. 26).

After reading the above definitions, it would seem that authentic material can be chosen directly from the target culture. This would suggest that authentic material is any material that has not been modified for the language classroom, but can be found in the target culture. It is written or spoken for fluent speakers of the language. It can provide visual support with photos and/or illustrations and fulfills a certain social function within the culture. According to this definition, it is acceptable to use not only newspapers, magazines, restaurant menus, etc., as listed above, but also comic books, fairy tales, product labels, junk mail, and the like.

After defining which types of material are authentic, it is more easily seen how authentic material can be incorporated into the current language classroom. Authentic materials have a natural redundancy. For example, a bus schedule will have several platforms, several times, and several buses from which to choose. A student can negotiate meaning through the duplication of these important items. Certain forms of poetry, as well, will have a natural duplication of certain aspects, such as repeated lines, sounds, rhymes, grammar, or images.

This repetition reflects language as it occurs naturally and has a genuine cohesiveness to it. Instead of shortening sentences, eliminating or rearticulating idioms, or restructuring syntax that may be difficult (Long & Ross, 1993), the authentic material provides an accurate representation of the living language. It is the "raw data of a culture" (Kienbaum, Russell, & Welty, 1986, p. 8) and is thus representative of the types of material that the students will encounter in the target-language community. In our classrooms, it is important to equip our students with the tools that they will need to

function in the target language and culture. Thus, authentic literature also exemplifies language in context (Hadley, 2000) and can be one essential tool that students need in developing proficiency and developing knowledge of culture.

Authentic Material versus Simplified Material in the Foreign Language Classroom

Although it has been the current trend to use simplified material in the second language classroom, it is time to re-examine that trend. Students who desire to become proficient in a second language according to the ACTFL standards can utilize authentic material to do so. It is necessary that instructors choose material that will "lead the student to a functional, realistic use of the language, both in its linguistic and cultural aspects" (Kienbaum, Russell, & Welty, 1986, p. 12). Authentic material will support this reality whereas simplified material will not.

Simplified materials, as stated above, can be good for students. When carefully selected, these materials are easier to understand and require less work on the part of the instructor. However, they do not reflect realistic linguistic and cultural uses of the language. Moreover, Ellis mentions that there is no supporting evidence to prove that simplified materials ease the acquisition of a second language (Ellis, 1993, as cited in Crossley, Louwerse, McCarthy, & McNamara, 2007). So, when the instructor presents a simplified text, students will not necessarily acquire the language any more easily.

Comparing language development resulting from simplified versus authentic texts, Carney and Franciulli (1992) tested students in their graduate-level Spanish international management class. They assumed that students would be able to read through the material without additional assistance (such as assistance from native

speakers) and prepare an oral report to present to the class. They add, “In the case of the most difficult pieces, some of the words were discussed at the beginning of the class” (Carney & Franciulli, p. 7) in order to ensure that the students reached a primary level of comprehension. The students first read from an authentic article and then a simplified article.

The findings of the study showed that “although the students committed a great number of mistakes, they fulfilled the basic objective of acquiring enough elements to express themselves” (Carney & Franciulli, 1992, p. 8). However, the authentic article, which contained more challenging language, generated a higher interest level than the simplified article. Moreover, the authentic article “had demanded the most preparation, [and] had created schema that the students were applying to other readings” (Carney & Franciulli, p. 8). This schema system created by the authentic material may aid the students in remembering the material at a later date and applying it to future material. It would appear that the language acquired with the authentic article was done so through more preparation and effort on the part of the students. Young (1999) supports this hypothesis, claiming that “students obtained the highest recall scores on the authentic, as opposed to the simplified versions” (Young, p. 359). Therefore, although reading simplified texts may require less work, they may not lead to acquisition whereas authentic materials foster a functional use of the language.

In addition to creating schema, authentic material also evokes emotional involvement from the students in the classroom. In a study performed by Kienbaum, Russell, and Welty (1986), students were “enthusiastic to acquaint themselves through

realia with a small city and discover its infrastructure" (p. 26). It is necessary for instructors to question why this is true. The reason behind this is the same as it is in any genre. The students are creating a reality in which they become involved with the target country and language, linking themselves sociologically with individual citizens and their daily life (Kienbaum, Russell, & Welty, 1986). The students learn to care about the daily life of these individual citizens instead of characters in a textbook with whom they will never interact. Therefore, the students have more meaningful input.

Moreover, "controversial topics stimulated the students to pursue further reading on a subject although the length of articles or the lexical complexities were frequently beyond their level" (Kienbaum, Russell, & Welty, 1986, p. 26). Adding topics or materials that require emotional investment sparks the curiosity of our students. Authentic material forces students to ask who, what, why, and how. It increases their "motivation to engage in literacy" (Ranker, 2007, p. 296). In using authentic material, instructors challenge students to think critically about their own society and culture. This type of culture questioning is in line with the ACTFL guidelines for foreign language learning by adding to students' schemata of communities and comparisons.

Fairy Tales and Comic Books

Students can be introduced to the current culture of the target language through popular literature from the target community. Both fairy tales and comic books are good examples of such literature. Though they may not commonly be thought of as authentic literature, according to traditional definitions, fairy tales and comic books reveal a genuine use of the language. In addition, they are windows into the community that can

provide valuable insights to outsiders. They are originally written for the native speaker and provide the students with a social commentary on the target culture. Moreover, they can be used as an implicit exhibition of the target culture, which is fitting in a L2 classroom. First, we will turn our attention to fairy tales.

Many fairy tales are part of an oral tradition only later collected and written down. As Davidheiser (2007) explains, "people often are surprised by the fact that fairy tales were an oral tradition long before they ever were put to paper. These oral tales are sometimes referred to as folktales to differentiate them from their literary versions, which soon became the norm for fairy tales" (Davidheiser, p. 215). Because these tales were originally an oral tradition, fairy tales stem from the core values, beliefs, and imaginations of the native speakers indigenous to a particular region. Zipes (1987) mentions that those who collected the tales, such as the Grimm brothers, "hoped to find great truths about the German people and their laws and customs by collecting their tales, for they believed that language was what created national bonds and stamped the national character of people" (p. xxxiii). Since fairy tales originated as oral tradition and were collected and written down centuries later, fairy tales are part of the core representation of a culture and language at a particular point in time and are therefore useful material for the L2 classroom. It is possible to maintain the authenticity of a text even if it is simplified. For example, Davidheiser (2007) has published a text entitled Deutsch durch Maerchen which includes shortened stories of the Grimm's fairy tales. Davidheiser describes that, in his text, "we maintained the authenticity of the original tales, but shortened them and updated some of the vocabulary" (p. 222). Thanks to these shortened

fairy tales, students are not only able to understand the fairy tale in the L2 classroom, but they are also able to understand the vocabulary and the grammatical concepts without reading the original form that may include antiquated language and sometimes dated grammar (Davidheiser, 2007). In using the authentic, but abridged, version of the fairy tale in the classroom, the instructor is facilitating the comprehension of the fairy tale. Though some may argue that changing the vocabulary and the grammar removes the authenticity of the piece, I believe that the vocabulary and the grammar changes Davidheiser refers to are simply used to maintain cohesion of the story.

How are fairy tales beneficial for students in the L2 classroom? The natural linguistic features of fairy tales provide convenient learning activities, including many grammatical concepts, such as adjectives and the command form. One linguistic feature of fairy tales is natural repetition, averaging a repetition of a linguistic feature about three times (Tatar, 2002). For example, in the book *Les Plus Belles Histoires du Soir*, (the most beautiful bedtime stories) the story *Framboisine* tells of a princess who loved desserts and requested that her suitors brought her a dessert before she would decide whom to marry. The reader is taken through three occurrences where the suitors brought her their dessert. It was not until the third suitor, Prince *Macaron*, offered her a pink cookie that she fell in love with both the confection and the prince. The sequence occurred three times over the course of the story. Such repetition helps students focus on a grammatical form or vocabulary word in the foreign language classroom.

This element of three can also be seen in Goldilocks. The first incidence can be seen when Goldilocks came upon three bowls of porridge sitting on the table at the house

of the three bears. The first bowl was too hot, the second too cold, and the third was amenable to her tastes (Schleffer, 2007, p. 5). Though this is not the only time in the story that the number three is used, it is a prime example of the natural repetition that is beneficial for the students in a second language classroom. Had the students not known the word porridge previously, after having seen that key word several times in the text, they may begin to wonder what it is and will seek out a definition by various methods. Once they have learned the word, it becomes a part of their second language lexicon. This is due in part to the natural redundancy in fairy tales.

Davidheiser (2007) states that "repetition is, after all, an absolute sine qua non for foreign language learning. By reusing targeted vocabulary in [...] narrating the tales, students are able to internalize vocabulary" (p. 222). Students are therefore able to review and internalize vocabulary by reading a fairy tale, which is a far more interesting than reviewing flashcards. The same repetition occurs with other linguistic features, such as grammatical concepts. Therefore, students learn vocabulary and linguistic features in their L2 as they did in their L1. No memorization is necessary.

Fairy tales contain a natural repetition of verb tenses, as do other stories. Where there is a consistent repetition of these tenses, form-focused instruction can aid students in comprehension. For example, Schleffer (2007) provides common repetition of past tense verbs in an excerpt from Cinderella: "Cinderella cried in despair. Her Fairy Godmother magically appeared and vowed to assist Cinderella in attending the ball" (p. 25, emphasis added). With instructor guidance and indication of these differing forms of the verbs, the students can identify specific features of the tenses within the target

language (Spada & Lightbown, 2008). Through practice and repetition, the students will be able to tackle a formerly unfamiliar French tense.

Referring back to *Framboisine*, the modern French fairy tale, the reader can find a natural redundancy of the *imparfait*, or imperfect. For example, a novice student can identify the imperfect form of the verb *avoir* (to have), which is *avait*. Students will also recognize the imperfect forms of the verbs in the following sentence, which have been bolded here: *Le deuxième, le prince Éclair, s'**était** dit qu'il **allai**t la séduire avec un gâteau au chocolat* (Acappella,2009, p. 18, emphasis added). Taking notice of a text's naturally recurring elements may be an effective way to familiarize students with new grammatical concepts. Instructors can quite easily fit verb tenses into any lesson, pulling from any piece of literature. Beginning L2 students would also become accustomed to seeing regular and irregular verbs in different contexts. French students, who commonly deal with *avoir*, *être*, and *aller*, would quickly become familiar with these irregular verbs through repetition and could use this knowledge throughout their L2 acquisition.

Within *Framboisine*, and any other French literature, there is the added element of the *antérieur passé*, or the past perfect. The *antérieur passé* is a literary compound past tense, containing two main parts. It is a difficult tense for beginners because of its formal style and its singular use in literature. It is not necessarily that the tense itself is complex, since beginning French students have encountered a similar compound tense (passé compose), but rather that they are not always formally shown the *antérieur passé* in the classroom. This is something that most upper division French students usually stumble upon when they read literature outside of the classroom setting.

Since this tense is not typically introduced in beginner courses, the literature itself becomes a challenge to read. However, through the natural repetition of authentic literature, or fairy tales, the students become acquainted with this tense and can easily identify where it occurs within any text. If an explanation is provided and form-focused instruction occurs (Spada & Lightbown, 2008), the literature can be more easily navigated. Normally, where the students would have difficulty with the sentence, "*Framboisine goûta un morceau et fut vit écœurée*" (Acappella, 2009, p. 17) they can instead see the usage of *goûta* and *fut* as being *antérieur passé* and can interpret the story, especially when they see the verb repeated frequently.

Along with the repetition of grammatical concepts, fairy tales teach other cultural aspects. Within the authentic fairy tale, the students can further their understanding of the target culture and language and the omnipresence of fairy tales in many academic areas. Teaching a second language through fairy tales is a motivational method which captivates students' interest. Fairy tales can be suitable for multiple audiences and ages in second language acquisition (Davidheiser, 2007). The use of fairy tales in the L2 classroom deepens the cultural awareness of the target culture and of one's own culture. Significant differences occur in similar stories that have been found in a range of cultures. To show these differences, a simple look at Cinderella will suffice.

When reading through the German, American, and French version of Cinderella, the difference is shown in the shoe. One of the more memorable examples in the French and German versions is that Cinderella's stepsisters cut off their large toes and part of their heels to fit into the slipper (Owens, 1996). This example of gruesome deatil in both

versions of Cinderella is an underlying commonality in contemporary society in French and German cultures. The French mentality is much more inclined to support the development of the character in the story, their reaction to the world around them, than the American version of the story where society sees through rose colored glasses. For example, the standard American film will have an ending where the characters live 'happily ever after,' as opposed to the French and German standard films that prefer social commentaries and leaving their audience thinking. This creates a cultural opposition to the common literature that the students in an L2 classroom have become accustomed to reading.

Cultural awareness can also be developed through the morals found in fairy tales. Second language learners may either find this moral at the end of the story or hidden within in the form of repetition of a theme. One such example can be found in the modern French fairy tale, *Bouche Cousue*. The story tells of a gluttonous monster that has his mouth stitched together by a fairy. The moral, found at the end of the story, states simply, "*Ce n'est pas la quantité qui compte, mais la qualité*" (Acappella, 2009, p. 54). After having gone through a trying experience, the gluttonous monster learns a motto that is current in French society today. Any visitor to France will surely find multiple patisseries, yet the French are quite good at understanding that quality is more important than quantity when it comes to eating. In reading a fairy tale, albeit modern, the students in the L2 classroom would be able to glean this cultural information.

Through fairy tales, students are able to learn a variety of things. Not only are they able to find natural repetition, thus allowing for negotiation of meaning, but they are

also able to see cultural differences and benefit from the morals found in the tales. They are able to take the authentic story and garner not only grammatical information, but cultural information that can be applied throughout their language learning career. This is not a distinct characteristic in fairy tales but can also be found in other authentic examples of literature such as comic books.

Comic books, as opposed to fairy tales, are more frequently written in the current language of the day. They preserve the contemporary use of the language and the cultural context of the society. Comic books preserve this language and culture, but add visual garnishes that are appealing to the reader. Though the use of these illustrations may be unobserved by the native speaker, for second language students, the material provided by the illustrator supports their comprehension of the material and the saliency of the book.

In order to be effective and understandable, the grammar point or target vocabulary must be salient. One way that the students can comprehend the text is to see the natural repetition of characters and language in a comic book. While the characters may use a more contemporary form of the language to establish individuality, the students can be drawn in with the character and notice their use of speech. This authentic text, in which nothing has been changed to make it less contemporary, may be a little challenging if it was simply laid out in a boring format without visual materials. However, comic books are far from boring.

Since comic books are visually appealing, they naturally draw students into reading them. Maun (2006) reports that “text which looked generally solid, with only black and white contrasts (printing against paper) produced negative reactions” (p. 116).

In addition, he claims that "text which bores may be demotivating," causing the students to not want to continue reading the literature (p. 117). However, because comic books do not contain blocks of text, nor just black or white print, they hook students' attention and carry them throughout the story. Moreover, the images aid students in building schemata for their second language.

Students who encounter a previously unfamiliar word are often helped by a text that has visually supporting items. In a comic book, when students see a new vocabulary word, they are able to turn to the image in the frame to explain what is occurring. This allows the student to negotiate the meaning of the word without using a dictionary. This small success helps students to continue in the story, without interruption, and allows them to grasp the authentic language by themselves, sparking a continuing interest in what the student is reading. Carney and Franciulli (1992) state that, "the degree of interest [the] material generates motivates the students in spite of the difficulties of the language" (p. 9), proving that if students are captivated, they will be motivated. If the instructor is able to motivate the students, the text may not appear so difficult.

From the point of view of the student, any text that is less intimidating is always more motivating. Comic books and fairy tales in their original state are palatable with assistance from various sources, such as CD's and the website "FSL French Fairy Tales." If the student can use the visual support given by comic books, the final moral dictated by fairy tales, the natural repetition in both sources as a means to learn new vocabulary, and cultural references in both sources to assemble a picture of the target culture, they may be more amenable to finding other literature in the target language in the future. They will

create an emotional tie to texts that they enjoy and will continue to seek out the connection with the language. If the students learn that authentic literature can be read and understood from their first interaction, they will no longer be intimidated by authentic material.

Authentic material, literature, and realia will instead become a tool used to "create meaning in the mind of the reader" (Maun, 2006, p. 122). If instructors routinely simplify the texts that students are processing, they will not be able to function in the target language society. Authentic texts, which include any text that was originally written for the native speaker, provide rich examples of the target language for the second language learner. Fairy tales and comic books, as a part of that definition, can be incorporated into the L2 classroom. Using material that is both linguistically and culturally laden allows students to become familiar with the language and culture in context is the best possible way and should be preferred over simplified or unauthentic texts for the benefit of the students.

CULTURE ARTIFACT

INTRODUCTION

I wrote this artifact for the Cultural Teaching and Learning course, in which I learned about globalization, world Englishes, and the increasing numbers of English second language learners. For this artifact, I conducted my own research (see appendix E). The purpose of this research paper was to investigate the presence of multicultural and multi-ethnic literature and authors in English department programs in universities across the United States. The research consisted of three observations of three different English classes at Utah State University, which were: English 1010, English 2600, and English 4340. During the observations, students of each class were given questionnaires (see appendix B). The data suggest that multiculturalism and multi-ethnicity is apparent within all of the universities' English departments included in this study, however there remains a significant lack of multicultural and multi-ethnic literature and awareness.

Throughout this study I became more aware about the varieties of English and the many debates and even that occur throughout the world because of this language. This research paper made me a better researcher and a better teacher by making me aware of this topic. As an ESL instructor, I will strive to include varieties of English and make my students aware of this topic. I believe that when students become aware of other varieties of languages and cultures, they become more respectful towards those cultures and languages.

MULTICULTURAL AND MULTI-ETHNIC AWARENESS IN ENGLISH DEPARTMENT PROGRAMS AT UTAH STATE UNIVERSITY AND AMONG OTHER UNIVERSITIES IN THE UNITED STATES

It was not until recently that I discovered that there are varieties of English and that there are indeed many Englishes throughout the world (Kachru, 2008; Lewis, 2009). Through my studies I knew that English was the most desirable foreign language to learn, but I assumed that few people spoke English as their first language. However, I came to find out that 350 million people speak English as their first language and that another 350 million people speak English as their second language (Lewis, 2009; U.S. Census, 2010; Weber, 2008). Another interesting aspect about native and non-native speakers of English is that:

> the vast majority of the population 5 years old and over in the United States spoke only English at home (80 percent), and the population speaking a language other than English at home has increased steadily for the last three decades (Census, 2010, p. 1).

The U.S. Census Bureau's data from 2010 also revealed that "of the 55.4 million people who spoke a language other than English at home, 62 percent spoke Spanish (50.5 million speakers)." I realized that this fact was true of my own community because I could see and hear the growing Hispanic population around me.

Although I was aware that the minority will become the majority by 2050 (U.S. Census, 2010), I was still astounded by the fact that I had just encountered the concept of Englishes. One particularly interesting aspect to me was the difference between inner-

circle countries and outer-circle-countries (Kachru, 2008). The inner-circle countries consist of the UK, USA, Australia, New Zealand, and Canada and are considered to be inner-circle countries because 'standard' English is spoken there. The outer-circle countries consist of India, Singapore, Nepal, Tanzania, and Pakistan and are considered so because other varieties of English are spoken in these countries (Kachru, 2008). Authors from non-inner-circle countries, such as South Asian countries, write in their variety of English as a way to show rebellion and freedom (Kachru, 2008). At first, I did not understand why they needed to be freed from the English language, but while researching, I quickly learned that the non-inner-circle countries were colonized by the British and that the people of the colonized countries wanted to use English as "a linguistic weapon" (Kachru, 2008, p. 4). I also learned that the colonized countries had fought wars over the use of English. I then asked myself 'why have I not heard of this before?' I thought to myself 'English is my native language and yet I know nothing about it.' After some reflection, I realized that this multicultural topic was not discussed at school, which was my personal experience. I had not become aware of the problems that the English language and mind-set caused until I entered the Master of Second Language Teaching (MSLT) program at Utah State University (USU). I learned that the English language and mind-set has formed class systems, segregation, and racism. It has caused the loss of cultures and languages. Therefore, with the help and encouragement of my professors, I decided to research whether students at the university I currently attend, USU, were receiving a multicultural education. In particular I was curious to find out if students were learning about the varieties of English and more importantly, if they were

reading multicultural and multiethnic literature in their English classes, or if they were maintaining the antiquated white-man's perspective of English as the dominant language and culture. In my opinion, the 'antiquated white-man's perspective' is when a person of any race or gender believes that all people should speak English, and behave like English-only speaking people.

However, first I needed to understand the difference between multi-ethnicity and multiculturalism. According to Banks (1977), "it is necessary to discuss the meaning of culture in order to describe what multicultural education theoretically suggests since culture is the root of multicultural" (p. 74). Banks continues to state that "culture consists of behavior patterns, symbols, institutions, values, and other human-made components of society. It is the unique achievement of a human group which distinguishes that group from other human groups" (p. 47). Multi-ethnicity is defined as "a group sharing a common ancestry, culture, history, tradition, sense of peoplehood, and forms a political and economic interest group" (Banks, 1977, p. 75). In my understanding, multiculturalism is the characteristic of individuals and multi-ethnicity is the characteristic of societies.

According to Banks (1977) there is a difference between multicultural and multiethnic education. Banks (1977) asserts that a multicultural education should entail "a focus on a wide range of cultural groups, such as the culture of females, black culture, Amish culture, and cultures of regional groups, such as White Southerners and Appalachian Whites" (p. 75). A multiethnic education would include a focus on "ethnic groups within the United States" (p. 77). I believe that a multicultural education is the

extent to which the curriculum includes multicultural and multiethnic authors and experiences outside those of the typical while European males. Multiculturalism is not just a mind-set or subject, it is a movement.

Literature Review

Within this section, the most influential scholars for this paper will be presented. This section also provides an overview of the researcher's work that has contributed to the argument of this paper, which is to determine if multicultural and multiethnic literature is present in English classrooms across universities in the United States. All of the authors included in this literature review offer a deep insight about multiculturalism and multi-ethnicity and provide thorough research about world Englishes.

I believe that it is important for everyone, especially inner-circle inhabitants, to become aware of the multicultural and/or multi-ethnic struggles that the outer-circle inhabitants face. Especially now, because according to Kachru (2008) and Language Statistics (2011), the number of standard speakers versus non-standard speakers is 332 million to 428 million. Non-standard speakers refer to those non-inner-circle countries inhabitants who speak English, but not the variety of the inner-circle countries. Because the number of non-standard speakers is higher than the number of standard speakers, it is time for the inner-circle countries to provide multicultural and multiethnic literature in the English curriculum so teachers and students can be prepared for the future of globalization.

Banks (1996, 2004, 2007) states that the Western traditionalists fear having their educational system marred by multicultural and multi-ethnic literature. Banks also claims

that although there are other active educational groups within the United States, such as the multiculturalists and the Afrocentrists, they have had a small impact on the mainstream culture. Kumaravadivelu (2004) states that the Western point of view has a limited impact on language education, because the Western perspective does not relate to cultural globalization. Howard (2006) assertss that the population of school teachers within the United States consist primarily of white teachers who are uninformed about multiculturalism and/or multi-ethnicity but yet work in a multiracial classroom. Still other researchers believe that the reason multiculturalism is not reflected in the American curriculum is due to the history of the United States. For example, Finegan and Rickford (2004) stress the historical importance of speaking English in the United States and the pervasive English-only mentality in American society and its educational system.

Other scholars claim that multicultural and multi-ethnic struggles are not presented in the mainstream American curriculum because there is no recognition of the many global Englishes. For example, Kachru (1986, 1993, 2008) asserts that many varieties of English are not recognized by inner-circle countries and that non-inner-circle countries have to surrender to 'standard English'. Kachru demonstrates that there are more non-inner-circle English speakers than inner-circle English speakers, and argues that therefore, the inner-circle countries need to become aware of the different Englishes. Another reason scholars claim that multicultural and multi-ethnic issues are not in the mainstream American curriculum is that there is no acknowledgment of the problems that inner-circle countries' immigrants face. Mckay and Hornberger (2010) claim that English as a Lingua Franca and English as an International Language do not always help those

who learn English as an L2 because the inner-circle countries' mentality is to selectively integrate immigrants or to have them return to "where they belong."

Additionally, scholars believe that multiculturalism and multi-ethnicity are not included in the American education system is due to the 'us' and 'them' controversy. Holliday (2009) stresses the issue of native versus non-native speakers, which he claims creates a severe separation between 'us' and 'them' and this separation causes language inequality. Tawake (2000) states that the colonized cultures have been presented (at least in literature) through European eyes, which has perpetuated an insider-outsider perspective (Harris, 1980). According to Harris (1980), the insider-outsider perspective is a description of human behavior. The insider perspective is presented when a person who is part of a culture describes behavior(s) of his/her culture. The outsider perspective comes from an observer who describes behavior(s) of another culture other than his/her culture (Harris, 1980). Therefore, because it is human nature to judge, it is easy to develop an attitude of 'us' and 'them' and disregard the importance of 'the other' (Kachru, 2008).

Students should read other standards of English and become familiar with multiethnic authors because the number of native English speakers who do not belong to the inner-circle of English speaking countries, such as India, Singapore, Caribbean, Tanzania, etc., is higher than those native speakers who are from the inner-circle countries, which include the United States, the United Kingdom, Canada, Australia, and New Zealand (Kachru, 2008; McKay & Hornberger, 2010; Weber, 2008). Speakers and writers who do not belong to the inner-circle of English-speaking countries often have to

succumb to the inner-circle English standard so they can be published or understood in essence, have a voice (Kachru, 2008). However, a number of minority authors who belong to the inner-circle countries have been recognized as making an impact on the dominant culture. For example, Toni Morrison, the Nobel Prize for Literature recipient who wrote the book *Beloved*, and the Pulitzer Prize winner Alice Walker who wrote *The Color Purple,* are both an integral part of American literature (AALBC, 2011). Although some types of minority literature have been accepted in inner-circle countries, it seems odd that non-inner-circle writers have to conform to the inner-circle standard of language to be able to express themselves in their native language. In my opinion, it takes a part of themselves away.

The English language has a lengthy history and its use has been politically debated for centuries, especially in the case of South Asia (Finegan & Rickford, 2004; Kachru, 2008; Kumaravadivelu, 2008). Therefore, it is necessary to include multicultural and multiethnic types of literature in the English curriculum. It is important for students who belong to the inner-circle English speaking countries to understand that the non-inner-circle English speaking countries often have debates, about the use of English. For instance, authors who are not from the inner-circle countries do not conform to the inner-circle English standard is because of the debates about the role and power of English (Banks, 2007; Finegan & Rickford, 2004; Kumaravadivelu, 2008). The author(s) from the non-inner circle countries enact their identity and demonstrate their resistance by not using the inner-circle English standard (Kachru, 2008; Weber, 2008). For example the writer Ngugi wa Thiong'o states that European languages, English included, are a "part

of the neo-colonial structure that represses progressive ideas" (Ezenwa-Ohaeto, 1997, p. 246).

For a person or a population to understand and accept other cultures, it is of great importance to first recognize other cultures and their differences, secondly to accept their differences, and thirdly to not force a standard upon them (Banks, 2004). I think that it is time that the inner-circle English speaking countries acclimate to the non-inner-circle English speaking countries, especially since their population is now higher (Kachru, 2008, Weber, 2008; Language Statistics, 2011). In addition, inner-circle countries should accept that non-inner circle countries have developed their own English language. Writer Sandra Tawake (2000), who has published several works about changing English cultural awareness, states that until the 1970's, "Pacific literature" had been written "through European eyes in roles of spectators" and Pacific peoples were cast as "objects of European desires" (p. 1). It was not until "authentic Pacific literature" that "the perspective shifted to one that viewed life through the eyes of Pacific peoples" (p. 1). Tawake asserts that contemporary Pacific writers "illustrate the complications in claiming privilege for Pacific voices because they are native" (p. 1). However, new Pacific literature demonstrates "postcolonial identity […] through innovations in language use and through its ability to transform traditional images of society and culture into images of postcoloniality" (Tawake, 2000). Therefore, one way to incorporate multicultural and multiethnic literature into our English classrooms is by including works from multiethnic authors, such as Witi Ihimaera, who was the first Maori writer to publish a novel and book of short stories (Kiriona, 2008).

All of this research points to the struggle of including multiculturalism and multiethnic education in inner-circle countries. Specifically, the many varieties of English are not recognized and there is an overall lack of multicultural and multiethnic awareness in inner-circle countries. Within this field of research, I am interested in multicultural and multiethnic literature in the English classroom. In particular, I want to investigate whether multicultural and multi-ethnic literature is used in the English classroom and the degree to which students are aware of globalization, world Englishes, and multicultural and/or multiethnic authors.

Research

Data collection consisted of observing three English classes at Utah State University (USU), instructor interviews, and student questionnaires (see appendix B). During the observation, the main focus was the content, i.e. the presence of multiculturalism and multi-ethnicity, of the course, not the pedagogical methodologies the instructor employed. The research questions for this project were: 1) Can students identify non-white authors, such as the Carribean Nobel Prize for Literature author Derek Walcott, or the African author Chinua Achebe? 2) Have students read different varieties of English, such as Singaporean English, South Asian English, or South African English? and 3) To what extent is multicultural and/or multiethnic literature part of the English curriculum?

The English classes that were observed had been suggested by the English department head at USU. The selected courses allowed for an overall view of the different class levels and topics within the English department at USU. The following

classes were observed: English 4340 Studies in Prose, English 2600 Literary Analysis, and English 1010 Introduction to Writing Academic Prose.

The data gathered at USU has been compared to select other Universities in the United States and is presented in the comparison section. The comparison was made between Universities English department programs. The comparison was made to assess whether students were receiving multicultural and/or multiethnic literature in their English classes. This comparison allowed the researcher to assess which Universities provide students with a foundation of multicultural and/or multiethnic awareness through literature.

Questionnaires and Observations

This section briefly describes the questionnaire consisting of ten questions that was given to the students (see appendix B) and observations of each English course. Questionnaire data allowed the researcher to compare the three USU English classes to one another. The questionnaire asks students if they are familiar with a particular type of literature. The type of literature refers to the authors' ethnic background. The questionnaire also assessed whether students knew about multiethnic authors and if they had been introduced to multicultural literature at USU or previous institutions. Sixty students completed the questionnaire.

The instructors of the three English classes permitted the researcher to collect data and compare the presence of multiculturalism and/or multi-ethnicity within USU's English department classes and to English classes at other universities. Each of the three classes was observed once after midterms.

English 4340

This class is entitled "The Rise of the Novel" and therefore deals with literature primarily from the 17th and 18th centuries. Because relatively few novels were written during that time period, the literature that is included in this class is purely from the white-man's perspective, and sometimes from the white-woman's perspective, thanks to Jane Austen. However, the instructors view about multiculturalism/multi-ethnicity is an interesting opinion to consider when teaching a class about this topic. The instructor's opinion is presented within the interview section.

Moreover, this class offers students a deeper insight into the British culture of the 17th and 18th centuries and therefore gives them historical knowledge of the white-man's perspective about many topics, including the white man's opinion about multiculturalism and multi-ethnicity during that era (Banks, 2007; Howard, 2006).

English 2600

In this class, entitled "Literary Analysis," the instructor includes several references to multicultural and multiethnic literature and teaches students how to analyze texts. The curriculum includes several references to multiculturalism/multi-ethnicity throughout the semester, such as some of Derek Walcott's publications. During the observation, literature from the South African author Ivan Vladislavic was presented to the students. The instructor, gave a presentation about South Africa's apartheid and had the students discuss the short story they read. After reading Vladislavic's text with the class, I realized that the South African author Ivan Vladislavic is a white man, but that he

provides readers with a cultural perspective other than the traditional and antiquated white English speaking male from the 18th century.

This class provides students not only with critical and analytical skills, but also with a historical background of different cultures and a deeper understanding of different cultures.

English 1010

The English 1010 class introduces students to basic writing and literary skills, such as how to write and analyze a text. The instructor included the non-fiction book *Outcasts United* by Warren St. John. This book is about soccer teams of refugee children who face many challenges, such as imprisonment, violence, and losing their parents. It provides a perspective about immigrants in the United States which, judging from my own undergraduate education at Utah State University, students do not often encounter. Although the author, Warren St. John, is a white male from Alabama, he offers readers a new perspective about multiculturalism and multi-ethnicity within the United States.

The objective for the students in this English 1010 class is to choose a theme from the book that they find most interesting and write a research paper about it while incorporating principles and techniques learned in the class.

Interviews

This section highlights the main findings from the interviews conducted with each of the three instructors. Within this section I address each English class instructor's answers and opinions about multicultural and multiethnic literature. See appendix C for the interview questions. During the interviews, the primary concerns were whether the instructor included multicultural and/or multiethnic literature and why (or why not), and what the instructors' beliefs about multicultural and/or multiethnic literature are.

The English 4240 class does not include multicultural and/or multiethnic literature. However, as stated before, the instructor views multiculturalism/multi-ethnicity in the sense that there are "different axioms in which it [multiculturalism/multi-ethnicity]

can be perceived." The instructor stated that "the reader goes back in time when reading a 17th or 18th century novel. The people and cultures and their opinions were different then and through literature the reader becomes acquainted with that other culture." The instructor also stressed that in this type of class (The Rise of the Novel,) it is exceedingly difficult to include literature from cultures other than from the white-man's (culture), because most other cultures at the time of the rise of the novel did not have written stories, let alone novels.

The English 2600 class includes a plethora of multiculturalism and multiethnic literature and authors. The instructor's educational background, and personal literary interests (as stated in the interview) are in multicultural and multiethnic literature. The instructor believes that it is important for students, especially English majors, not only to have a general understanding of classic literature, i.e. British literature from the 17th and 18th century, but to "read widely in the canon of British (and American, and world) literature--from every century, not just the 17th and 18th." The instructor also commented that "a great many African (also African-American), Caribbean, and Indian (also American-Indian) writers, among others, are specifically writing back to or rewriting classics of European literature: The Odyssey, Robinson Crusoe, The Tempest, Heart of Darkness, Jane Eyre, A Passage to India, which provides us with more information. Postcolonial writers generally received a colonial education, and if USU students haven't read those staples of the colonial canon, they won't get as much out of the contemporary literature."

The English 1010 class also includes some multicultural and multiethnic authors, the primary being Warren St. John, who is an American writer and journalist for The New York Times. His book “Outcasts United: An American Town, A Refugee Team and One Woman's Quest to Make a Difference” came out in 2009. The instructor noticed that the students' perspectives changed while reading the book. For instance, during the interview the instructor said “that the students said things like: *I didn't know that this stuff* [refugee issues] *happened in the US*,” meaning that students’ knowledge about multicultural and multiethnic issues in the United States was being enhanced. The instructor noted that the students were moved by this book, because of the multicultural and multiethnic issues and often asked questions in class pertaining to those issues. The instructor also stated that he tries to incorporate multiculturalism and multi-ethnicity through multiethnic singers, such as the Portuguese-Canadian singer Nelly Furtado. The instructor believes that by listening to multicultural music in connection with writing, reading, and communicating, students begin to develop a new perspective about multicultural and multiethnic matters in the United States today. The instructor also stressed that it is important to him that students become familiar with world writing and not only one type of writing, particularly the white-man/woman type of writing from the 17th and 18th centuries.

Through the multicultural and multiethnic themes of Warren St. John's book, students’ perspectives about multicultural and multiethnic issues are changing. In addition, the instructor's comments about students' questions is increasing their awareness.

Comparisons

Having examined these three classes, I will move the focus to comparisons within USU's English department and comparisons between USU and ten other universities located in the United States. The comparisons within USU and between other universities were made according to the following criteria: the presence of multiculturalism and multi-ethnicity in the English department, the types of English degrees, and the types of English classes. First, a more extensive comparison within USU is provided.

Comparisons at Utah State University

After comparing three different USU English classes out of approximately fifty English classes within USU's English department (this does not include multiple sections of the same course), it could be concluded that a presence of multicultural and multiethnic literature exists. However, a closer look is necessary to compare the types of literature that is used within USU's English classes.

The English department at USU offers a broad selection of English classes in western American studies, Anglo-Saxon literature, and Shakespeare. Although it appears that USU's English department offers classes only in British and American literature, classes such as a "Derek Walcott" seminar are provided. However, the amount of multicultural and multiethnic literature that is offered within the USU English department is comparatively small.

USU offers majors and minors in several areas of English, such as: American Studies, British and Commonwealth Studies, Creative Writing, Folklore, Literary Studies, and Medieval and Early Modern Studies (USU English Department, 2007). USU does not

offer a major or minor in multicultural/multiethnic studies, other than Folklore (USU English Department, 2007). However, the extent to which multicultural and multiethnic literature is studied within those majors and minors is unclear, because of the title of English classes, which are stated below. During the class observations, only a slight presence of multicultural/multiethnic literature was noted, and those multicultural authors introduced in the observed English classes were white males.

The courses offered within the USU's English department mostly encompass the white-man's perspective. For example, the following classes most likely provide literature from the white-man's perspective: Studies in the American West, Western American Literature, Studies in Prose, Shakespeare, Period Studies in British Literature, Period Studies in American Literature, Survey of American Culture, Introduction to Shakespeare, American Literary History 1865 to Present, British Literary History Online Course Romanticism to Present, and British Literary History Anglo-Saxon to 18th Century. Although USU's English department does offer courses such as Ethnic Literary, Multicultural American Literature, and a few Folklore classes, it could be suggested that USU students are not becoming acquainted with multicultural and multiethnic authors as well as the many varieties of English. However, this is a future line of inquiry to be pursued.

Comparison of Other Universities

Relevant data of other universities are presented alphabetically in a chart and can then be compared to USU's English program. The comparisons are categorized into three

parts: the presence of multiculturalism and multi-ethnicity within the English program(s), types of English degrees, and types of English classes.

Table 3: Comparison of Universities English Department Programs

University	Presence of multiculturalism and multi-ethnicity	Types of English degrees offered	Types of English classes
Berkeley	Very low, because of the emphasis of historical literature.	Bachelor and doctorate.	Mostly American and British courses, esp. historical literature courses.
Bread Loaf School of English	Low, because of emphasis on British and American literature.	M.A. and M. Litt.	Several in American and British literature and a few in multiethnic literature.
Brown	Average, because of the multicultural and multi-ethnic types of courses.	Bachelor, master, and doctorate.	Many American and British courses, but also a plethora of multicultural and multiethnic courses.
Duke	Low, because of the lack of diversity of courses. Mostly American, British, and Gender courses.	Bachelor, and doctorate.	Many courses about American and British literature; some courses about sexuality, gender, and feminism.
Harvard	Incomplete, unable to access graduate web page. In undergraduate program, very low presence of multicultural and multi-ethnic literature.	Bachelor, and doctorate.	Courses within the undergraduate program focus on American literature.
Stanford	Very low, because of the emphasis on British and American historical literature.	Bachelor, master, and doctorate.	Most courses focus on American and British literature.

University	Presence of multiculturalism and multi-ethnicity	Types of English degrees offered	Types of English classes
University of Arizona	Average, because of the focus on multicultural and multi-ethnic, however there is a focus on British and American literature.	Bachelor, master, and doctorate.	Some courses focus on American and British literature, but there are more classes (than at the other universities) that offer multicultural and multiethnic courses.
University of Texas, Austin	Average, because of the focus on multicultural and multi-ethnic, however there is a focus on British and American literature.	Bachelor, master, and doctorate.	Some courses focus on American and British literature, but there are more classes (than the other universities) that offer multicultural and multiethnic courses.
University of Utah	Low, its primary focus is American and British literature.	Bachelor, master, and doctorate.	Most of the courses focus on American and British literature, but there is also a focus on gender and sexual studies.
Yale	Low, its primary focus is American and British literature.	Bachelor, and doctorate.	Most courses focus on American and British literature, but there are a few courses about African-American literature, history, and culture.

Results of Comparisons

In this section, I give an overview of the results obtained from the observations and questionnaires. I have organized it into mini-sections, covering the most and least common type(s) of literature as well as the authors that students were familiar with.

From the observations made at USU, I found that the most common type of literature students were familiar with, either from USU or other institutions, was European/Caucasian American. The second most common type of literature was African/ African American. The least common type of literature that students were familiar with was Asian/Asian American and the second least common type was Middle Eastern/ Middle Eastern American. Refer to appendix D for further information.

The questionnaire also asked students which authors they were familiar with, not if they had read the authors' works. The most commonly recognized author was Derek Walcott, the Caribbean Nobel Prize winner for Literature (Derek Walcott, 2011) and the second most commonly recognized author was Chinua Achebe, the prominent Nigerian writer, professor, and critic (Ezenwa-Ohaeto, 1997). The least commonly recognized author was Rabindranath Tagore, the Bengali author who was "the first non-European awarded the Nobel Prize for Literature in 1913" (O'Connell, 2008). The second least commonly recognized author was Nadine Gordimer, the South African writer who won the Nobel Prize for literature in 1991 (Nadine Gordimer, 2011).

Overall, students at USU are acquainted with very few multicultural and multiethnic authors and literature. They are also not aware that there are varieties of English and that authors who do not belong to the inner-circle write in a different variety of English. USU should continue to include more multicultural and multiethnic literature.

Conclusion

From the research conducted and the comparisons made between American universities, it seems that only a small percentage of college students in the USA are

receiving a multicultural education. It appears that students who receive a multicultural education have purposefully sought after a degree within fields such as education, linguistics, or history. It seems that the majority of American students are not encountering the multicultural and multiethnic issues that are represented in world English literature. This apparent lack of multicultural education in the United States seems to imply that the American education system prefers students to obtain the attitudes and perspectives of the, English-only-speaking, white male. It seems that the American education system reinforces the white-male-dominant traditions by featuring mostly white authors (usually males) in our libraries and literature courses, by endorsing the English-only movement due to not mandating foreign language classes, and by ignoring this taboo topic.

The inner-circle countries have ignored the non-inner-circle countries long enough and it is time for the inner-circle countries to accept world varieties of English and multicultural/multiethnic literature and to incorporate them into the curriculum. It is time to tell our students the whole truth about the English language and what issues have arisen because of this language. It is time more than ever to open our students' eyes to the world we live in, because of the increasing world population, the increasing desire to learn the English language, and especially because of the higher population of the non-inner-circle counties.

Indeed, there are inner-circle English speakers who do realize this is a major challenge within the American education system and there is now a multicultural and multiethnic movement within the United States. The REACH Center, for example is "a

nationally-recognized non-profit organization, [that] has positioned itself as one of the most respected establishments to provide cultural diversity services" (REACH Center, 2011). The Center has "over 250 nationally certified REACH trainers located throughout the United States and Australia who have established records in public speaking, group facilitation, program and curriculum development, as well as conducted research and training in the area of multicultural education and ethnic history" (REACH Center, 2011). The REACH Center is "committed to systemic social change and the development of schools and communities which honor and value human diversity" (REACH Center, 2011). Organizations such as the REACH center, gives me hope for the future of multicultural education.

It is necessary that multicultural education develops within the USA because of the social realities both within and beyond our borders. As previously mentioned, by the year 2050 the minority (Hispanics) will become the majority (U.S. Bureau, 2010) and according to observations by Collins, Slembrouck, and Baynham, (2009) "within a few short decades, the former 'migrant identity' becomes rescaled as that of the 'transitional entrepreneur'" (p. 12). Collins et al. also state that the United States will be "grappling with issues of internal and transnational migration and a range of social processes shaping multilingual encounters" (p. 13). Moreover, it is time to terminate the 'us' and 'them' terminology of native and non-native English speakers, which is "where we find the fullest expression of an 'us' and 'them' divide" (Holliday, 2009, p. 6). Holliday (2009) states that "native speakership is neither a privilege of birth nor of education, but of acceptance by the group that created the distinction" and that "it is not possible to label

someone as a ‘foreigner’ or a ‘non-native’ and believe that he or she has equal rights to the language” (p. 6).

Implications and Future Inquiry

This short-term study has shown that multiculturalism and multi-ethnicity is apparent in English classes, but that topic needs more attention, especially now, because the population of non-inner-circle inhabitants is higher than the population of inner-circle country inhabitants. By including multicultural and multiethnic literature and topics in class, students will become more aware of other cultures and languages, and as research indicates, are more likely to respect them (Martinez, 2000).

If this study were to be conducted in the future, I believe that it should be a longitudinal study, because it is difficult to assess the amount of multiculturalism and multi-ethnicity in English classes at other universities. Researchers involved in a future study should go to the other universities and attend the English classes. Researchers should also interview students and ask them how much multicultural and multiethnic topics and literature are discussed in class and in which classes those topics and literature are brought up. A longitudinal study would allow researchers to more accurately assess the amount of multicultural and multiethnic literature, students and teachers opinions and understanding of multiculturalism and multi-ethnicity, and whether teachers need to include more multicultural and multiethnic literature into the classroom.

Because of never-ending migration, increasing globalization, and expanding technology, it is time more than ever for the inner-circle countries to accept the many varieties of English and to include all types of English through multicultural and

multiethnic literature in school curricula. Through this acceptance and awareness of multiculturalism and multi-ethnicity, I think that people would understand one another better, even if the Lingua-Franca is still English, and I believe that there would be a deeper understanding and respect for the many cultures, languages, and people who inhabit this planet.

ANALYSIS AND REFLECTION OF TEACHING VIDEO

During my second semester in the Master of Second Language Teaching (MSLT) program, I was required to record myself teaching for the Linguistic 6400 course. I decided to make the video in French, not German, because I wanted to test myself in my weaker second language. The video includes fellow MSLT students who did not speak French. In the following, I will describe the lesson, my knowledge and skills as a teacher, and areas of improvement.

The theme I chose for this lesson was centered on one French word: *goûter* [gu.te], which literally means to taste, but it also means to snack or 'tea time.' I am always looking for ways to including cultural aspects in the foreign language classroom, because I believe that it allows students to become acquainted with the target language and culture. With the word *goûter* being my source of inspiration I created a power point presentation that included a description of *goûter*, the meanings it has in other countries, and pictures of where and what one can eat for *goûter*. I also created a mini work sheet that allowed students to ask each other their names, and what they would like to eat for *goûter*.

Before I began the lesson, I wrote a list of French words with English translations on the board. The words consisted of typical and repetitive words that I would use during the lesson, such as *s'il vous plaît* (please), *répéter* (repeat), *merci* (thank you), and *manger* (to eat). I did not review the words at the beginning of the lesson, but whenever I used one of the words during the lesson, I would point to it on the board. I also wrote a couple of sentences on the board. One of the sentences was a question and the other was a possible answer. Below the sentences I wrote the phonetic transcription for the students,

because French is known for having tricky correspondence between letters and sounds. I believe that by writing phases and words that I use often in a lesson allows students' affective filters to be lowered. Its creates a relaxed classroom where students can try something new without being reprimanded.

I began the lesson by greeting the class and introducing myself and then asking the students their names. After I asked one student his name, I pointed to the board where I wrote the sentences and the class repeated the phrase, *Je m'appelle* _____ (my name is _____). I asked a couple of other students their names and then I showed the power point presentation. However, the power point presentation had a formatting issue, which I believe slightly hindered the students learning ability. Some of the words of the desserts were partially covered by the photos. It was not a severe interference, but a distraction. As I went through the presentation, I introduced the students to the types of *goûter* foods, drinks, and places. I asked the students to repeat the words in the presentation, such as *café*, *salon de thé*, *macaron*, and *choco chaud*.

After the presentation, I immediately asked them what they would like to eat. I demonstrated what I was asking by making 'yummy' sounds and mimicking actions of eating, but I forgot to do a scaffolding activity. I originally wanted to read the sentence on the board, which was asking *Qu'est ce que tu voudrais manger?* (what do would you like to eat)? I realized that I had not done the scaffolding activity after I asked them and decided to continue. I asked them the question and they responded. Then I had the students fill in the blanks on the worksheet by asking other students questions and responding.

During the last activity of the lesson, I asked the students what they would like to eat and offered them a choice of pastries. At this point in the lesson, one of the students did not want a pastry and expressed that non-verbally, but wanted the words. I wrote a sentence on the board and had the other students repeat the phrase.

My goal is to create a communicative classroom, because I believe that it allows students to use all language skills: reading, writing, listening, and speaking. During this lesson, the students listened, repeated words, read questions, and wrote responses. Therefore, by doing the task-based activities and negotiating for meaning, I believe that they were becoming competent communicators in the target language.

Throughout the lesson, I realized that I do not have a vast and extensive knowledge of the French language. On one hand, that was good (only in this situation), because I could repeat exactly what I said, but on the other hand, I obviously did not have another way to explain. This realization was depressing yet motivating. I found myself repeating the same phrases and unable to find the necessary words. Therefore, I seriously need to improve my French language skills.

Although my limited French was (and still is) a concern of mine, I was able to engage the students because I modeled and used the target language during the entire lesson. By modeling, I was able to show the students what to do. And by providing them with task-based activities, the students were able to negotiate for meaning and use all the language skills. I was able to take on the role of the facilitator. However, I did forget to do a scaffolding activity, which is important and something that I cannot forget to do in the future, because I believe that it lowers their affective filter.

I believe that the students did learn a couple of phrases and basic vocabulary words in French, but there is always room for improvement. After watching myself teach, I remain pleased to be a part of this profession and it is now a personal goal of mine to do the scaffolding activities before doing a task based activity in order to prevent the mistake I made in this lesson.

ANNOTATED BIBLIOGRAPHY

Kumaravadivelu, B. (2008). ***Cultural globalization and language education.*** **Newhaven, CT: Yale University.**

Summary: Kumaravadivelu compares cultural globalization to language education. The author makes those comparisons by examining the Western point of view about cultural assimilation, cultural pluralism, and cultural hybridity and then looking at the impact of those perspectives on language education. Kumaravadivelu eventually concludes that the Western point of view has a limited impact on language education, because Western perspectives do not relate to cultural globalization. They reach only those who are familiar with Western culture and concepts within that culture. This book provides an in-depth look at the formation of cultures in the United States by describing the history of immigration. One fascinating feature within this extensive history is that even during the height of immigration certain immigrants had to be "Americanized." If immigrants were not of British descent, white, and Protestant, they had to adopt a new culture, behavior, language, and religion. The author claims that the 'ideal immigrant' mentality is ingrained into right-wing politics, which during the last century and this millennium have embraced "the English-only movement, and opposed bilingual education" (p. 64). This could be an indication as to why many immigrant families have lost their native language and culture when they migrated to the United States.

Reaction: After reading this book, I have to agree with the author that Western perspectives towards multicultural education, cultural assimilation, cultural pluralism,

and cultural hybridity are restricting. But, it seems obvious that if one looks at only one culture's perspective about cultural assimilation, etc., there are going to be limitations. The long and detailed history section made me reflect on my ancestors who immigrated to the United States almost 150 years ago. Some of my ancestors who were of German descent never spoke the language or celebrated their culture once they arrived in the United States. Until now, I never understood why someone would give that up. I realize that they were trying to assimilate and provide a better life for their children and generations after.

Finegan, E., & Rickford, J.R. (2004). Language in the USA: Themes for the twenty-first century. Cambridge, UK: Cambridge University Press.

Summary: This book addresses many of the language issues that are debated in the United States. It is divided into three sections, which are comprised of the historical, educational, and social and political aspects of languages in the USA. The first section covers the history of American English and its diverseness in comparison to its parent language, British English. Section one also includes African American English (as a dialect) and provides an extensive list of translations from standard American English to African American English. This list is separated into regions where African American English is spoken. The second section examines many minority languages, such as Creole, Native American languages, Spanish, Sign Language, and Asian American languages. This section includes some of the social issues that occur within minorities in

the United States, such as multilingualism, English acquisition, and linguistic diversity. The final section of this book includes the social-linguistic and political attitudes of English in the United States. Some of the topics involved are: language and identity, language, gender and sexuality, and slang. This section also includes educational debates, such as the canon debate, bilingualism, and the English-only movement. This book is an excellent tool for those who are interested in teaching English as a second language (ESL), because it informs ESL teachers about the issues that the United States has faced, most of which remain unsolved.

Reaction: This book helped me understand the many issues of language in the US that are prevalent in many systems, such as the educational, political, and social. The history of English as well as the history of other languages that are provided in this book also helped me to see why English is viewed negatively or positively dependent upon the group's ethnicity, origin, and culture. I think this book should be read by all who are interested in the language and who want to teach it. I think that it gives the readers an informed perspective and a deeper understanding of the language issues that occur in the US.

Banks, J.A. (1996). Multicultural education, transformative knowledge, and action. ***Teacher College Press*****, 3-29.**

Summary: The author of this article reviews research about a heated topic within the western educational system, which is known as the canon debate. This topic includes Bank's theory which is that the western educational system includes only western types of literature and consciously excludes non-western types of literature. Banks offers three distinct perspectives about this theory: western traditionalists, multiculturalists, and Afrocentrists. Each of these groups fears the others and holds that its beliefs benefit students the most. These groups also offer a particular type of knowledge that should be taught. There are many suggestions in this article for teachers, such as how and what kinds of knowledge they should teach to students. The author also mentions that the students should be able to acquire all types of knowledge and how to express themselves. The types of knowledge within this article are: personal/cultural, popular, mainstream academic, transformative academic, and school. This article also includes a section about teacher and student personality, personal experiences, and background knowledge, and how those aspects can be conflicting. The author presents insightful statistical research to support his claims.

Reaction: This article gave me a deeper insight into the educational system as well as the potential for change. The potential lies in new perspectives of education and examples of how and why teachers and students should teach and learn. This article helped me to see and fully understand the comparisons being made within the canon debate. The author explains in depth the contrasting educational groups and the kinds of knowledge each advocates. Comparing and contrasting different types of knowledge helps new teachers

understand how they need to teach. By providing statistics, this article also lets the reader grasp the reality of the educational system in today's world.

Kachru, B.B., Kachru, Y., & Sridhar, S.N. (2008). *Language in South Asia*. New York, NY: Cambridge University Press.

Summary: This book was inspired by *Language in the USA*, written by Charles A. Ferguson. *Language in South Asia* is a compilation of research as well as opinions, advice, and suggestions from many authors within each chapter. The introduction of this book provides and extensive history of the Englishization of South Asian countries, which allows the reader to fully understand the process that occurred in South Asian countries (particularly India) that resulted in the current status of English there. The authors also analyze the code-switching that occurred in the 19th century. Each subsequent chapter discusses language and another aspect, for instance one of the chapters deals with "language and discourse" and offers several authors perspectives. This book provides a plethora of data, figures, and charts, which allow the reader to further understand the complexities of languages in India. One section that is particularly captivating is the section about multilingualism. This chapter addresses the fact that India has never been a monolingual nation, that there is not a majority language, and that not all languages are seen as equal. This chapter provides an insight into the linguistic aspects within the political system and culture. This book also includes the variations and adaptation of Indian English.

Response: I enjoyed this book because of the language history that is provided. It gave me a deeper insight into the development of Indian English and how the language was used to get back at the English. It was also interesting to learn about the linguistic diversity that exists in India today, and has existed for centuries. This book provides and excellent section on multilingualism and the role it plays in the Indian social system. It is also the main source of inspiration for my cultural artifact. One thing that I was astonished by was that India has always been multilingual and does not have a majority language. It makes sense because of the country's geographical size, but is still surprising.

Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching*, *43*(3), 259-296.

Summary: The author of this article discusses past practices of second language teacher education (SLTE) as well as more recent practices. The author's primary focus is on the "influence on practice of change" which occurred in SLTE during the later half of the 20th century. The author addresses two sub-sections under SLTE pedagogy: first, structured learning opportunities for student teachers, and second, professional opportunities provided for student teachers. Another section of the article addresses the definition of the term "second language teacher education". This definition is debated among researchers, because of differing opinions. Based on numerous research findings,

the author proposes new and improved ways of using SLTE in the second language classroom. The author provides a section about changes that are happening in SLTE and about the changes that should be occurring, which relates to the author's main focus: changing SLTE pedagogy. The author stresses that student teachers should become thinking teachers, which means that teachers should reflect on their teaching and plan effective activities from their observations and planned curriculum.

Reaction: This article allows second language teachers to understand how certain practices came about and why. It also provides recommendations for improving SLTE and classroom practice. As a graduate instructor, I am very appreciative that researchers take time to improve the education system for future language teachers. It makes the entire second language learning process more efficient for everyone. I also like the concept of becoming a thinking teacher. As the author suggests, it is a good idea to keep a reflection journal of my teaching and adapt my behavior and lesson plans as needed.

Ballman, T.L., Liskin-Gasparro, J.E., & Mandell, P.B. (2001). *The communicative classroom*. Boston, MA: Heinle.

Summary: The authors of this book discuss the importance of (oral) communication in the classroom, the terminology and natural motivation(s) of classroom communication, the reasons that many teachers do not teach communicatively, and the role of grammar in the classroom. The book also includes developmental strategies for interpersonal

speaking, negotiation of meaning, and communication strategies that are necessary for communicative competence. Within the negotiation of meaning theory, task based activities and how to use them in a communicative classroom are explained. Another important aspect that is brought up repeatedly in this book is how to incorporate real-life communication into the classroom. Communicative examples are even provided in a grammar chapter. One of the chapters in particular stresses the importance of grammar methods of second language teaching. The authors provide two extreme viewpoints of how grammar should be taught, which are: "no grammar instruction and grammar as a goal." By explaining these extreme viewpoints of teaching grammar, the authors convincingly show how grammar should be taught; communicatively. The authors also provide the negative and positive aspects of using various grammar methods.

Reflection: This book provides examples that directly relate to the method that is being explained. The authors chose examples that could actually happen in the classroom and they provide examples of how to prevent and solve problems in the classroom. The section of this book that I found the most beneficial is entitled "preparing students for real-life communication." I think that this is crucial in any classroom, especially a communicative one. One example that the authors provide is story telling. When students develop the skill to tell stories, they are able to use the TL for a real-life purpose.

Lee, J., & Van Patten, B. (2003). *Communicating in the classroom.* Boston, MA: McGraw Hill.

Summary: The authors provide thorough research of language-teaching theories and methods alongside examples that clearly explain the methods and theories. They offer an in-depth look at negotiation of meaning in a classroom setting. The authors state that communicative competence goes hand in hand with negotiation of meaning. One without the other just does not happen. They explain that there are four competencies that make up total communicative competence: grammatical, discourse, sociolinguistic, and strategic competence. This book also includes a comparative study of teacher-fronted activities versus paired or group activities. They demonstrate that the paired or group activities are more successful because the students engage in negotiation of meaning. The authors explain why communication is important, and define roles for students and teachers. A metaphor used is that teachers are the architect and students are the builders. This metaphor refers to students being responsible for their own learning which means that teachers cannot baby them throughout their learning process. Students have to take learning a second language into their own hands.

Reflection: This book offers teachers clear insight into the communicative teaching approach. I learned that students have to be put into a situation in which they have to negotiate meaning; in other words, they have to speak to each other in order to understand one another and learn the language. The students have to express themselves, then interpret what is being said for the negotiation of meaning to occur. I also learned that, when negotiation of meaning is used, communicative competence plays a role.

However, for complete communicative competence to be achieved, the learner has to have grammatical, discourse, sociolinguistic, and strategic competence.

Hall, C. (2003). ***Modern German pronunciation: An introduction for speakers of English.*** **Manchester, NY: Manchester University Press.**

Summary: This book is an excellent source for those English-speaking learners of German who want to acquire a flawless German accent. Hall provides thorough examples throughout the book about German sounds that English speakers have difficulty producing. This book presents all German consonants and vowels and provides charts and diagrams that pertain to the correct position of the lips and tongue. The phonetic alphabet is provided at the beginning of the book which allows the reader to understand the corresponding symbols and sounds. This book is helpful for those who will be teaching the language, because readers of this book will be able to phonetically transcribe words and explain the pronunciation of German words. One of the most interesting sections of the book covers matched pairs, which explains the difference between the pronunciation of long and short vowels. This is a challenging aspect of acquiring a German accent, because it is hard for the non-native speaker's mind to distinguish the difference between matched pairs. But after reading through this section, the differences become clearer and easier to produce.

Reaction: This book has been a useful tool for my own accent acquisition, but even more so because now I have the ability to phonetically transcribe German words and break down the pronunciation of words for students. This book provides excellent diagrams and charts which show where and how the mouth should be placed when pronouncing a certain consonant, vowel, diphthong, and monophthong. It is a great book for English speakers because it provides many examples of sounds that English speakers find difficult. The examples and research within this book help English speakers acquire a better German accent.

Esling, J.H., & Wong, R.F. (1983). Voice quality settings and the teaching of pronunciation. *TESOL Quarterly*, *17*(1), 89-95.

Summay: This article introduces the concept of voice quality settings and how its study can help ESL students improve their accent. The authors state that for whatever reason, the term voice quality settings is something that most teachers in North America are not familiar with. However, voice quality settings refers to "long-term postures of the larynx, pharynx, tongue," etc. An example of a voice quality setting that was provided in the article was to have students to hold their tongue "retracted into the pharynx while speaking." Another example was to have students hold their lips in a rounded position whenever speaking. Just as athletes train for competitions, these exercises allow non-native speakers to train their muscles of the vocal tract to get into shape and used to saying certain sounds. The authors also address the problematic issue of ESL students not

understanding the differences between English dialects and the negative connotations that go along with certain dialects. Another part of this article provides examples of how to use voice quality settings in the ESL classroom for American English, British English, and other languages. A lesson plan is included that allows the reader to understand exactly what the roles of the teacher and students are during an accent improvement exercise.

Reaction: After reading this article, I think that some aspects of the voice quality setting theory would be helpful to most students of any L2. It would be an engaging activity to have students hold certain positions while speaking in the L2. I think that it would be hard for students to take it seriously. The authors encourage students to watch movies in the target language and to note what the key accent and personality traits are for each character. I think that this is an interesting way to investigate authentic accents. Although this article is dated, it was the source of inspiration for my language artifact and gave me ideas for pronunciation activities in the foreign language classroom.

Nobuyoshi, J., & Ellis, R. (1993). Focused communication tasks and second language acquisition. *ELT Journal*, *47*(3), 203-210.

Summary: The authors of this article review their results of a small-scaled study, which was based on the hypothesis that students who are pushed by their teachers to speak the L2 more accurately will acquire the L2 and produce correct output. The authors have

defined the term 'push' as a teacher who asks students for clarification. This article also covers the debate between fluency and accuracy in the context of communicative tasks. The authors provide examples of communicative tasks where fluency and accuracy must both be used in order to accomplish the exercise. This article includes several key terms for those in the second language acquisition field. For instance, the first sentence is a definition of communication tasks from Nunan. Other terms include: "strategic competence, interaction competence, comprehensible output, and linguistic competence." One finding of their research was that accurate output from L2 speakers could possibly occur through the use of communication tasks, as long as the tasks had a grammatical structure and purpose. However, the authors also state that "it does not really matter if they remain grammatically incompetent, as long as they are communicatively competent."

Reaction: This article provides an excellent overall view of communicative tasks, as well as specific examples of communicative tasks. One very helpful feature of this article is the treatment of terminology. It familiarizes the reader with second language terms. The authors also address the issue of teachers not staying on task in the classroom. Although staying on task is a necessary requirement of a teacher, it is also important to enjoy teaching, students, and the classroom atmosphere. One of the problems with this article are the conclusions, which contradict their findings. However, the strength of this article is in the communicative activities provided, which can help students improve their communication skills in the target language.

Foster, P., & Ohta, A.S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics*, *26*(3), 402-430.

Summary: This article addresses the advantages and disadvantages of the negotiation of meaning from two theoretical perspectives: sociocultural and cognitive. The authors cite numerous definitions of the negotiation of meaning as well as how to apply it correctly according to different researchers. Thus, the reader receives a brief history of negotiation of meaning in second language acquisition. Within the negotiation of meaning, several communicative tasks can be used, such as information gap activities and interview activities. One interesting study shows that when using negotiation of meaning, participants need to be interrupted so they can comprehend the input and then produce output. Some researchers claim that these interruptions are "the pressure points for language change" and provide a space for acquisition to occur. Another interesting aspect about negotiation of meaning is that students have to learn how to problem solve, which is an invaluable skill in and outside of the classroom. The authors also include a large section about the differences of the two main perspectives within the second language acquisition (SLA) field: sociocultural SLA refers to the social and communicative interaction that occurs when speaking, whereas cognitive SLA refers to the mental process that occurs when speaking.

Reaction: This article is built on thorough research. The authors explain each definition that is used in the article, a history about the theories, and the different viewpoints of researchers and experts. Thus, they provide ample information about the negotiation of meaning. In addition, they address the application of negotiation of meaning in the L2 classroom. This article clearly shows readers what the negotiation of meaning is by providing step-by-step examples. The article also shows how the peer involved in negotiation of meaning helps the other person involved to speak the L2 and can be negatively or positively motivational.

Askildson, L. (2005). Effects of humor in the language classroom: Humor as a pedagogical tool in theory and practice. *Arizona Working Papers SLAT*, *12*, 45-58.

Summary: The author of this article conducted a study about humor in the second language classroom. The author had students and teachers fill out surveys which measured the levels of humor in the classroom. This is claimed to relate to enjoyment and second language acquisition. The author argues that humor should be used in the target language (TL) classroom, because it not only lowers the affective filter, but it can also be used to explain sociolinguistic, cultural, and discourse phenomena. It is claimed that humor helps students retain information, produce the TL, and make the language salient. The article provides the reader with a background of the development of humor in the TL classroom and how the TL classroom has changed from a classic rigorous one to an

engaging and fun one. A particularly interesting feature is the citation of Vizmueller's work on language and humor. Vizmueller claimed that language and humor create "creativity in communication." One term that relates to this study is immediacy behaviors, which are the communicative behaviors that "improve the physical or psychological closeness and interaction of two or more individuals." The author cites several studies that have shown a correlation between immediacy behaviors and effective learning.

Reaction: This is one of my personal favorite articles, because, as the author says, it addresses one of the most natural human characteristics, humor. Another reason I like this article is because, according to the author, humor is found in every culture. This article enables second language teachers to understand that it is acceptable to use humor in the classroom, especially because it lowers the anxiety levels for teachers and students, and allows for "creativity in communication."

Davidheiser, J.C. (2008). Fairy tales and foreign languages: Ever the twain shall meet. *Foreign Language Annals*, *40*(2), 215-225.

Summary: This article pertains to the ways teachers can incorporate fairytales into the curriculum. The author briefly addresses the issue of using authentic materials versus using unauthentic materials in the classroom. It is the author's view that it is acceptable to use an edited version of an old text, like fairy tales. Davidheiser provides several ways of

using fairytales in the classroom to develop language and cultural awareness. Within this article, Davidheiser refers to several fairy tale authors, not just the German authors. He shows how to use fairy tales at any level of foreign language learning. One important aspect which I find interesting is that the author claims that since most "students are familiar with fairy tale topics and themes, their affective filter, tantamount to the level of fear students may have in approaching foreign languages, is lowered and learning can take place in a nonthreatening environment" (p. 215). This article also provides an excerpt about the history of fairytales and the cultural implications. This enhances the reader's understanding of fairytales, where they come from and why and how they came about. This article gives excellent examples of how to assimilate all forms of fairytales, such as opera, theater, movies, and poems into the classroom.

Reaction: I thoroughly enjoyed this article because it gave me so many ideas and ways to use one text in a classroom. I also liked that Davidheiser was not against simplifying old, yet authentic texts. I realize that many do not agree with him, and would say to edit the task not the text. However, when working with specific levels of students and many individual levels within a class, I think that a simplified an old text makes students feel successful or at least gives them the opportunity to be more successful. Editing an old text can boost students' motivation levels and therefore naturally push them to learn more without being overwhelming.

Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals, 42*(2), 340-366.

Summary: This article presented findings of an advanced online reading program which was created to improve German foreign language learners' reading skills. The evaluation study analyzed the extensive reading process for a nontraditional group; advanced non-native German speakers. However, there were only eight participants who had widely differing second language background knowledge. For instance one student was a heritage speaker, another had lived in the country, and yet another had only been studying the language for two years. However, the strength of this research project is its innovative approach. The author collected student's self-evaluation data during one semester. The research shows that students became more motivated to read in the L2 because they were allowed to select their own texts. At the beginning of the research project some students had problems locating authentic texts at their L2 reading level, because they were not aware of the German websites that existed. Because of the successful nature of extensive reading, students became more motivated and knowledgeable in the L2. For instance, towards the end of the semester, students pushed themselves to read more difficult passages. Although the results varied across students, because of text length, background knowledge, and reading fluency, they felt that overall they had improved their L2 reading skills.

Reaction: This article was very interesting to me. It was something that I had never encountered before and I believe could be used with different levels of L2 students. I think this is something that I personally could use in my own classroom. I would like to provide each student with an individual list of websites according to their interests, so they become aware of what websites are available in the target language. I believe that students would eventually become more motivated to read in the target language. The students would have to write a short summary of what they read so they can improve their writing and comprehension skills and so I can make sure they read something.

Brosh, H. (1996). Perceived characteristics of the effective language teacher. *Foreign Language Annals*, *29*(2), 125-136.

Summary: Brosh addresses many key points about effective teaching and teachers are addressed. His research identifies specific characteristics that tend to be found in effective teaching styles. The research provides two perspectives. The first perspective is the teachers view. Teachers share their opinions about what makes an effective teacher and what types of characteristics those teachers have. The second perspective is from the students. The students also share their opinion about what an effective teacher is as well as how the teacher behaves and looks. The goal of this article was to identify common characteristics of effective teachers. This article also addresses "teacher-student interaction styles." This section of the article claims that there are several ways the teacher communicates with students, but an effective teacher is one who can adapt those

ways in specific situations. The researchers also state that effective teachers are sensitive, aware of the students' needs, and know the students on an individual basis. The most important finding in this article is that the teacher's personality is considered to profoundly affect students and the classroom atmosphere. According to the researcher the "personality is the sum total of the individual's unique qualities," and they explain those qualities in detail under the subheadings of the following: "physical appearance, intelligence, social capacity, cultural qualities and psychological makeup" (p. 128).

Reflection: I enjoyed reading this article, particularly because it pertained to a paper I have been working on, but also because it provided sound advice for teachers. The article stressed the importance of communication and getting to know students. Because of the stress of communication and humanizing pedagogy, it is applicable in the communicative classroom. I think that this information could easily be learned by teachers and used in the classroom. Although some of this information is obvious, it shows that teacher personality does affect students. However, in my opinion teacher personality has nothing to do with physical appearance, which is one of the topics the author includes in his research. The author claims that height plays a factor when students respect teachers. Hence, the taller, the more respect. On this aspect I disagree with the author, because I am a short teacher and have experienced no shortage of respect.

Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom.

***The Modern Language Journal*, *78*(3), 273-284.**

Summary: This article examined motivation in the classroom as well as teacher-specific motivational components. It also examined several kinds of motivations, such as where motivations comes from, which situations bring about different types of motivation, and the different forms motivation. For instance group settings demand different types of motivation which elicits different types of behavior, such as someone taking the position of the leader. The researcher shows that many factors play into motivation. For example, choice affects our motivation levels immensely. The article also provides ways to motivate second language learners. In fact, the author provided a list of thirty items to integrate into the foreign language classroom to get students motivated. For example, the author states that the teacher should be "empathetic, congruent and accepting," because it creates a more learner-centered atmosphere. Empathy, congruence, and acceptance are basic teacher behaviors that improve learning. Another example from the ways-to-motivate is that the role of the teacher should be a facilitator, not an authoritative figure like a drill sergeant. The study also examined how students perceived themselves as second language learners and the fluctuation of their motivation.

Reflection: This article gave me insight as to how many different kinds of motivation there are. It was interesting to learn that motivation arises because of different situations as well as the personality. I also liked the author's long list of ideas for motivating second language learners. I think that it is a useful list of practical suggestions for a foreign language classroom. It was interesting to learn that second language learners have a

certain perception of themselves, i.e. they have an idea of how they would like to speak the target language. Although I have been in the second and foreign language often as a student, I did not realize that this perception existed.

Brown, A.V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal, 93*(i), 46-60.

Summary: This article provides current information on teachers' and students' notions about effective foreign language teachers. This study examined the opinions of teachers and students who were asked what makes an effective teacher, what types of characteristics effective teachers have, what second language learners believe about second language acquisition, and what are the possibilities of student and teacher personality mis-match. One interesting find of the study was that second language learners believed that they could learn a language in a very short amount of time. Another interesting find was that student and teacher personality mismatch in the classroom can cause problems. An important recommendation from the author is that teachers identify their beliefs or their teaching philosophy so they would not run into problems with students. The author also recommends that teachers tell students why they are doing a certain activities so they can avoid personality mis-match.

Reflection: I liked this article because it showed both the teachers' and students' perspectives of what makes an effective foreign language teacher. The study searched for

specific behaviors of teachers that made them efficient. Students shared their opinion of whether they agreed with the teacher behaviors and efficiency. An added strength of this study was that student's beliefs about learning a second language were also examined. For example, most students who were participants believed that they could learn a second language in less than two years. They believed they could become fluent in that short amount of time, which is perhaps a message that the education systems sends when it only requires two years of learning a foreign language.

Shrum, J.L., & Glisan, E.W. (2010). ***Teacher's handbook: Contextualized language instruction.*** **Boston, MA: Heinle.**

Summary: This book is what every beginning and experienced teacher should read and have in his/her library. This book has many excellent and renowned researchers and articles, taking important quotes from the articles and including them in the appropriate chapters. This book also provides thorough examples as well as the benefits and detriments of each method. Topics such as teacher personality, grammar, the PACE model, multiple intelligences, communication, learning styles, diversity in the classroom, integration of technology as well as many other topics are covered. This book also provides a web-site, which can be used to access extra materials that were not given in the book. By reading and applying the methods and techniques in the book, teachers can become more efficient and effective. The book includes many helpful charts, graphs, and diagrams to help the readers understand how it is applied in the classroom. There are also

hypothesized situations at the end of each chapter so the reader can better understand how to apply a particular method.

Reflection: This book is both useful and practical book because it provides ample material about how to incorporate certain methods into the foreign language classroom. It is a great reference for foreign language teachers. I plan to keep this book and refer to it continually throughout my teaching career. It provides excellent examples of all types of second language concepts. For example, there is one chapter dedicated to grammar and the different ways on might teach grammar. The authors provide the advantages and disadvantages of each method. I appreciate this book and recognize its importance in the world of second language teaching.

Cooper, T.C. (2001). Foreign language teaching style and personality. *Foreign Language Annals*, *34*(4), 301-317.

Summary: This study was focused on teacher personalities and the activities that correspond with certain personality types. The researchers administered the Myers-Briggs test to a large group of teachers to determine their type of personality. Afterwards, the researchers observed the teachers and tried to find common activities between personalities. The researchers created a chart that matches the Myers-Briggs teaching personality with foreign language classroom activities. The activities that the teachers did were a reflection of their personality. For instance, the shyer teachers tended to do less

discussion and more writing and reading activities, whereas the more outgoing teachers motivated their students to communicate with others, discussed topics as a class, and promoted group work. This article shows readers that even though students and teachers may have different personalities, that there does not always have to be a personality clash if the teacher is willing to be flexible. The article also addresses the issue of how students learn. The researcher's findings were that students are most successful when they employ several learning strategies at different times and in different situations.

Reflection: This article explains that certain types of personalities tend to do particular activities in the foreign language classroom. It includes a chart that aligns the teaching personality with the activities. Therefore, it gave me many ideas. For instance, I realized that I am more outgoing in the classroom and have students do several communicative activities. It then became apparent that perhaps some students might prefer to work alone and do solitary activities such as writing or reading. I also realized that the students' personality does not always match the teacher's personality and that can be good or bad depending on how flexible the teacher is.

Sleve, R., & Miyake, A. (2006). Individual differences in second-language proficiency Does musical ability matter. *Psychological Science*, *17*(8), 675-681.

Summary: This article examined the relationship between people who are musically talented or who have a music ability and learning a language. The article did not state

whether the participants were musically talented, nor did it show the participants' ability to learn a second language. However, the researchers specifically focused on finding a relation between phonological abilities and music abilities and testing if the phonological abilities effected the lexicon of those learners. One significant finding was that age affects learners' ability to acquire native-like proficiency, particularly pronunciation. Another finding was that if learners had a significant musical ability, they were able to receive and produce information phonologically, but they were not able to do so with lexical and syntax information.

Reflection: This topic was very interesting to me because it has always been something I have been curious about. I had always wondered if there were a connection between sounds and/or music ability and acquiring a good accent in a foreign language. Another aspect that I have been curious about is whether or not a student who is talented at doing math is also good at understanding grammatical concepts. However, this article does not clearly show that people who are musically talented can obtain an excellent accent nor does it indicate that those who are good at math can understand grammar, because it is one of the few studies that has been done within this field.

Lee, J., & Van Patten, B. (2003). *Communicating in the classroom.* Boston, MA: McGraw Hill.

Summary: This informative and helpful book reviews thorough research of theories and methods, while providing examples that clearly explain the methods and theories. It offers an in depth look at negotiation of meaning in a classroom setting. The authors state that communicative competence goes hand in hand with negotiation of meaning. One without the other just does not happen. The authors go on to say that there are four components that have to be achieved in order to have total communicative competence. Those components are as follows: grammatical, discourse, sociolinguistic, and strategic competence. This book also includes a comparative study between a teacher-fronted activities and paired or group activities. Of course, the paired or group activities are much more successful because the students engaged in negotiation of meaning. The book provides reasons why communication is important, which are rather obvious, but useful. One last feature of this book is that the authors define roles for the students and teachers. An example used was that teachers are the architect and students are the builders. This example refers to students being responsible for their own learning and that teachers cannot baby them throughout their learning process. Students have to take learning a second language into their own hands.

Reaction: I think that this book offers teachers a straight forward insight into the communicative teaching approach. I learned that students have to be put into a situation where they have to negotiate for meaning or in other words, they have to speak to each other in order to understand one another and learn the language. The students have to express themselves, then interpret what is being said for the negotiation of meaning to

occur. I also learned that when the negotiation of meaning is used that communicative competence plays a role. However, for complete communicative competence to exist, the learner has to have a grammatical, discourse, sociolinguistic, and strategic competence.

Ballman, T.L., Liskin-Gasparro, J.E., & Mandell, P.B. (2001). *The communicative classroom*. Boston, MA: Heinle.

Summary: The authors of this book discuss the importance of (oral) communication in the classroom, the definition of classroom communication, natural motivation(s) of communication, the reason why many teachers do not teach communicatively, the role of grammar in the classroom, and many other important aspects of communicative teaching. The authors explain how interpersonal speaking, negotiation of meaning, and communication strategies are language skills necessary for communicative competence. Within the negotiation of meaning theory, task-based activities and how to use them in a communicative classroom are explained. Another important aspect that is brought up repeatedly in this book is how to incorporated real-life communication into the classroom. Communicative examples are even provided in a grammar chapter. One of the chapters in particular stresses the important of grammar methods of second language teaching. The authors provide two extreme viewpoints of how grammar should be taught, which are: “no grammar instruction and grammar as a goal.” By explaining these extreme viewpoints of teaching grammar, the authors show how grammar should be taught:

communicatively. The authors also outline the drawbacks of using one or the other grammar method.

Reflection: This book provides examples that directly relate to the method being explained. It seems that the authors chose examples that could actually happen in the classroom and they provide suggestions on how to prevent and solve problems in the classroom. The section of this book that I like the most is entitled "preparing students for real-life communication." I think that this is crucial in any classroom, especially a communicative one. One skill that the authors encourage in particular is story telling. When students develop the skill to tell stories, they require real-life language use.

Strunk, W., & E.B., White. (2000). *The elements of style* (4th ed.). Needham Heights, Massachusetts: A Pearson Educaton Company.

Summary: This book outlines the basics for academic writing. The authors provide rules and many examples. The examples help the reader understand how to apply the rules to their writing. In particular, the examples point out common mistakes that are difficult to identify. Strunk and White also provide a list of commonly misused words and a section about style. The authors claim that it takes time to develop personal style when writing, but provide sensible guidelines to follow. When in doubt of how to use a certain grammar concept, this book is an excellent source.

Reflection: This is an excellent book for academic writing. I believe that every student should read this book and use it when writing. I wish that this book came with a workbook, because I would personally like to learn more about grammar. I believe that this book (and a workbook) could help English language learners. The book is very concise, clear, and to the point, and helped me understand why I certain mistakes.

Martinez, G.A. (2000). Classroom based dialect awareness in heritage language instruction: A critical applied linguistic approach. Tucson: U of Arizona press.

Summary: This article is about heritage Spanish speakers and including dialects in the foreign language classroom. The author specifically addresses the classroom based dialect awareness (CBDA) concept and provides examples of how incorporate dialect awareness into the classroom. The heritage Spanish speakers are from different countries and therefore speak different dialects of Spanish. The teacher within the study included the many dialects in the classroom by doing certain activities, such as vocabulary games. For example, the teacher would say a word in 'standard Spanish' and then have the students give equivalents in their dialects. The teacher also asked students a vocabulary word from a certain Spanish dialect and the students found the equivalent in 'standard Spanish.' The author claims that by including dialects in the foreign language classroom, students develop more respect for one another and for other cultures.

Reflection: This article was the main source of inspiration for my language article. The author's research indicates that dialect awareness increases students respect for other dialects and cultures. The author also provides several ideas for dialect activities, which include discussing the target culture. This article also supports my teaching philosophy. It is important to me to incorporate the target culture within the language classroom, because I believe that it creates a relaxed classroom atmosphere and provides students with more information about the target culture and language.

Yule, G. (2008). The study of language (3rd ed.). Cambridge, UK: Cambridge University Press.

Summary: This book is an excellent source for linguistic definitions, examples, and studies. There is an extensive glossary, which allows readers to understand linguistic terms quickly and thoroughly. This book also introduces famous linguists and their studies, such as Noam Chomsky and his theory about universal grammar. The author included studies about people who have brain injuries, or who have been isolated and how that effected their language skills. For example, there is an example about Jeanny, a girl who was locked in a cage until the age of thirteen. Linguists and psychologists examined her for years to assess whether she could learn a language. Jeanny never became fluent in any language and the scientists concluded that language must be learned at a certain period of time. Although this book is not just about second language

acquisition (SLA), it does provide information about SLA and how humans have learned, lost, and re-learned language(s).

Reflection: This book is thorough and provides students with a basis of linguistic terms. It also informs students about linguistic and psychological studies that have contributed greatly to both fields. There is a chapter about grammatical concepts and how humans are able to understand and use them. Another chapter is about dialects and how they developed. There is a lot of information in this book about all aspects of learning language. The book is not extensive on any one particular topic, but it gives students an overall understanding of language learning.

LOOKING FORWARD

From the MSLT program, I have learned that an effective teacher must continue to do and read research, because there is always a new method or idea to be employed in the language classroom. Therefore, I promise to myself and future students that I will always be looking for ways to improve my teaching. After completing the MSLT program, my immediate goal is to become a language instructor and to apply to doctorate programs in education. Some of my long term goals are to develop a communicative textbook series for German language learners, master the French language, learn other languages, such as Spanish and Chinese, and travel extensively. Regardless of where I will be in the world, I will always be a proponent of teaching and learning languages and cultures. I will advocate for the communicative approach to second-language teaching wherever I find myself, because it is the most effective and engaging approach for students and teachers.

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APPENDIX A: GERMAN GRAMMAR CHART

German Grammar Chart					
Bestimmte Artikel: DER, DIE, DAS, DIE		Unbestimmte Artikeln: (K)EIN, (K)EINE, (K)EIN ***Do NOT exist in plural form!***			
Possessivartikeln: MEIN, DEIN, SEIN, IHR, UNSER, EUER			***Relativpronomen: *DENEN, DESSEN, DEREN**** *Are shown in chart*		
Demonstrative: DIESER (this), JENER (that), JEDER (each) Interrogative: WELCHER (which)					
➡ Gender and Number ⬇ Case	**Maskulin**	**Feminin**	**Sächlich**	**Plural**	*Tipps:*
Nominativ • SUBJECT	d**er** (k)ein	d**ie** (k) ein**e**	d**as** (k)ein	d**ie**	Personalpronomen: ich, du, er/sie/es, wir, ihr, Sie/sie ***wer = who*** Verbs = sein, heißen, werden, *bleiben *occasionally
Akkusativ • DIREKTES OBJEKT • Verb = AKTION	d**en** (k) ein**en**	d**ie** (k) ein**e**	d**as** (k)ein	d**ie**	Personalpronomen: **mich**, **dich**, **ihn**/sie/es, **uns**, **euch**, sie ***wen=who*** Reflexivpronomen: mich, dich, sich/sich/sich, uns, euch, sich D.O. = WHAT or WHO is *doing* the action? Verbs = springen, laufen, fliegen, fahren, gehen ★Prepositions: durch, für, gegen, ohne, um

German Grammar Chart					
Dativ • INDIREKTES OBJEKT • Verb = KEIN AKTION	d**em** (k) ein**em**	d**er** (k) ein**er**	d**em** (k) ein**em**	d**en** *(denen)*	Personalpronomen: **mir**, **dir**, **ihm/ihr/ihm**, uns, euch, **ihnen** Reflexivpronomen: mir, dir, sich/sich/sich, uns, euch, sich I.O. = WHAT or WHO is *receiving* the action? Verbs = stehen, setzen, liegen ★Prepositions: aus, außer, bei, mit, nach, seit, von, zu ***wem=who***
Genetiv • POSSESSIV	d**es** (k) ein**es** *(dessen)*	d**er** (k) ein**er** *(deren)*	d**es** (k) ein**es** *(dessen)*	d**er** *(deren)*	Personal-Reflexivpronomen: **meiner**, **deiner**, **seiner**/**ihrer**/**seiner**, **unser**, **euer**, **ihrer** Prepositions: (an)statt, außerhalb, innerhalb, laut, wegen, trotz, während ***wessen=whose***
★ Two-Case Prepositions (can either be AKK or DAT) = an, auf, hinter, über, unter, in, neben, zwischen, vor ★Combination of prepositions: in dem=im, bei dem=beim, von dem=vom, an dem=am, zu dem=zum, zu der=zur, auf das=aufs, an das=ans, in das=ins					

APPENDIX B: QUESTIONNAIRE

Please circle one or all numbers that correspond to your reading experiences from questions 1 to 4. Please answer the last question to the best of your knowledge. The types of literature refer to the author's ethnic background.

Types of Literature:

1 African/African American	2 Asian/Asian American
3 European/Caucasian (American)	4 Latin/Latin American
5 Indian/ Indian American	6 Middle Eastern/ Middle Eastern American

1. What types of literature do you read in this class?

   1 2 3 4 5 6

2. What types of literature have you been most exposed to at USU?

   1 2 3 4 5 6

3. What types of literature have you been most exposed to throughout your education?

   1 2 3 4 5 6

4. What types of literature do you prefer?

   1 2 3 4 5 6

5. Which type of English do you read? Please circle all that apply:

American	British	Indian	Australia
New Zealand	Singaporean	South African	Other(s)

6. Do you know the author Derek Walcott? If yes, how?

7. Do you know the author Rabindranath Tagore? If yes, how?

8. Do you know the author Chinua Achebe? If yes, how?

9. Do you know the author Nadine Gordimer? If yes, how?

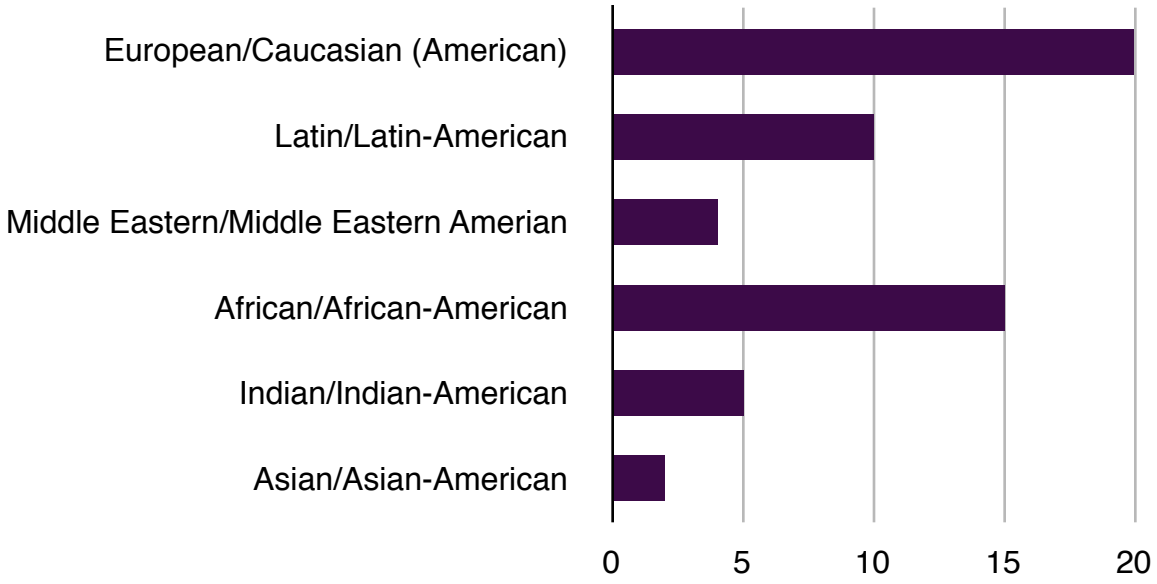
10. Do you know the author Germaine Greer? If yes, how?

APPENDIX C: INTERVIEW QUESTIONS

1. What is the official title of this course?
2. Is this class required for all USU students?
3. Is this class required for USU English majors?
4. How do you include multiculturalism and/or multi-ethnicity in this class?
5. Do you feel that students need a basis in "the classics" before reading multiethnic literature?
6. What types of literature do you read in this class?

APPENDIX D

Table 4: Chart of most and least commonly known authors



APPENDIX E: IRB APPROVAL

The primary investigator was Dr. Spicer-Escalante and I was the student-researcher and we both took CITI training. IRB approval was granted on January 18, 2011 and the approval number is: 2828.