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Collaborative Classrooms: Incorporating Pragmatics and Technology in Language Learning with a Focus on Generation 1.5

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COLLABORATIVE CLASSROOMS: INCORPORATING PRAGMATICS AND

TECHNOLOGY IN LANGUAGE LEARNING WITH A FOCUS ON GENERATION 1.5

by

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A portfolio submitted in partial fulfillment

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of

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ABSTRACT

Collaborative Classrooms: Incorporating Pragmatics and Technology in Language Learning with

a Focus on Generation 1.5

by

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This portfolio is a compilation of work that the author accomplished during the Master of

Second Language Teaching program at Utah State University (USU). It reflects the culmination

of the author's learning and teaching experiences during her coursework and as a graduate

teaching assistant (GTA) in the Intensive English Language Institute (IELI).

The portfolio contains three main sections: teaching perspectives, research perspectives,

and an annotated bibliography. In the first section the author explains her desired professional

environment, her philosophy of teaching, as well as insights from language classroom

observations she will incorporate into her teaching. The research perspectives section consists of

two papers which detail areas that are of special interest to the author within the fields of English

as a Second Language and English as a Foreign Language. Last, in the annotated bibliography,

research on the role of technology in vocabulary instruction is reviewed and discussed.

(81 pages)

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CONTENTS

LIST OF ACRONYMS

ACT = American College Testing

BICS = Basic Interpersonal Communicative Skills

CALL = Computer Assisted Language Learning

CALP = Cognitive Academic Language Proficiency

CFL = Chinese as a Foreign Language

CLT = Communicative Language Teaching

EFL = English as a Foreign Language

ELC = English Language Center

ELL = English Language Learner

ESL = English as a Second Language

ESP = English for Specific Purposes

FTA = Face Threatening Act

GTA = Graduate Teaching Assistant

IELI = Intensive English Language Institute

IEP = Intensive English Program

JFL = Japanese as a Foreign Language

JSL = Japanese as a Second Language

L1 = First Language / Native Language

L2 = Second Language

MALL = Mobile Assisted Language Learning

MLP = My Little Pony: Friendship is Magic

MSLT = Master of Second Language Teaching

SAT = Scholastic Assessment Test

SLA = Second Language Acquisition

TPRS = Total Physical Response Storytelling

USU = Utah State University

ZPD = Zone of Proximal Development

INTRODUCTION

This portfolio is the culmination of work that I accomplished during my time in the MSLT program at Utah State University. I have grown from my experiences in this program and this portfolio is evidence of that growth. My knowledge of the topics included in this portfolio has matured through the courses I have taken, classes I have taught, and through participation in IELI and the ELC. The central focus of this portfolio is the teaching methods and applications I have learned in an ESL context.

This portfolio is organized into three main sections: teaching perspectives, research perspectives, and an annotated bibliography, the centerpiece is my teaching philosophy statement, which showcases my personal beliefs about language learning and teaching. A main focus of my teaching philosophy is how a multiliteracy approach supports the cultivation of language learning in L2 classrooms. This includes the need for a positive learning environment where students feel comfortable interacting in English. Encouraging collaboration in and out of the classroom is also an important aspect of my teaching philosophy.

Building on my teaching philosophy, I wrote two research perspectives and an annotated bibliography. The included research perspectives revolving around SLA topics that are vital in ESL classrooms. These topics include generation 1.5 students and pragmatic competence in the speech act of complimenting. The annotated bibliography reviews and discusses research that has been conducted on the incorporation of technology in vocabulary instruction. A short section in which I look forward to further professional development in the future, followed by a list of references, concludes the portfolio.

TEACHING PERSPECTIVES

PROFESSIONAL ENVIRONMENT

I have had two years of experience as an undergraduate teaching assistant in the Intensive English Language Institute (IELI) at Utah State University. I have also been a graduate teaching assistant in the same program. These involvements in teaching have influenced me to develop my skills as an English language teacher in the MSLT program. From the experiences I have in this program, combined with my background in the IELI program, I envision myself teaching English to adult or young adult learners at a university or community college level. I plan to teach in the USA in an English for Academic Purposes program, therefore, the point of views and theories I express in this portfolio are geared towards that end.

PHILOSOPHY OF TEACHING

Introduction

Since my teenage years, I have had many experiences in second language classrooms. I took Spanish throughout high school and I continued studying it during my undergraduate college career. I have also completed several college-level American Sign Language classes, a Japanese course, and even spent a summer semester in Madrid, where I studied Spanish. In addition to these student experiences, I have been a graduate assistant in the Intensive English Language Institute (IELI). This range of experiences as both a teacher and as a student has given me the opportunity to interact with a variety of teachers, each of whom has influenced me as an individual and has shaped my perception of the profession.

From my experiences in second language (L2) classrooms, I have witnessed different approaches to language instruction. I participated in one of these approaches during an advanced Spanish class. For homework, we were required to read grammar rules in English before each class to become familiar with the new language structure. After completing this, a grammar translation method was employed by the instructor in the classroom. This method involved students being given sentences in English and translating them into Spanish. While this approach introduced students to the new language and allowed some practice with the words being learned, it was not particularly effective for me. This was due to a lack of scaffolding. Many of the sentences we were given included unknown vocabulary and were monotonous drills that did not have social contexts. This instruction method is one I do not plan on implementing in my teaching.

Another language class I have participated in followed a communicative language teaching (CLT) method. In this approach, an emphasis is placed on interactive communicative

activities. This allows students to not only learn the words of the L2 language, but also learn how to efficiently communicate with others. In this class I experienced CLT by being immersed in the target language. This was done by the class being taught 100% in the target language. This immersion became a crucial benefit in my acquisition of the target language. Vanpatten (2017) claims this is due to language learners being able to negotiate meaning together in communicative activities. Although I agree that this statement has truth, I have personally found certain communicative activities such as role plays or information-gap pair work to be useful but incomplete. They tend to have a limited scope and focus on Basic Interpersonal Communicative Skills (BICS). I do think they have a place in learning; however, it is important to recognize the need to help students progress beyond BICS and develop Cognitive Academic Language Proficiency (CALP) as well. One way this can be done is to use a multiliteracies approach.

A multiliteracies approach is often seen as expanding on the benefits of CLT but moving beyond the sole focus of BICS with the purpose of "foster[ing] active and critical language users" (Warner & Michelson, 2018, p. 6). Situating a multiliteracies approach within Vygotsky's sociocultural theory helps students learn through socially mediated activities (Lantolf & Poehner, 2008). This focus also helps learners become sociolinguistically competent. Aiming to be more than simply linguistically competent is vital because students will be "fluent fools" (Bennett, 1997, p. 16) who do not know how to interact appropriately in the L2 without sociolinguistic competence. To be considered sociolinguistically competent, learners need to be able to understand the social meanings of language and whether or not it is considered appropriate in different contexts. A prominent aspect of sociolinguistics is pragmatics; understanding how to use and respond to speech acts when interacting with interlocutors in the target language.

Multiliteracies Approach

Literacy is often defined by the ability to read and write or to be knowledgeable about literature (Kern, 2000). However, the multiliteracies approach expounds upon what literacy means and the definition of texts. In this approach, texts are defined not only as printed text, but also include digital media, art, film and television, advertisements, and video games, etc. (Cope & Kalantzis, 2009; Paesani, 2016; Warner & Michelson, 2018). This expanded definition of literacy is necessary to adapt language instruction to the frequent use of digital mediums prevalent in everyday contexts.

A multiliteracies approach helps learners "acquire[d] the capacity to navigate from one domain of social activity to another" (Cope & Kalantzis, 2009, p. 173-174) or from one modality to another. Incorporating multimodalities moves away from the misconception of a "one size fits all" language teaching belief. "A pedagogy that restricts learning to one artificially segregated mode will favor some types of learners over others" (Cope & Kalantzis, 2009, p. 180). This is illustrated in the experience mentioned above, in my advanced Spanish course, in which only a grammar translation method was employed. While some students benefited from this teaching method, my learning was impeded.

Multiliteracies not only expands on the definition of texts but also its expectations of L2 learners. The semantics of the old literacy and new literacy, such as in digital contexts help illustrate the expanded expectations. "Readers" of books have become "users" of digital websites (Cope & Kalantzis, 2009). In the old definition of literacy, students were "passive recipients or at best, agents of received, sanctioned and authoritative representational forms" (Cope & Kalantzis, 2009, p. 175). However, in a multiliteracies approach allows students to be meaning-makers who do not simply replicate but create (Cope & Kalantzis, 2009). This approach allows for creativity,

student engagement, and is student-centered, which are vital aspects in my personal teaching philosophy.

Lived experiences and collaborating with others can also be considered "living texts" (Palpacuer Lee, 2018; Philips & Willis, 2014) and thus, part of a multiliteracies approach. "[The] concept of living texts refers to experienced events and encounters that offer meaning-making that is fluid, interactive and changing" (Philips & Willis, 2014, p. 76). Therefore, collaborative dialogue between students can be part of this concept of "living texts" and is an important aspect of multiliteracies as students can learn from each other.

I think it is beneficial to have an approach that integrates a variety of opportunities to engage with various texts in the target language. Literacy is defined as being able to understand these various texts as well as "what people mean by texts and what texts mean to people who belong to different discourse communities" (Kern, 2000, p. 2). Multiliteracies, therefore aims to help students be able to develop CALP and to not only understand but successfully navigate these different contexts in the L2.

Digital Texts and Tools

In an intermediate Spanish class, my professor introduced us to the cultural product of telenovelas through a multiliteracies approach. As a class we watched a few telenovelas and discussed how they are part of Spanish culture. Then, he divided us into groups, and gave us guidelines for creating our own telenovelas that included grammar structures that we had previously learned in class. This project required multiple drafts throughout the semester of the scripts that we were writing and then we filmed them and watched the telenovelas in class.

From this experience I learned that a multiliteracy approach can be very useful in an L2 classroom. It targeted multiple language skills such as writing, speaking, and listening to the

films of other groups. The project also was designed to lower students' anxiety because it was filmed rather than performed as a skit in front of the class. This approach allowed us to do retakes if we made mistakes. As Gao and Dowdy (2014) discuss, this drama activity allowed us to build confidence in the target language through an engaging multiliteracy project. The use of technology also aided in our language development and I hope to find similarly beneficial uses of digital tools to incorporate into my teaching.

Affect and Positive Environment

Lowering students' anxiety, as mentioned in the example above, is needed in a successful language classroom. One of the qualities that I admire from my Spanish 2010 professor is the ability to joke and have fun with students. Teacher-initiated humor allows students to feel comfortable engaging in classroom activities and overcome reticence (Forman, 2011). Within the environment that my Spanish 2010 professor cultivated in the classroom, students were also able to initiate humor, which lessened anxiety and enabled them to participate in and engage with the class exercises and concepts more fully. During an activity in class, we were required to practice the grammar that we had just learned from the lecture. In pairs of two, using only the target language, one student was supposed to ask a question and the other had to respond. As we were doing this, the professor walked around the groups to listen to how we were doing and helped if we became stuck or confused.

My partner and I were doing well with the assignment, until our professor came near to listen to us practice. His presence there caused added stress and my partner froze, afraid of seeming incompetent in front of the professor. Instead of answering my question in Spanish, my partner started singing "pressure, pushing down on me, pressing down on you…" from the Queen and David Bowie hit "Under Pressure." Our professor laughed and tried to help lessen the

"pressure" by making us laugh, too, as he played along with the sudden change in my partner's behavior. From this experience, I learned that it is important to create a classroom environment that allows students to feel comfortable expressing themselves in the target language.

This comfort is related to affect, which includes emotion. Affect can be positive and encourage learners to engage in activities or it can be negative and discourage students from participating. In the previous example of my classmate, there was a negative affect that hindered his ability to fully take part in the language activity. Conversely, positive affect can promote learning. "Careful listening, intense dialogue, and emotional support sustain the cooperative construction of understanding, of scientific discovery, and of artistic forms" (Maftoon, & Sabah, 2012, p. 39). As a second language teacher, I want to help my students have affectively positive experiences and support them emotionally by creating an open classroom environment.

One way that I have achieved this in classes that I have taught is by incorporating pair work and small-group work. This allows the students to feel less pressure as they interact in the new language. Many students find speaking in front of an entire class difficult and adding in the factor that the class is learning a new language makes it even more so. This situation makes people feel vulnerable, embarrassed, and nervous about making mistakes more than about learning the language and mastering new concepts. Group work can help solve this problem. One benefit of group work is that it gives students a chance to practice and participate in a more relaxed atmosphere. This allows reserved students a chance to be heard and take part in the class. A second benefit of group work is peer support and learning from other students. Sometimes, other students have insights or ways of explaining things that resonates with peers whenever a professor's explanations may be hard to grasp (Vygotsky, 1978).

In the IELI level 3 speaking class that I assisted in, the students were placed into different small groups each class period to discuss various topics. This held to the concept that small groups are helpful, but also allowed for the students to have variety in whom they were interacting with. Having groups that consist only of the same people is helpful but limits the student's exposure. Intermixing groups provides students an opportunity to expand their listening and speaking skills.

Another way I want to lower the pressure is by getting to know my students and by allowing them to focus on topics that interest them. This helps them to be engaged and interested in their learning. I accomplished this in the IELI level 3 writing class lessons I taught as a graduate teaching assistant. The students were assigned to write a comparison essay and rather than choosing for them the two ideas that they had to compare, I allowed the students to be creative and to choose their own topics. This led to the students having fun with the assignment and allowing more creativity. One such paper that a student wrote compared the colors blue and red, which is a topic that I wouldn't have originally thought of, but the student was very engaged with it.

Collaboration

I acknowledge it is important to include in my philosophy of teaching something I have observed from my previous teachers: language learning is a collaborative effort. This also follows the multiliteracies approach because learning and literacy "[do] not reside in individual acts of meaning making, but in collaborative dialogue" (Warner & Michelson, 2018, p. 11). Language learning is a social process that happens as students and their teacher interact with each other. This collaboration allows for mediation to take place (Swain, Kinnear, & Steinman, 2015). Collaboration can be accomplished by using the target language in the classroom and by

having the students participate and speak in the new language. I have found pair work and group discussions to be effective in creating an environment that allows collaborative dialogue to take place. These types of activities allow for the students to learn from each other and together they can reach a deeper understanding.

Utilizing pair and group work in class allows the teacher to observe each group in action and assist students. Observing group work provides the teacher with a valuable opportunity to assess what the students understand and have learned. While I taught an IELI level 3 reading class, I put this technique into action to better assess how well my students were comprehending and retaining the material. I made adjustments to my curriculum accordingly and put the students into pairs where they were able to discuss the reading and answer each other's questions. This prompted them to discuss their own questions rather than only relying on general ones I had prepared to encourage collaboration between the students. It became a more memorable learning experience because they could listen and learn from their peer's perspective while engaging in a more casual conversation.

Zone of Proximal Development

Another characteristic of effective language teachers that I have observed and want to incorporate in my own teaching is the Zone of Proximal Development (Vygotsky, 1978). This concept from SCT goes along with my belief of having a collaborative classroom and learning from each other. An activity that a student can do on their own is at their actual developmental level. An activity that they cannot do on their own but can do with some assistance is known as the Zone of Proximal Development (ZPD). Over time, ZPD becomes internalized as part of students' actual development level and they become ready to expand their ZPD to other learning activities. The ZPD can be reached through teacher-student interaction and through student-

student interactions. This is an important aspect of my philosophy of teaching because it motivates me to create a more student-centered classroom, where it is the student's responsibility to learn and my responsibility to create the conditions in which students can do so.

Promoting learning in the classroom is also achieved by using scaffolding with the ZPD. An instructor implements scaffolding by structuring instructions and guides in such a way that unnecessary aspects of the learning task are removed so the student's learning ability is unhindered (Shrum & Glisan, 2016). One way to scaffold their learning is by modeling an example of what is expected of the students in an activity. I have found that scaffolding lessons this way has been extremely helpful for my students. I successfully implemented scaffolding with the comparison essay assignment mentioned above, when I gave my students an example essay as a model. As a class, we went through the model essay one paragraph at a time and underlined the thesis statement and discussed it. Then, we went over the supporting details in the same manner, one paragraph at a time. This was useful to highlight relevant features of the essay and was not as overwhelming for the students as it would have been if I had just given them the entire essay all at once. The students were then able to design their own essays by creating outlines following the same pattern starting with writing their thesis statement and then adding supporting details.

Conclusion

Overall, I believe that for a classroom to be successful, it needs to be an emotionally safe space where students feel comfortable to speak and participate in class activities and discussions. This aligns with a multiliteracies approach because a main objective of this approach is to facilitate an environment where students feel "comfortable with themselves as well as being

flexible enough to collaborate and negotiate with others who are different from themselves in order to forge a common interest" (Cope & Kalantzis, 2009, p. 174).

For language learners to flourish in the target language and culture, they should be exposed to authentic texts in a variety of modes. L2 learners should also be provided meaningful opportunities to create multimodal texts in the L2 (Cope & Kalantzis, 2009). This allows for student-centered classrooms, in which students are given opportunities to be creative and focus on topics they are interested in. By integrating activities that cultivate creativity, language learning can be more engaging for students.

It is also important to scaffold the class in a way that allows language learners to grow in their ZPD. The most important aspect is that interaction and collaboration between the students and the teacher exists. This collaboration is significant because as Kramsch (2009) states, "the most important gift we can give our students is to explore with them the immense wealth of meanings opened up by the language we teach" (p. 207). I believe this can best be accomplished through a multiliteracies approach to language teaching.

PROFESSIONAL DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

Introduction

I have had many opportunities to observe foreign language classes during my time in the MSLT program. I have found these observations to be enlightening on various teaching approaches, behaviors, and practices. I have observed Spanish 1010 and 1020 classes, German 1010, Chinese 1010, and several IELI classes of various levels. It is important to note that, in my opinion, not all of these classes were successful. Classes were successful when the instructor cultivated positive learning environments, collaborated with the students, incorporated meaningful technology use, and taught within their students' Zone of Proximal Development (ZPD) levels.

Positive Learning Environment

I noticed in each of the observations how important it was to create an environment where positive emotions and affect were encouraged. A specific way this was cultivated was through the tone of the instructors. One of the instructors was very energetic and excited. In this class, the students willingly participated. In another class, the instructor was cheerful and spoke softly, but it was still an inviting environment where the students felt safe in interacting even if they made mistakes. These two observations made me realize that to be a successful teacher, one doesn't necessarily need to be overly extroverted. Rather, it is important that instructors use the strengths of their personality, and, in being themselves, create welcoming environments where students can feel at ease.

However, not all of the classes I observed were positive experiences of affect. One of these instances occurred when the instructor's tone of voice was sharp, frustrated, and impatient when students were not understanding the grammar. This tone of voice was counterintuitive

because instead of the students asking questions or participating more, it was the opposite. They experienced negative affect, namely anxiety, which isn't conducive to language learning. They became afraid of making more mistakes and therefore, became reticent. This is something that I am conscious of now and want to avoid in my teaching.

From participating in these observations, I learned that having elements of fun is essential in promoting motivation, which is a positive emotion in language learning. One element of fun that I observed was games. A couple of the instructors included games, such as Pictionary to allow the students to review some of the words they learned. This generated a friendly competition among the students that engaged everyone. Other instructors included music in the target language as part of the lesson. Creative content such as this engaged the students and some even sang along. I made a note to include similar activities that afford these elements into my own classrooms.

Digital Tools

Digital games and applications (apps) were also used in the successful classrooms that I observed. In an IELI speaking level 3 class, the instructor incorporated Quizlet live games that encouraged students to practice idioms that they learned in a fun and competitive environment against their classmates. Another professor in a Spanish class used technology in a similar activity by integrating Kahoot! into lessons. In other classes, video clips and audio clips were utilized to provide exposure to authentic texts. With the COVID-19 pandemic that has happened last year, Zoom has been used in virtual language classes. One observation that I have noted with virtual classes via Zoom is that breakout rooms can be beneficial in facilitating discussions and providing more opportunities for students to be engaged in speaking during class. From these

observations, I have learned that digital tools that are integrated in meaningful ways can help students in L2 language learning.

Collaboration

A critical component in language classes is collaboration and interaction, between students, as well as with the instructor. These can take several forms such as pair work, or small group work, or even larger group work. For example, in the German class I observed, the instructor had the whole class work together in using the grammar they learned to tell a story. This approach is called Total Physical Response Storytelling (TPRS). Some of the students also helped act out the story. By doing this, the instructor didn't spend the entire time lecturing, instead the whole class participated in the target language and grammar lesson. Even though I might not use the TPRS approach in the same way that the instructor did, I learned from this observation that it is possible to have whole class collaboration and discussions that are beneficial for the students.

Several of the instructors employed pair work into their teaching approaches. The students were able to interact and learn from their peers. This was particularly successful in the IELI writing class that I observed. In this class, the students peer-reviewed each other's papers and were able to help each other understand how they could improve. Another example of successful pair work was in one of the Spanish classes that I observed. In this class they had to do an information gap activity where each partner had different pictures and one person had to describe the picture, while the other person drew the picture. This collaboration allowed the students to negotiate meaningfully as they interacted.

Zone of Proximal Development

The concept of the ZPD is important in helping students to develop beyond what they already know how to do, with the help of others. An example of this was in the Chinese class that I observed, where the instructor mediated the students' learning of a particular grammar concept. At first the students were introduced to a new Chinese character. Afterwards, the students began to use it on their own and with grammar they knew already. Then once they could use it confidently the instructor introduced a new grammar concept. Taking the concepts one at a time helped to scaffold the students' ZPDs. To do this, the instructor modelled the correct way to use the new Chinese character with the grammar. The students along with the instructor would practice it so that by the end of class, the students were able to use the new Chinese character and grammar on their own. Likewise, the German instructor incorporated similar techniques when introducing her students to new grammar as well. I learned from these observations how modeling a new concept for students can be a useful way to help them grow in their ZPDs.

It is also important to build upon topics that are already familiar to students. This was done by one of the IELI instructors. They related the reading that they did as a class to what they had talked about in class, earlier in the week. In another class I observed, the instructor used pictures of pop culture in the U. S. when going over new vocabulary, so that the students could associate the new words with something they were more familiar with.

However, I learned that it can be hard to create activities that are within the students' ZPDs. I made this observation in one of the Spanish classes, where the instructor had the students get into pairs and then they had to come up with a grammar lesson to teach the other groups. This was done to review grammar they had already learned but when each group got up in front of the others to teach, they couldn't. They didn't say a word and just wrote it out on the board. This activity wasn't successful because the students hadn't fully internalized the grammar

and didn't know how to explain it to the rest of the class. The activity was beyond their development level.

Conclusion

As I reflect on these classroom observations, I realize that it is important to nurture student growth through a positive environment, interaction with others, and maintaining the appropriate development level. Self-reflection has led me to be more attentive to the tone of voice I use with my students. It has also led to insight on incorporating activities that increase, rather than narrow student ZPDs. As a teacher, I constantly look for ways to improve and these observations have been useful for that purpose.

RESEARCH PERSPECTIVES

LANGUAGE PAPER #1
Generation 1.5 Students in the United States

ORIENTATION AND REFLECTION

During the fall semester of 2019, I completed an Issues and Topics: Teaching English in a Global Context, LING 6810, course taught by Dr. Karin DeJonge-Kannan. This class provided an overview of the history of the English language. It also focused on its colonial imperialistic legacies, World Englishes, global English teaching pedagogies, and the status of English as a contemporary hegemonic power. Other issues and topics reviewed in this course were trends of English voluntourism and native and nonnative biases in English teaching. An important takeaway for me from the topics that were discussed was the myth of standard English, which has influenced my views of ESL and EFL teaching pedagogies.

This course helped me to understand how the terms "native speaker" and "nonnative speaker" are problematic and should be avoided. The topics discussed in this class led me to contemplate the context in which I would find myself teaching English in the future and the issues that might be present in that setting. This guided my attention to a population in ESL classrooms that is often neglected — generation 1.5. As explained in the following paper, generation 1.5 can be hard to define as there are many variables that factor into the definition. The lack of a clear definition can cause generation 1.5 students to regularly fall through the cracks between ESL and mainstream classes (Roberge, 2002; Schwartz, 2004). It can also cause challenges in how they identify with the cultures/communities they are forced to participate in, leading them to often feel alienated (Benesch, 2008; Motha, 2014; Pennycook, 1998; Rumbaut, 1988; Yamaguchi, 2005).

Learning about generation 1.5 immigrants opened my eyes to their struggles and the stereotypes in educational and social systems that hinder their success. I realized, I had made some of these same assumptions that cause this group to be overlooked, misunderstood, and

misrepresented. Before this class, I incorrectly labeled my dad as a first-generation immigrant to the United States. However, he is actually a generation 1.5 child immigrant, having migrated from Japan with my grandmother and aunt when he was five years old. This personal example and realization helped solidify the importance of recognizing this population and helping them navigate language classes in my teaching philosophy. It made me reflect on both the ability and obligation that language teachers have to make a positive difference for generation 1.5.

By following a multiliteracies and multimodality approach in my teaching practices, I believe I can better support this underserved population. Multiliteracies and multimodalities approaches can promote multiculturalism and multilingualism, benefitting generation 1.5 as they navigate the complexities of identity and belonging in all of their cultures and languages. This can include activities where students are allowed to incorporate their L1 along with their L2. Activities can also be structured to validate the individual self-identities students ascribe to themselves, thereby creating an environment in which students feel comfortable interacting and participating in. This is a critical cornerstone of my teaching philosophy and is a teaching pedagogy that I will integrate in my future ESL classrooms.

GENERATION 1.5 STUDENTS IN THE UNITED STATES

Introduction

An important population that is frequently glossed over in the educational system in the United States is generation 1.5. They are different than both first and second generations, and therefore, face unique problems. "First generation immigrants are those who grow up in a cultural and linguistic context outside the U.S." (Roberge, Siegal, & Harklau, 2009, p. 4). Second generation individuals are the children of immigrants and are born in the United States. Generation 1.5 immigrants are often overlooked because they are harder to define as they share characteristics similar to both 1st and 2nd generation immigrants but are in a sense neither.

Generation 1.5 immigrants are those who were born in their native country but migrate at a young age and finish part of their schooling in the new country. However, this definition is only one-dimensional and there is more to this complex generation. Going through this transition during their education greatly impacts them and can cause challenges that are not easily overcome and can keep them from finding academic success. This paper is guided by the following questions: What are generation 1.5 students and what unique problems do they face? What are their experiences in the K-12 and university settings? What can language instructors do to support generation 1.5 students?

First, a definition of generation 1.5 will be given and an explanation of why it can be difficult to define this generation of immigrants. Then, the challenges faced by generation 1.5 such as identity, racism, and language will be discussed. Next, the experiences of generation 1.5 in K-12 and university will be examined. Finally, the implications and significance of this topic will be shared.

Definition of Generation 1.5:

With a variety of factors such as the age at migration and level of language proficiency, generation 1.5 can be difficult to define. Because of this, there are many different variations of the definition of generation 1.5. Rumbaut (1988) is credited with the creation of the term generation 1.5. He defined it as being between the first generation, or the adults that decided to come to America, and the second generation who are born in the United States. Therefore, generation 1.5 are young people who were born in their countries of origin but finish their education in the United States (Rumbaut, 1988). This definition implies that there is often a choice to migrate to a new country and that this is important in the definition. However, that is a problem because there often isn't a choice in migrating. Another problem with this definition is that it doesn't clearly articulate what age range is considered to be young.

This differs from the definition Yamaguchi (2005) gives, stating that generation 1.5 are those who have moved to the U.S. at a young age and have either never had a native-like proficiency in their L1 or lost their proficiency after using English entirely to communicate. With this definition, the proficiency of these young immigrants is added and considered vital both in their L1 and their L2. However, it again is hard to define what age is considered a "young age" and makes no mention about finishing their education in the United States, only that they no longer have or never had proficiency in their L1 and use the L2 to communicate now.

The definition Roberge (2002) uses argues that generation 1.5 refers to many types of situations such as: children who live with relatives and attend school in the United States; child immigrants that speak world Englishes; children whose families migrate back and forth from their countries of origin and the U.S.; children from U.S. territories; or even children born in the U.S. but living in linguistic enclave communities. The important aspect that this definition captures that the previous ones overlooked is that it includes children from U.S. territories, such

as Puerto Rico, where one of the official languages is English but, the majority of the population doesn't speak English, and the dominant language is Spanish.

From the Roberge (2002) definition, it should be added that they finish or spend most of their time in the K-12 educational system in the United States. This definition still doesn't clarify age completely, but this is still the most useful way to describe and to categorize generation 1.5. It is more adaptable and encompasses more than just young people that move to the U.S. and do not have a proficiency of their language of origin. Rather, it better realizes the in-between state of generation 1.5. Therefore, when speaking of generation 1.5 this definition will be employed in the remainder of this paper.

<div align="center">**Challenges of Generation 1.5**</div>

Identity

People have a universal need and desire to belong. This can be seen in how people identify and what they do to ascribe to this identity. National identity and self-identity are socially constructed and can be hard to maintain for immigrants who feel as if they do not belong in the U.S. but also do not belong in their native countries. The same struggle of negotiating identity happens with generation 1.5, whether or not they were born in another country. This can be seen in a study done by Yamaguchi (2005), where a generation 1.5 interviewee described this feeling of not belonging in the new culture or in their previous culture, as being "displaced" (p. 291).

This displaced feeling occurs because they moved at a young age to the United States, so they cannot identify with their prior country completely because they no longer live there and cannot actively engage in the culture of that country. On the other hand, they weren't born in the United States and therefore the culture of the U.S. can be vastly different from what they are

used to, and they do not yet understand it or identify with it. Or the culture that they ascribe to is not part of the dominant culture of the United States. Generation 1.5 immigrants belong both to the new and previous culture but are in a "profound sense fully part of neither of them (Rumbaut, 1988, p. 1).

Another challenge for generation 1.5 students can be the cultural expectations of their immigrant parents that differ from the culture of the United States. An example of this can be found in the culture of Hmong immigrants in regard to gender roles. Vital exposure to English reading is often seen as a waste of time by Hmong parents due to the gender specific expectations of young women in the Hmong culture. Hmong girls are often expected to perform extensive household chores and are trained at early ages to be preparing for their future roles as wives and mothers, which leaves little time for studying (Huster, 2012).

Racism

Another challenge that generation 1.5 face is the otherness that is created and maintained through racism. Active racism is institutionalized or blatant and intentional acts of discrimination (Marx, 2006). We do not live in a time where most people are actively racist, nevertheless passive racism is still prevalent. Passive racism isn't institutionalized but is considered passive because it is subtle and is still deeply part of American society (Marx, 2006; Motha 2014). It is described as passive because it is often invisible unless one is diligently paying attention to it. This passive racism can cause roadblocks to educational success (Rumbaut, 1988).

A common mistake made in K-12 programs is that there is a focus on low track classes for generation 1.5 learners because they have a lower English proficiency. "A program should not be developed on the assumption that a group of students has low cognitive abilities based solely on the levels of English fluency" (Forrest, 2006 p. 108). This is creating a passive racism

against generation 1.5 students, based on the incorrect assumption that they are less intelligent because they cannot speak the dominant language.

Language

Monolingual ideology has been a discourse that is present in many countries, but it is prevalent in the United States. The rhetoric of "we speak English… here and English only" (Fredricks & Warriner 2016, p. 316) can be seen in numerous occasions, to the point where U.S. citizens are often surprised to learn that English isn't the official language of the United States. "The response to diversity has been to unite around the hegemony of the majority" (Benesch, 2008 p. 296), and therefore generation 1.5 students are often marginalized because of their multilingualism rather than being included in the culture of the United States.

This ideology of a monolingual society is maintained by a strict adherence to the standard variety of English, which is deeply rooted in colonialism. Colonialism created a relationship where those colonizing had power and those colonized were considered subordinate. This relationship is seen today by the social constructs of Self and Other or Us and Them. Where Self/Us are native speakers of standard English and Other/Them are non-native speakers of English (Benesch, 2008; Motha, 2014; Pennycook, 1998).

Generation 1.5 students are often categorized as Other/Them because of their lack in proficiency of the idealized standard of English. This can be seen when people think of these non-native speakers as less sophisticated and less important than native speakers (Marx, 2006). Even though generation 1.5 immigrants may have less proficiency in academic English, they are often fluent and comfortable with informal spoken English. This is because they learn much of their English through informal oral interactions with friends or classmates, and through consuming media such as television and radio (Benesch, 2008). Institutions embrace the

Othering of generation 1.5 immigrants because it allows them to rationalize separating them into ESL classes. "Rather than rethinking their pedagogy in response to changing demographics, schools and colleges attribute the problems to the linguistic failings of Them and look for ways to keep Them out of the mainstream" (Benesch, 2008 p. 298).

Educational Experiences of Generation 1.5

K-12 Experiences of Generation 1.5 Students

When generation 1.5 students migrate and are placed into K-12 schools, the schools themselves are often not prepared for the best way to support these students (Benesch, 2008; Rober, 2002). Two equally problematic situations generally occur, placing them into mainstream classes or putting them into ESL classes. Where many of the generation 1.5 students speak informal English well, it can often be challenging for teachers to identify the needs of these students accurately and they are misplaced into improper classes for their unique needs.

If generation 1.5 students are prematurely placed into mainstream classes, they will struggle because they do not yet have the language or literacy capabilities (Cummins, 1981) to succeed. It takes about 3 years to gain proficiency in basic interpersonal communication skills (BICS), whereas it takes at least 5-7 years to develop cognitive academic language proficiency (CALP) and thus be ready for mainstream classes (Cummins, 1981).

ESL classes can help generation 1.5 students when they first arrive to learn BICS that are used in everyday situations (Forrest, 2006). However, these classes often do not teach the analytical and writing skills or CALP necessary for generation 1.5 to be successful higher education courses (Schwartz, 2004). Also, if they are placed on an ESL track for years on end they receive an education that is only grammar drills and they have no exposure to native English speakers; these ESL classes do not provide them with the help needed to succeed as well as they

could have (Roberge, 2002). K-12 ESL classes are also often underfunded and because of this can struggle to meet the needs of their diverse populations (Schwartz, 2004).

Both of these circumstances are not ideal and better placement into appropriate level classes is important to best support generation 1.5 students. This need for better support can be seen in that the percentage of generation 1.5 students that drop out of high school. According to the statistics on the United States Department of Education's website, only 67% of generation 1.5 students graduated from high school. This is an alarmingly low percentage and is almost 20% lower than native English speaker students (85%) (Academic Performance and Outcomes for English Learners, n.d.).

University Experiences of Generation 1.5

Greater attention needs to be aimed at the plight of generation 1.5 student as they finish high school and transition to the university level (Roessingh & Douglas, 2012). However, this is an assumption that generation 1.5 go to college, and in many situations, this might not be the case. When generation 1.5 students do attend postsecondary schooling, they often fail at achieving their postsecondary academic goals. When generation 1.5 students hold a U.S. high school diploma, they are often placed in mainstream university classes without regard given to their language proficiency.

This trend leads to generation 1.5 students being unprepared for the academic literacy demanded of them. They are unprepared because this is often the first and only time, they have been expected to be at the same academic literacy of their native English speaker counterparts. They are placed in mainstream college courses "merely because they are graduates of U.S. high schools and meet the requisite SAT or ACT scores" (Schwartz, 2004 p. 40). It also creates an overwhelming and challenging situation for instructors of mainstream classes who are untrained

in how to support generation 1.5 in ESL grammar issues (Anderson, 2013; Toohey & Derwing, 2008).

However, when generation 1.5 students are placed in an ESL classroom often the instructors compare them to newly arrived foreign students and assign them the identity of being "underprepared", the "slackers", or the "behavioral problems" (Roberge, 2002, p. 118). This happens in part because of their adjustment to the informal character of U.S. high schools (Roberge, 2002). This could also be because they haven't had the support, they needed in the U.S. K-12 setting and they are unprepared for university level academics.

Generation 1.5 learners are also familiar with the school systems in the United States and because of this they have been exposed to classroom behaviors such as speaking up in class if a concept is confusing, class discussions, group work, and more student participation rather than only teacher lectures. Other international second language students are not as familiar with this type of classroom culture and might be surprised at what they might consider informal and disrespectful behaviors by their classmates. The familiarity of the culture of U.S. classes can cause generation 1.5 students to resent being placed into ESL classes in the postsecondary education level (Schwartz, 2004).

Conclusion & Implications

Generation 1.5 students face many challenges. These challenges are not only seen in learning a new language but also navigating social constructs such as identity and racism. They also have to navigate a monolingual society as a multilingual outsider. They are often mistakenly placed in classes that hinder them because they are not learning enough or are overwhelmed because they are placed in mainstream classes that they are not prepared for. They also can slip through the cracks in the transition to universities because they have an American high school

diploma and their language proficiency is easily overlooked. As seen in the examples presented in this paper, more can be done to support this rising generation of students.

In the second language teaching profession, we need to be mindful of the challenges that generation 1.5 students face. By doing so, we can better support them in their academic goals. One way that English as a second language teachers can aid generation 1.5 is in the way they structure activities in class to help them navigate their identities. This can be done by validating world Englishes as real languages. Also, it is important to accept that generation 1.5 speak these world Englishes as a way to reflect the "multiple identities they navigate[d] regularly" (Benesch, 2008, p. 300).

Another way that ESL teachers can aid generation 1.5 students is by adjusting the common activities used in class. The most frequently used ESL activities are based on comparing cultures in home countries of the students to the culture of the United States. However, if a generation 1.5 student migrated to the U.S. at a very young age, they may not even remember their native country (Roberge, 2002). ESL teachers can learn from this and be mindful of the students they will be teaching and how the students self-identify. These stereotypical ESL classroom activities can be modified to better accommodate generation 1.5 students by focusing on their individual identity and nationality rather than on the teacher's perception of their ethnicity or nationality.

Second language teachers also need to be advocates for generation 1.5 students. They can do so by helping to make sure students are in the proper classes, so they aren't overwhelmed but are learning and sufficiently engaging with English. High school teachers should also promote ESL classes at the university level if students are noticeably underprepared for mainstream classes straight away in college.

An important implication is that all teachers at all levels should have training in working with generation 1.5 students (Anderson, 2013; Toohey & Derwing, 2008). Generation 1.5 students are becoming more and more common in the United States. They are also increasingly placed in more mainstream classes (Schwartz, 2004). Therefore, it isn't only second language teachers that should be aware of these students but teachers in any compacity.

The most significant implication for helping generation 1.5, however, should be that all instructors need to promote multilingualism and multiculturalism. The complex identities and languages of multilingual students such as generation 1.5 learners need to be embraced. These students need to be seen not as "English deficient" (Roberge, Siegal, & Harklau, 2009, p. 155) but by the strengths and cultural perspective that they can bring to U.S. college classes such as in humanities and global studies (Roberge, Siegal, & Harklau, 2009) as well as enhancing pedagogy in other courses.

LANGUAGE PAPER #2
Comparison of American and Japanese Complimenting Norms

ORIENTATION AND REFLECTION

In the fall of 2020, I completed a LING 6820 course titled Second Language Pragmatics taught by Dr. Karin deJonge-Kannan. The focus of this class was to provide students with an understanding of pragmatics, which is a subfield of sociolinguistics, and the necessity of including it in second language curriculums. It is vital to include pragmatics in L2 classrooms to enable students to effectively communicate in the target language. While L2 speakers can be knowledgeable in the target grammar and vocabulary, it does not mean that they will be able to appropriately interact in social situations without being taught social norms. Specifically, Second Language Pragmatics explored preserving positive and negative face during speech acts, face threatening acts, politeness strategies, and how these concepts can be taught in language classes. An important concept discussed in this class was that an L2 learner's failure to behave according to the target cultural norms can be perceived by the more fluent speakers of the language as being intentionally rude.

This paper delves into the specific speech act of complimenting and responding to compliments. The concept for this research perspective was developed during my LING 6820 class with my classmate Kelly Fu; this paper, however, has been significantly modified and represents my own views. The purpose of this research perspective is to compare the cultural differences of complimenting strategies between Japanese and American English as well as discussing potential pragmatic transfers/failures of L2 learners. It is important to note that in this paper "American" is used as short-hand for "English-L1-speaking North American." This paper also offers ESL/EFL teaching implications.

Throughout this course and while writing this paper, I learned that many nuanced differences between cultures are often overlooked by fluent speakers because they are banal and

learned at an early age. This oversight is caused by the pragmatic norms of speech acts that are learned by L1 speakers implicitly in natural settings. For example, a parent helping their child respond to a compliment by prompting them with "what do you say?" results in the response of "thank you" being instilled into the child's behavior. While this would be a common scenario in America, the response taught to a child would be different in Japan because in that culture, a less direct response or a denial is preferred.

I believe it is important for students who are learning a second language to be able to interact appropriately in the target language and culture. This aligns with my teaching philosophy in that engaging in multiliteracies and sociocultural theory includes interacting appropriately with others in the target culture. It is important to me that I aid students in gaining not only linguistic but pragmatic competence as well. I hope to find and incorporate authentic texts in my future L2 classrooms that help expose my students to speech acts in English. I also want to provide opportunities for these speech acts to be explicitly explained and discussed, and foster student engagement with them in meaningful ways.

COMPARISON OF AMERICAN AND JAPANESE COMPLIMENTING NORMS

Introduction

Pragmatics

In L2 language classes, the target language is often taught independently from sociolinguist contexts. The main focus of these classes is on learning the vocabulary and grammar rules of the intended language. While it is necessary for learners to understand target language grammar and vocabulary, if they are not taught the social contexts of language use, they will be "fluent fools" (Bennett, 1997) who cannot appropriately communicate in the language. The target culture and its norms dictate the sociolinguist and pragmatic rules of language use. Pragmatic mistakes can occur when L2 speakers follow cultural and language norms from their L1 during interactions in the L2 and thus lead to inappropriate behavior in the L2 (Kim, 2003).

Pragmatic failures to interact in socially appropriate ways are often not as well tolerated as grammar mistakes. These failures can cause native speakers to have "negative interpretations of the second language speaker as arrogant, impatient, unfriendly, distant and so forth, and it often leads to ethnic stereotypes" (Ishihara, 2011, p. 63). This is because culture is banal and ingrained into everyday life and proficient participants in the culture might not recognize pragmatic mistakes as stemming from a lack of linguistic skills or sociolinguistic knowledge. Instead they might view the L2 learner's behavior as intentional. "Pragmatic transfer can be seen in everyday cross-cultural communication, since speakers' speech patterns and behaviors are highly influenced by their own habits and cultural background" (Fujimura-Wilson, 2014, p. 33). Therefore, it is important that sociolinguistic norms are taught through explicit explanations in

L2 classrooms so that students can avoid these communication faux pas and interact successfully in the target language and culture.

One important aspect of sociolinguistic competence is speech acts. Expressions that, when uttered, are simultaneously considered an action are classified as speech acts. One example of a speech act is when a person requests something from someone else. In uttering the request, the speaker is actively involving the person they are talking to. This is because once the request is uttered it requires the interlocutor to respond to the request. Other examples of speech acts are apologies, refusals, invitations, etc. The frequency, function, and form of these speech acts vary cross-culturally and thus, it is essential for L2 learners to understand these differences. Teachers can help students avoid pragmatic failures, for example when using speech acts, and save face by showing them how to navigate the social contexts in the target language.

In general, what is considered to be a compliment can vary among languages. For instance, in English there is a distinction between compliments and flattery. In American culture, compliments are viewed as genuine praise, while flattery is perceived as excessive praise often with an ulterior motive, thus it has a slightly negative connotation. The Japanese equivalents of compliments and flattery are *sanji* and *oseji*. Japanese view *sanji* similarly to American culture as genuine praise. *Oseji* or flattery is considered as a way to be agreeable in relationships or to advance conversations, therefore, it is thought of differently and does not have the same negative connotation.

While Americans are more likely to view "most favorable comments as compliments, the Japanese appear[ed] to regard a larger portion as flattery" (Barnlund & Araki, 1985, p. 12). This difference in the definition of compliments between languages can cause pragmatic failures when interacting in the target language. This can be seen in the example where a Japanese

speaker uses flattery in an attempt to build a better relationship or keep a conversation going with an English speaker and the English speaker feels the Japanese speaker is "buttering them up" in order to get something from them.

Face

In order to better understand implications of pragmatic competence it is necessary to discuss how face is related to this concept. Face was first conceptualized by Goffman (1955) however, it has become popularized by the work of Brown and Levinson (1987) who defined it as "the public self-image that every member wants to claim for himself" (Brown & Levinson, 1987, p. 61). Therefore, face is an umbrella term for concepts such as prestige, dignity, honor, respect, and status. Face can be either negative or positive. Negative face is not actually negative but instead refers to an individual's desire to be autonomous and unimpeded. Positive face is considered to be the positive and consistent self-image or personality claimed by interactants, along with the desire that this image be appreciated or approved. Face is interactional in that it has to be recognized by interlocutors (Haugh, 2009). Because face is interactional, it can be threatened by face threatening acts (FTAs). Threats to positive face include words that imply or convey that either the speaker or hearer isn't competent, likable, capable, worthy of respect, etc. FTAs to negative face are words that cause the speaker or hearer imposition and require action.

Face is supported through politeness strategies of both the speaker and hearer. The English concept of politeness is well-mannered behavior of an individual that is considerate and respectful of other people (Haugh, 2004). Japanese concepts of politeness are slightly more complex than in English. *Teinei* and *reigi tadashii* are the closest translations of politeness. *Teinei* refers to being kind and courteous. *Reigi tadashii* has Confucian origins and means "showing 'upward' [unidirectional] respect towards the social position, status and quality of

character of others, and modesty about oneself" (Haugh, 2004, p. 13). The main purpose of politeness is to smooth communication during interactions and maintain good relationships by preserving face. However, as illustrated by the variation in definitions of politeness cross-culturally, divergence on politeness strategies can be expected between cultures in regard to FTAs in compliment giving and receiving.

Cultural Differences

Importance of Compliments

Cultural practices and values influence how interactions in the language take place and they can differ from culture to culture. Because of this difference in values, the speech act of complimenting and responding to compliments can also vary among these languages. Therefore, it is important to highlight the differences between Japanese and American cultures. One difference is that Americans feel complimenting others is an important aspect of their culture (Matsuura, 2004), where Japanese do not feel it is important to do so. Also, in the Japanese culture, modesty is an important value. This can lead to less frequent compliments in Japanese. However, Americans tend to value modesty on a lower scale than the Japanese and thus, tend to give compliments more often.

Social norms in Japanese also dictate that it is polite to avoid self-praise. Giving compliments as well as accepting compliments is less common because of this. Japanese most commonly respond to compliments through denial (Daikuhara, 1986; Kim, 2003) or by not responding (Barnlund-Araki, 1985). This is in contrast to Americans who while they too agree it is more polite to avoid self-praise, seek to be complimented if they don't receive compliments when expected by fishing for them (Billmyer, 1990).

Indirect vs. Direct

One of the main reasons for the differences in complimenting behaviors between Japan and America is because of where they fall on a spectrum of positive or negative face cultures. American culture is regarded as valuing positive face more, while Japanese culture values negative face (Brown & Levinson, 1987). In this respect, Americans are focused on preserving the positive face of the hearer and therefore, say what they think the hearer wants to hear. Along with this, Americans also do not focus on impositions and therefore, are very explicit in accepting compliments. An example of this is by responding to the compliment of "your shirt is nice" by saying "thank you, I really like it too". Japanese on the other hand, tend to center on the preservation of negative face (Matsuura, 2004). This can be illustrated in a response to the same compliment of "your shirt is nice" by simply smiling and not saying anything. By responding indirectly, the interlocutor is trying not to impose on the speaker. The illocutionary force of compliments thus has varying degrees cross-culturally (Matsuura, 2004).

Another difference is that America has a low-context culture that values direct and explicit communication. Americans tend to be direct in both giving and receiving compliments because of this cultural value. In contrast, Japan has a high-context culture that regards indirectness and implicitness as favorable. Therefore, they are more likely to respond and give compliments in indirect ways. Examples of this are "you must be tired from doing all the shopping" and "your earrings are pure gold, aren't they?" (Herbert, 1989, p. 5). These would be considered compliments in Japanese but would not be recognized as such in American English (Wolfson, 1981). Instead American compliments that are focused on the same topics would be "you're amazing for doing all the shopping" and "your earrings are so cute".

Collective vs. Individualistic

Complimenting in Japanese occurs less often because it creates an implicit comparison between interlocutors. When a compliment is given it implies a raising of the position of the recipient and therefore, a lower status for the giver. This goes against the Japanese cultural value of a collective group identity, which is considered more important than individual identities. However, the value of individuality in American culture is highly favored along with competition. Accordingly, complimenting transpires at greater frequencies in American English because it validates the singularity and uniqueness of individuals (Barnlund & Araki,1985).

In American culture, compliments are offered as a form of solidarity between interlocutors (Herbert, 1989). The concept of solidarity is also noticeable in return responses in American English as the recipient of the compliment wants to offer solidarity to the other speaker as well. An example of this solidarity can be seen in the compliment exchange "you look good" and the return response of "thanks, so do you" (Herbert, 1989, p. 14). It is more necessary in American culture to create solidarity among speakers than in Japanese culture because "the boundaries between strata are [proclaimed] to be fluid" (Herbert, 1989, p. 28). In utilizing the speech act of complimenting, individuals can move up in socioeconomic status, which follows the American value of competition. Whereas in Japanese culture of the collective group, this solidarity is already implicitly implied and often unnecessary. Because of this difference, ESL/EFL learners will not understand the need to create solidarity in American culture. Additionally, they will not be able to voice solidarity or build relationships if they do not know how to appropriately give or respond to compliments. Therefore, they might have less opportunities interacting with L2 speakers (Geeslin & Long, 2014).

Compliment Recipients

Both Americans and Japanese have a similarity in who they give compliments to most frequently. This similarity is complimenting significant others (Matsuura, 2004). However, there is an abundance of differences in whom Japanese and Americans will give compliments to. Americans will commonly give compliments to family members and other close relationships, in fact compliments increase in frequency the closer the person is to the recipient (Barnlund-Araki, 1985). However, Japanese do not tend to give compliments to family members very often (Matsuura, 2004). The reason for this is due to their ideas of *soto* (outside) and *uchi* (inside) with family members being considered *miuchi* (insiders) (Matsuura, 2004). Because they are related to family members, Japanese do not feel the need to compliment them (Matsuura, 2004). On the other hand, non-relatives but still close relationships are the people who they feel should be complimented to show politeness (Matsuura, 2004). This concept of who one should compliment is important to teach in an L2 setting because Japanese ESL/EFL learners are not accustomed to the American way of complimenting close family, friends, or associates.

Compliment Patterns

A difference in complimenting patterns that is significant is the English pattern of "I like/love noun" (Daikuhara, 1986; Fujimura-Wilson, 2014; Kim, 2003; Matsuura, 2004; Wolson, 1981). This is one of the most common formulas for giving a compliment in English. An example of this is "I love your shoes". Yet, this pattern is not used in Japanese compliments (Daikuhara, 1986; Kim, 2003) because this formula would sound too exaggerated and strong. The words for love in Japanese are rarely used in everyday conversations. Compared to American culture, this is a stark contrast where love is used frequently in a variety of contexts and conversations. If Japanese ESL/EFL learners are not taught or exposed to this compliment

formula in American English, they might feel uncomfortable when they hear it and avoid using it.

Gender Differences

In both Japanese and American English, women give compliments more frequently than men do (Matsuura, 2004). Complimenting is also the most common between women and other women in both cultures (Barnlund-Araki, 1985; Matsuura, 2004). The frequency of compliments between men are also similar between these two cultures (Matsuura, 2004). This is because it can be interpreted as flirting if men compliment women. Also, while most compliments are accepted in American English, it is not the case if compliments are perceived as an attempt to flirt and is unwanted attention by the recipient (Ishihara, 2011). It is important to teach gender preferences in the speech act of complimenting in ESL settings because ESL classrooms commonly consist of students from a variety of backgrounds, cultures, and whose first language might not have these gender differences. So, while gendered complimenting behavior might be similar across many cultures, in order to support all students, this aspect of complimenting should still be explicitly taught.

<div align="center">Teaching Implications</div>

It is important to teach Japanese ESL/EFL learners the customs of complimenting in American culture. However, inverse implications can be recognized for Japanese as a second language (JSL) or Japanese as a foreign language (JFL) learners, as well. While it is impossible to teach students everything that is necessary for them to interact appropriately in the target culture, teachers should "equip learners with the tools and the motivation necessary to facilitate their further learning outside the classroom" (Ishihara, 2011, p. 67).

With the many differences between Japanese and American cultures in giving and receiving compliments, pragmatic mistakes can occur. Such mistakes happen when learners behave in ways that would be appropriate in their native culture but are inappropriate in a different cultural context and can lead to them being viewed as ignorant or rude. These sociolinguistic mistakes are not intentional but can offend and affect others in the target culture in negative ways. One way to help minimize this is through immersion in the language and culture in the classroom. Another way to mitigate pragmatic mistakes is to explicitly teach L2 norms and pragmatic expectations. Students who are explicitly taught speech acts are more confident in their interactions, have more variety in their responses, and better follow native speaker norms (Billmyer, 1990).

Participating in study abroad contexts can be beneficial in gaining more pragmatic competence because it allows learners to interact in the target language as they are surrounded by the culture and speakers of the language. However, this experience does not guarantee that the learner will improve in pragmatic competence. For example, some study abroad participants might have limited interactions with fluent speakers outside of class (Fukasawa, 2011). In addition, learners who struggle with the culture and language may not feel comfortable communicating with others outside the classroom and may avoid these added experiences. Therefore, it is important for ESL instructors to be mindful of these limitations and provide opportunities for meaningful interaction in the classroom so that students can develop pragmatic competence. Teachers can also tailor activities that can reach beyond the classroom to expose the students to more cultural interactions in a safe way. An example of an activity the teacher can incorporate in an ESL setting is requiring students to engage in speech acts in settings such as

ordering food at a restaurant, asking a native speaker for directions, complimenting someone, or refusing an invitation.

Teachers should help students to understand and be able to express themselves the way that they want to during interactions in the second language. In order for classroom instruction to be successful in assisting students with this, pragmatics need to be taught through explicit and accurate explanations, followed by realistic practice. Classroom discussions that are focused on cultural aspects of complimenting can be implemented. Topics like who to give compliments to, how to structure compliments, how best to respond to compliments, and when to give compliments can be co-constructively learned. By having classroom discussions on speech acts, students can better understand the L2 culture and learn to behave accordingly in interactions in the target language.

If sociolinguistic and pragmatic competence are important for language learners, why would it not be taught in L2 classrooms? There can be many reasons why this is the case, such as a limited amount of instructional time or curriculum constraints. Another barrier might be ESL/EFL teachers who do not understand the significance of pragmatics or know how to teach it. A main problem is that these techniques are not adequately incorporated into textbooks (Barron, 2016). When pragmatic aspects are included in textbooks, they are overgeneralized or implicit. Therefore, textbooks can also be an obstacle for teachers. But, if teachers find ways to work around these difficulties, students will benefit from pragmatics and can better communicate in the L2.

A multiliteracies and multimodal approach to L2 teaching can be a useful way to overcome some of the challenges mentioned above and to teach sociolinguistic and pragmatic competence. By exposing L2 learners to authentic texts, including videos, printed text, or digital

media, a multiliteracies approach can immerse students in the target culture. Speech acts themselves can employ multimodal ways to engage interlocutors and help communicate the intended meaning. Keisanen and Kärkkäinen (2014) found that successful complimenting in the L2 can include multimodal embodied actions such as body language. Especially, mutual eye contact was found to aid in inviting a response from the coparticipant in both American English and Japanese (Hayashi, 2003; Keisanen & Kärkkäinen, 2014). Therefore, it is important that ESL instructors include a multiliteracies approach to teaching speech acts. It is also necessary for students to be taught how gestures and body language are significant in complimenting and other speech acts.

One example of how a multiliteracies approach can be incorporated into teaching pragmatics can be through digital tools such as VideoAnt (https://ant.umn.edu/), which is a website that allows the teacher to integrate a video clip in their classroom discussion. For example, the video clip might contain examples of fluent speakers engaging in speech acts such as complimenting. The digital tool then allows students to pause the video and add comments that will pop up at the digital time stamp they chose. Student comments can be appropriate responses to the compliment or compliments they would have said in the given situation. Or they can be comments on what was appropriate in the video or what would have been considered inappropriate in the target language and why. After students make their comments, the video can then be re-watched as a class and all the comments can be read along with watching the video. Activities such as this allow students to interact with authentic multimodal examples of the speech act. This can be engaging for the students and motivate them to interact using the pragmatic concept that has been discussed.

Conclusion

Complimenting norms can vary significantly and are dependent on the culture of the target language. Dissimilarities within these norms can include directness or indirectness, compliment patterns, and the accentuation of positive or negative face. Comparing the speech acts of complimenting allows us to better understand characteristics and attributes that different cultures value. Due to these differences, it is necessary for L2 learners to be taught pragmatics during their classroom experiences. By doing so, students learn the reasons why compliments are given in the target language and the proper way to give them. This awareness for students is especially significant if it differs from the reasons for complimenting in their L1.

It is also important to know who should give compliments, as well as who they should be given to. If a compliment about appearance is given by a man to a woman it is very likely to be interpreted as flirtatious, which can cause miscommunication and other issues if that was not the intention. It is also important for ESL learners to understand that the closer the relationship is, the more compliments are used or expected. This knowledge will enable the L2 learner to avoid mistakes in their interactions with speakers of the target language.

Another essential aspect to understand is how one should respond to compliments. The way in which a person responds to a compliment signifies to the complementor that the recipient is aware of the feelings and intentions of the complementor. Understanding the appropriate response allows smoother communication and understanding between the interlocutors.

While the American culture frequently integrates compliments in daily interactions, this occurs less often in Japanese culture. Due to the difference in how the Japanese culture views complimenting, Japanese ESL learners can be overwhelmed by the frequency of compliments they experience in the American culture. To overcome this, teachers need to expose Japanese

ESL learners to more compliments as they learn the target language. These same students also might not recognize the American compliments as being genuine and instead view them as excessive flattery. This causes a disconnect between the L2 and L1 groups that can lead to much misunderstanding and frustrations on both sides.

Japanese ESL/EFL learners might also be less direct in giving and receiving compliments because of their L1 culture. For this reason, it is essential for L2 learners to acquire knowledge of speech acts so that they can be pragmatically competent. Despite the necessity of pragmatic competence, sociolinguistics is often not taught in L2 classrooms. This might be due to time limitations, curriculum constraints, or a lack of knowledge on the instructors' part. However, these challenges need to be overcome in order to best help students to be prepared to interact in the target language.

This paper addressed the similarities and differences of complimenting in the American English culture and Japanese culture. The research discussed shows that American culture values compliments in quantity, while the Japanese culture values less frequent compliments. The approach that both cultures use in complimenting has some similarities, but many more differences. For these differences to be overcome and communication to continue unhindered in the target language for L2 learners, teachers need to teach sociolinguistics, and specifically pragmatics, to ESL and EFL students.

ANNOTATED BIBLIOGRAPHY

CALL- and MALL-Based L2 Vocabulary Instruction

In my experience as a student learning Spanish in a conventional university classroom, I can recall two starkly contrasted experiences. The first is of a professor whose only use of technology was to have sentences written on a Word document from which we would do pair work of filling-in-the-blank activities. This use of technology was neither interesting nor useful in my language development. The other example of technology use in my Spanish classroom was that of a professor who would have students use online applications (apps) such as Quizlet and Kahoot! to learn vocabulary. These activities provided learning opportunities that were more engaging and memorable, and therefore, beneficial to my target language acquisition.

A global pandemic last year has caused educators to face unparalleled challenges that have been mediated through the use of technology, thus illustrating the necessity to understand technology use in the classroom. This annotated bibliography was originally coauthored with my classmate Emily Woodruff in a LING 6520 course titled Technology for Language Teaching, taught by Dr. Joshua Thoms, but has since been significantly revised on my own. I explore research done on vocabulary instruction through computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) and the benefits discussed in these studies.

Research has shown that MALL and CALL can be particularly effective for vocabulary instruction (Al-Maki, 2020; Dizon, 2016; Hung, 2015). Effective communication in the target language requires students to understand vocabulary (Ali, Mukundan, Ayub & Baki, 2011). Vocabulary, however, is often taught by the traditional and mundane practice of memorizing word lists. The monotonous and rote aspects of traditional vocabulary instruction can be less engaging and motivating for the "digital natives" that students are today. This is because, "Millennials [and Generation Zs] interact continuously and seamlessly with technology and this

is affecting both how they want to learn and to be taught in any level of education, and, the teaching and learning practices used" (Panagiotidis, Krystalli, & Arvanitis, 2018 p. 43).

The abundance of L2 CALL resources today has allowed a shift from the traditional teacher-centered methods of teaching vocabulary to the use of various technologically enhanced vocabulary activities that are both purposeful and engaging. Writing this annotated bibliography benefits my professional development along with my future L2 students because it has helped me recognize the advantages of digital tools. The studies reviewed below feature learners' use of digital applications. Although the examples will be from various cultural and linguistic backgrounds, I believe that the methods and associated activities can be adapted for vocabulary instruction in any language.

Importance of Vocabulary instruction

Khoii and Sharififar (2013) emphasize that vocabulary acquisition is at the core of SLA proficiency. They address various teaching approaches, including implicit and explicit instruction, that can be used when introducing new vocabulary to students. Khoii and Sharififar (2013) explain that implicit instruction is done as an "unconscious process, the main feature of which is lack of intentionality", while explicit instruction supports "the relevance of explicit attention… aided by a number of conscious and planned strategies" (p. 199-209). While implicit instruction of vocabulary can occur amidst other intentional lessons and can be one source of encountering vocabulary, explicit means of teaching ensure an awareness, contextual basis, and attention to meaning and pronunciation that actively build students' vocabulary. For the current paper, the focus will be on explicit instructional methods through the implementation of CALL and MALL applications.

In **Alqahtani (2015)**, vocabulary is defined as words that are needed in order to communicate ideas and express meaning. It is important for L2 learners to build productive vocabulary, which enables them to effectively voice their opinions and converse in the target language, as well as receptive vocabulary, which allows them to recognize and understand words in written and spoken contexts. He claims that vocabulary is one of the most important components when learning a second language, because limited vocabulary knowledge acts as a barrier for students, which can keep them from understanding and producing the target language. Alqahtani also mentions that mastery of the lexicon is up to the student, and that vocabulary acquisition is a result of student motivation, interest, and investment.

Alqahtani (2015) lists several examples of how vocabulary instruction can be implemented in the L2 classroom. His ideas include illustrations, antonyms, gestures, contextual guessing, translation, using objects, and drawing, to name a few. Technology can help to simplify the presentation methods used, as well as clarify the meaning of the vocabulary words. This can be done through the use of videos, pictures, audio clips, digital flashcards, and various other applications. Discussing these methods and their implementation for L2 vocabulary acquisition will be the focus of this annotated bibliography.

CALL vs. Non-CALL Vocabulary Instruction and Learning

CALL- and MALL-based learning techniques used in vocabulary instruction have been researched extensively to compare the pros and cons of the different tools. While offering several benefits, it must first be noted that the main drawback to these language assistive technologies lies with teachers' apprehension about becoming obsolete due to increase in technology use. This fear is rooted in a misunderstanding of the role of technology in education. However, Blake and Guillén (2020) emphasize that "technology will not replace teachers in the future, but rather,

teachers who use technology will probably replace teachers who do not" (p. 21). Here one sees that instead of technology vs. teacher, the bridge that takes the learner to proficiency is formed by technology and teachers working together to enhance the learner's experience. The following research explores the contrast between using technology, specifically CALL, and following traditional teaching means in an L2 classroom.

Contextual clues, dictionary strategy, and CALL techniques were studied by **Ali, Mukundan, Ayub, and Baki (2011)** to compare the effectiveness of these techniques in the classroom. Data were taken from immediate and post-testing with an emphasis on the number of words learned in each method. Between the three techniques mentioned, the authors sought to focus on CALL due to its ability to "increase learner autonomy, draw attention, arouse motivation, enhance learning, improve retention, provide immediate feedback, and supplement teachers' resources" (Ali et al., 2011, p. 139).

The results of the experiment were inconclusive. The authors concluded that neither contextual clues, dictionary strategy, or CALL yielded a higher vocabulary retention or learning rate among L2 leaners. The study was also limited by its duration, lack in quantity of target vocabulary words used, and inadequate testing formats. Despite these drawbacks, the research done by Ali et al. (2011) left open opportunities for further research to be implemented without the fear of losing students' retention of vocabulary.

Another study done by **Bagheri, Roohani, and Ansari (2012)** involved evaluating English Foreign Language (EFL) students in Iran while they used both CALL and non-CALL based vocabulary learning methods. The aim of the study was to discover how retention of long-term and short-term English vocabulary words was affected using CALL and non-CALL. The authors' stated, "without an extensive vocabulary and strategies for acquiring new vocabulary,

learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them" (Bagheri et al., 2012, p. 744). With this in mind, the necessity of instructing EFL students in effective ways is paramount and finding ways to elevate vocabulary teaching is essential to improving learning rates in the target language.

After analyzing the results from their study, the authors determined that no significant differences were observed to impact the learning of EFL students in regard to the CALL and non-CALL teaching techniques studied. The methods were deemed equally effective and the authors' advice to the foreign language instructors was to incorporate the benefits of the many different technology tools presenting themselves today. Even small involvements using CALL in the classroom allow students to enlarge their available language learning tools. The use of new technology also permits students to have a variety in their learning. This variety ensures L2 learners can have expanded means of engaging whenever one method of leaning becomes too monotonous.

The authors of these two research studies have different views on using CALL compared to other non-CALL methods. Ali et al. (2011) state that teachers will adapt and continue using whatever tools they may have, while Bagheri, Roohani, and Ansari (2012) state that the current teaching curriculum should be adjusted now to incorporate CALL-based strategies to further diversify the teaching methods. While the research mentioned above suggests that an equal learning curve exists between traditional and technological teaching means, the following suggests the trend that vocabulary learning is taking. This next study supports my view of students having an increased desire to learn through engagement with CALL processes.

The questionnaire presented by **Fučeková & Metruk (2018)** and completed by EFL learners ranging from 16-32 years old demonstrates the usefulness of MALL. In the

questionnaire, the participants were asked about the techniques they used most to learn and how technology aided and influenced their learning. The majority of the EFL students indicated that their mobile devices helped them as they practiced and learned at home. Results indicated that the learners wished to use MALL in the classroom.

For this study, it is noted that mobile learning is defined as English learning language through the use of smartphones, tablets, and smart watches. Based on this information, opportunities for varying vocabulary learning and instructing arise as noteworthy causes for present and future linguistic teaching. The study done by Fučeková & Metruk (2018) implies that integrating MALL into L2 classrooms will continue to lead to positive outcomes and satisfied students. Therefore, the use of MALL benefits both teachers and students. When teachers learn about the available apps, they can incorporate them into their curriculum, offering students better customized vocabulary learning experiences. I will now review research on specific MALL and CALL applications for vocabulary teaching and learning.

Computer and Mobile Applications for Vocabulary Instruction and Learning

Quizlet

A popular website and mobile application (app), Quizlet, allows users to practice vocabulary through playing games and studying digital flashcards. Quizlet is particularly beneficial because learners can create custom vocabulary lists. The format also permits various languages to be studied and can include pictures with the definitions. Learners can also use the app to take practice vocabulary tests and listen to the pronunciations of the words. There are three vocabulary games on Quizlet: Match, Gravity, and Quizlet Live. These games enable learners to race against the clock to match words with the correct definitions, type the word or definition before the asteroid hits their planet, and work together in teams to match the

vocabulary before the other teams can. These interactive games facilitate friendly competitions between students, which can be engaging and motivating in L2 learning.

Al-Malki (2020) addresses the use of Quizlet as a tool for aiding university EFL learners in Oman. Participants included twenty students between the ages of 18 to 19 years old who were in a pre-intermediate EFL class. Over a 5-week period, students worked individually and collaboratively in class to learn new vocabulary words through Quizlet. This study demonstrates that the use of Quizlet in the classroom improves the learning environment for students, which was noted through classroom observations and interviews with the students. Participants' vocabulary retention and knowledge were also measured in this study through the use of pre- and post-tests and self-reflection tasks.

Dizon (2016) is a similar study on using Quizlet in vocabulary instruction, that was referenced by Al-Malki (2020). This study was conducted over a 10-week period with EFL participants in a Japanese university. Dizon (2016) reported similar results of an increase in vocabulary test scores due to the use of CALL and MALL in vocabulary learning. In this research study, students were also given a survey to determine their perceptions of Quizlet and preferences of accessing it via computer or smartphone. Their responses indicated that Quizlet was a useful vocabulary tool and that they favored the mobile app over the website, due to being able to study on the go and in more places. This illustrates an important benefit of MALL in that it is very accessible.

Kik

Kik is a mobile messaging app that enables users to send texts, videos, and pictures in online conversations. A feature of Kik that is important to mention because of its impact on L2 learning is that usernames are the only way to identify Kik users. This anonymity can have

negative and positive impacts on L2 learning. It can lead to situations where people might respond more harshly because their identity is unknown. However, this anonymity can also lower students' anxieties when making mistakes in their L2 because people are less likely to know who they are.

       Rajayi, Poorahmadi, and Poorahmadi (2018) researched the effect Kik had on the vocabulary learning of sixty-one intermediate-level EFL learners in Iran. A pre-test was administered to create a baseline of the learners' vocabulary knowledge. They were divided into two groups with both receiving vocabulary instruction and matching the definitions with the vocabulary words. The experimental group included the use of Kik in this learning activity. Results of the post-test illustrated that even though both groups improved, there was a statistically significant increase of vocabulary acquisition of the experimental group. These findings show how the use of this app can be beneficial for vocabulary acquisition.

Twitter

       Twitter is a popular social media app that allows users to share messages that are called Tweets. These messages are limited to 140 characters in length. Using the symbols @ or #, users of the app can follow conversation threads of other users or topics respectively. In a study conducted by **Pérez-Sabater and Montero-Fleta (2015)**, the use of Twitter in vocabulary instruction in a blended learning context was examined. Blended learning is a combination of online and face-to-face classes. This was done in an English for specific purposes (ESP) university course titled English for Architecture. The participants consisted of 75 students who were divided into three groups, where two groups, A and B, used Twitter in their vocabulary learning and the control group, C, was taught using a traditional vocabulary instruction.

Group B was instructed in how to respond to errors made by their peers using recasting or commenting with the same sentence but using the correct word or by responding with a metalinguistic prompt to fix the mistake. Group A was not given any instruction on responding to errors. This was done to investigate whether students are able to provide accurate feedback on Twitter, along with the questions of how Twitter contributes to vocabulary acquisition and communication skills. The participants were required to answer a weekly question posed by the instructor, by using the new vocabulary that they learned. The interactions on Twitter along with a questionnaire and discussion were used as data in this study.

Analysis of the collected data indicated that even though group B was instructed in how to provide feedback, there was not a significant difference between the two groups and that the participants did not detect errors often and most feedback consisted of congratulating their classmates with a limited amount of recasting or metalinguistic prompt responses. The researchers were also not able to confirm whether Twitter improved vocabulary acquisition. However, the results did confirm that "[i]n general, the new words were correctly applied with only minor spelling problems" (p. 147). If I had conducted this study, I would have used pre- and post-tests on vocabulary knowledge and compared these tests to group C. I think this would have been more beneficial in answering the main research question. Yet, Pérez-Sabater and Montero-Fleta (2015) acknowledge that integrating social media tools such as Twitter can promote "an informal and encouraging way of starting to use specialised vocabulary in the target language in an authentic context" (p. 149).

YouTube

YouTube is an online video sharing website where users can watch, upload, and comment on videos. This digital environment can be useful for language learners because they

can interact with the target language in multimodal ways, speaking in videos they upload, listening to the audio, watching the videos, reading subtitles, and writing comments. **Kabooha and Elyas (2018)** researched how YouTube can be used to improve L2 vocabulary instruction and learning in EFL classes. The participants in this study were one hundred female students, in a university level EFL course over a seven-week period. They were put into two groups where one was the control receiving traditional instruction and the other participated in an activity that incorporated YouTube videos. A pre- and post-test were given to both groups to determine vocabulary knowledge and retention and a questionnaire for the experimental group to observe their perceptions of instruction using YouTube.

The vocabulary instruction for both groups consisted of PowerPoint presentations with pictures of the new words. The experimental group then participated in an activity where they watched 2-minute long YouTube videos paying attention to the vocabulary as well as discussing what the videos were about. They then role-played using the new vocabulary. The results showed that the experimental group outperformed the control group on the post-tests. I think it is also important to note that 96% of the students agreed that YouTube enriched their vocabulary knowledge. The positive perceptions of the students illustrate how students find digital tools such as YouTube beneficial in vocabulary instruction.

StudyStack

With the aim of researching intentional vocabulary instruction methods, **Hung (2015)** conducted a study by using digital flashcards for vocabulary acquisition. The digital flashcards were created through an application called StudyStack which allows the user to create their own flashcard decks. Once the flashcards have been created, the words are then generated into several

different learning activities to help students engage in vocabulary practice. Some of the activities include hangman, crossword puzzles, and matching games, besides standard flashcard practice.

The participants involved in the study were seventy-five students who came from three intermediate-level EFL courses at a Taiwanese university. Participants took place in a 9-week program which consisted of daily in-class practice of new words on their own, with a partner, and with a group. A pre-test was performed in which twenty words were identified to use in the post-test stage. Students created vocabulary decks by adding five new words a week to their own device. At the end of the 9-week study, students were given a vocabulary test involving the twenty vocabulary words that they had learned through StudyStack, and a questionnaire asking for feedback on using digital flashcards.

The results of this study showed that digital flashcards provided a great way to teach vocabulary in an intentional and engaging manner. Students' perceptions about the app were positive and aligned with the significant rise in the students' vocabulary scores after using StudyStack.

WeChat

A popular mobile app called WeChat has many features. It functions as a social media tool with pictures, videos, and other updates that can be shared, and other users can like or comment on the posts. WeChat can also be used connect to people nearby using a real-time location feature to meet new people. Another feature enables users to make money transactions with it and shop online. Finally, it can be used to make voice and video calls, send multimedia messages, or group chat. Due to all of these options on the app, WeChat is often said to be an "app for everything".

Pamin, Mallari, Garcia, Galang, and Buduan (2018) researched how WeChat can be used for vocabulary instruction over a period of ten days. For this study, the specific features of WeChat Messaging, Official Accounts, and Mini Programs were used. Eighteen Chinese Foreign Language (CFL) learners in a university setting were used in the study. Half of them were required to use WeChat in learning vocabulary, while the control group did not use the app. A pre- and post-test were given in order to examine the results of this mobile app in aiding the L2 learners. A main limitation of this study is the length; ten days is a very short time. However, the results are still useful in providing teachers with a more informed understanding of how the mobile app can be beneficial in vocabulary instruction.

 Both the control and experimental group were found to have improved, but the group that had incorporated WeChat scored higher than the control group. Another important result was that the participants who used WeChat were also more likely to be confident in their language use. They improved in many aspects such as accepting corrections, fixing those mistakes, and collaborating with others. It was determined by the researchers that WeChat is a helpful mobile app in motivating and engaging students in vocabulary instruction.

Kahoot! and Quizizz

Kahoot! is an online quiz gaming website and app. This app lets users compete to be the first to answer multiple choice questions. It also has an option to create a study league with friends. In the study league there are various features to interact with. There are digital flashcards, a practice quiz, a personal test, and challenge where users can compete against those in the league. Quizizz is a similar online quiz website that also has online discussions and surveys. Both of these digital tools can be customized to fit the needs of the vocabulary instruction by allowing users to create their own quizzes.

Halim, Hashim, and Yunus (2020) researched how Kahoot! and Quizizz were incorporated into the vocabulary instruction of sixty EFL beginners in a primary school in Malaysia. The participants were observed to be uninterested and unable to interact in the target language prior to this study. Therefore, this study focused specifically on the students' motivations and perceptions of these applications in language learning. Kahoot! and Quizizz were implemented into the daily EFL instruction of the students over a two-week period. A Likert-scale questionnaire was then given to the participants. The students were asked questions to determine if they felt that these online quiz-games were beneficial in learning English and if they enjoyed using them.

According to the questionnaire responses, the participants felt more motivation in learning the target language and found the games to be fun and engaging. Using Kahoot! and Quizizz as a review or as a way to add variety were found to be the most beneficial ways of incorporating them into each lesson. The students expressed their desire to continue learning English and improved their language skills as well. The participants also felt these games helped them to be more engaged and motivated in their L2 class. However, this study was limited in that it was conducted over a short time period. Two weeks isn't a very long time to measure the overall continued motivation of L2 learners. It was also limited in that it only focused on the motivation of the participants and did not examine if the incorporation of Kahoot! and Quizizz also produced a positive effect on learning outcomes. It would be beneficial to fill in this gap in future research.

Digital Fandoms

A realm of the Internet that is often overlooked but that I wanted to learn more about and see if it could be incorporated into vocabulary instruction are digital fandoms. Interactions in

digital fandoms can vary but include aspects such as reading or writing fanfiction, creating fan-art, watching or reading the original movie, tv show, comic, or book that the fandom is based on, and commenting on fan websites. Fandubbing is also a common activity in these digital communities where fans create voiceovers or subtitles for the movies or tv shows. These fandubs can follow the initial script or can be original creations by the fans.

The study conducted by **Shafirova and Cassany (2019)** researches how interactions of adult fans in the My Little Pony: Friendship is Magic (MLP) fandom promotes language learning skills and vocabulary knowledge. MLP fans call themselves bronies (derived from brother + ponies) or pegasisters (Pegasus + sister). Shafirova and Cassany (2019) took a digital ethnography approach by observing the online activity of six members of the brony online community over a six-month period. Three members were in Spain and the other three were in Russia. Interviews were also conducted with the participants in order to determine how English L2 learning was affected by the MLP fandom. Activities by the participants in the brony community included creating fan-art, hosting a podcast, commenting on fan forums, and fandubbing. Reading, writing, and translating fanfiction was also a common practice by the participants.

Results from this study found that there were improvements in comprehension, writing and collaborative efforts. The participants also noted how they acquired new vocabulary. One said, "And yes, reading fanfic[tion] (of MLP and other things) helped me with my English. I have learned words, expressions, gags, and situations on the basis of reading, which probably would have been more difficult if I had consulted more conventional material (Translated from Spanish)" (p. 139).

Although the focus of this study is on individuals that are not in a classroom context, the findings from it can be applied to L2 vocabulary instructional settings. This can be done by having students find appropriate digital fandoms that they want to participate in. An activity can be done requiring students to search for phrases or words that they are unfamiliar with and is used in either fanfiction, episodes or movie they watched, or comments they read in fan websites, and then create definitions for the new vocabulary. Students can then share the vocabulary that they learned with their classmates. Vocabulary instruction and acquisition in activities such as this can be beneficial because it allows students to be autonomous and explore digital communities that they are interested in and learn from their classmates, thus creating more engagement with and motivation to learn the vocabulary.

Conclusion

This annotated bibliography has reviewed literature that illustrates the need for vocabulary to be taught in L2 language classrooms. This helps students to be able to interact and communicate effectively in the target language. As the research that has been reviewed has demonstrated, a sensible way for vocabulary learning to be integrated into classroom instruction is through the use of the digital tools. This is because students are "digital natives" who prefer technology to be utilized since they use technology throughout their everyday lives. Because MALL and CALL applications in our digital age are constantly evolving and being created, literature reviews of new applications are relevant in order for teachers to remain updated on innovative digital tools for their language classes. For successful integration of technology, it is necessary for teachers to take into consideration the needs of their students when seeking to assimilate technology into their classroom.

Different students learn in different ways and having a variety of digital options for teachers to choose from, can allow for customization in classrooms. As discussed in this paper, some of the digital tools that can be used are: Kahoot!, Quizizz, StudyStack, Quizlet, YouTube, digital fandoms, Twitter, WeChat, and Kik. An added benefit to these tools is that they can be used outside of classrooms as well as inside them. Students have more flexibility to practice the target language since the world is opened up through digital means for them to learn from. The added convenience that the students are most likely already using the applications allows for a smooth transition to use these tools as a learning premise. This way students are not only learning the target language but integrating it into their daily lives. As these tools continue to be used, other options will be created that may be even more useful in classroom settings. Therefore, technological learning will increase in efficiency.

Using technology is an important aspect of a multiliteracies approach and connects with my teaching philosophy. By incorporating different modalities of vocabulary instruction, such as the digital tools above, an engaging learning environment can be cultivated. Student engagement with CALL and Mall can also provide opportunities for L2 learners' interactions in the target culture found in social media websites and other digital literacy contexts. This can help students to develop pragmatic competence in these digital environments.

This annotated bibliography has highlighted apps that can be used to continue vocabulary instruction via remote learning. The unprecedented situation of remote learning has increased due to the recent COVID-19 pandemic. COVID-19 has illustrated the need for digital tools that allow such versatility in language classrooms. This pandemic has required adaptations in teaching and learning and shown that it is possible to use new technologies to continue

collaboration and interactions through virtual means. While I believe that the pandemic will

recede, the relevance of these technological tools will remain.

LOOKING FORWARD

When I entered the MSLT program my knowledge of theories and approaches in second language acquisition (SLA) was nonexistent. This program has helped me grow in my understanding of how languages are acquired and my role as a teacher in aiding students' language development in the classroom. The most rewarding experiences during my time in the MSLT program have been working with the students in the Intensive English Language Institute (IELI) and the students at the English Language Center (ELC). My involvement in these ESL classes has not only reminded me why I chose this career path, as I enjoy helping students to achieve their language goals but has also given me real-world applications of the theories and approaches I have learned in the MSLT program.

While I am confident in entering the English teaching profession, I recognize that a teacher is never through learning. One of the areas that I would like to improve is my ability to create efficient grammar lessons. I want to teach grammar in a way that is more engaging than listing grammar rules and exceptions but is more informative and effective than the native speaker fallacy of "this just sounds better." I aim to improve in this aspect and other facets of my teaching, as I continue to study, learn, and gain more experience. As I graduate from this program, I anticipate teaching English in adult education settings such as in an Intensive English Program (IEP) or in the community and hope that I can continually improve and grow along with my students.

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