

English  
Language  
Learners  
& Writing

Bailey Davenport

## Dear Reader Letter

Dear Reader,

Welcome to my Multigenre Research Project. In the pages to follow, you will find many educated imaginations of Danling Fu, her research, and the results of applying her famous concepts of translanguaging, emerging bilingualism, and student-writing-centered education in the classroom.

Writing, as it pertains to English Language Learning, is often neglected in the classroom. English Language Learners (ELLs) are often limited to endless grammar activities, verbal repetition, and reading for comprehension exams. It is too rare that these students are given the opportunity to write with the intention of personal expression, choice, or celebration. Instead, English is crowned King of the Classroom, and all other languages are sacrificed on the altar of ESL. I have been spending extensive amounts of time working with professors, learning about the social aspect of English Language Learning, and the importance of valuing genre and effect over grammatical correctness. As I researched Danling Fu, I wanted to learn more about the experiences of ELLs and the ways that I, as an English teacher, can create a space for these students to truly thrive. I found the answers to these questions, and many more, by studying the books and articles written by Dr. Fu, which I thoroughly enjoyed.

This project has absolutely changed the way I look at teaching English to speakers of other languages. I feel that I have a more holistic view of teaching English, which will benefit me in the classrooms I will one day find myself in. This project has given me the ability to acknowledge the most recent examples of research in TESOL, and has given me tools to meet students where they are and walk with them to the next steps of their education.

Thank you so much for joining me on this journey. I hope you enjoy it as much as I have!

Blessings,

Bailey Davenport

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## Where They Are

Danling Fu on being culturally and academically conscious of students in the ESL classroom

*My name is Bailey Davenport and I am studying TESOL (Teaching English to Speakers of Other Languages) at Oklahoma State University. I love language and telling stories and hope to continue learning how to create spaces for others to share theirs.*

*I first discovered Danling Fu a few weeks ago and have been fascinated by her life story. Growing up in China, she began learning English as a foreign language. She moved to America to complete her Masters in the English Department at Rhode Island College, and later a Ph.D. from the Education Department at the University of New Hampshire. She is a professor of language and literature in the School of Teaching and Learning at the University of Florida. Her research deals mostly with English Language Learners in the k-12 public schools. She has written 5 books and over 80 journal articles, chapters, and other pieces.*



Danling Fu, professor of language and literature in the School of Teaching and Learning at the University of Florida



**Bailey: Thanks for being with me this morning; I am a huge admirer of you and your work! You have spent a significant amount of time researching in classrooms. What are some observations that stand out in your mind?**

Danling: Thanks for having me! I am really excited to be here. Yes, I think the best way to learn about language acquisition and learning is by watching those who are, well, learning language! I think it is far too easy to forget that the level of English proficiency in the English-speaking classroom is not the same as a student's intelligence level. Unfortunately, this is a widespread misconception. There was a classroom--an ESL classroom--where the students, about 12 years old, were in a shared reading group. The book was in English, but it was a children's book. I'll never forget the looks of utter boredom on those students' faces as their teacher asked questions like, "What is this? A bird or a tree?" The challenge of teaching English to ELLs, or Emerging Bilinguals, is finding sources that match both the students' English proficiency and intelligence levels.

**You called ELLs Emerging Bilinguals. This is a concept I recognize from your book about translanguaging, "Translanguaging for Emergent Bilinguals." Could you share a little about why you made this distinction?**

ELLs are English Language Learners, but this name doesn't represent the dual experiences of these students. As a bilingual person, I remember being told, and fully accepting, that if I wanted to learn English, I needed to first escape Chinese. My goal for true proficiency was inspired by a professor, who told my class we would be official English speakers when we begin dreaming in English. I used English as much as I possibly could. When I later moved to America, I didn't allow myself to read, write, listen to, or speak Chinese so that I might be able to learn English better. What I discovered in this new English vacuum is that Chinese is part of who I am! Constantly, I found myself looking for opportunities to engage in my heart language. This is kind of embarrassing, but once, I saw a peer who looked to be Asian and began excitedly speaking Chinese at him, only to realize he knew nothing that I was saying! This was the point that my language-separate perspective began to shift. My previous training was incorrect; learning a new language does not mean forgetting another language. English Language Learners are on a track to being a bilingual person. Languages don't exist in separate boxes within a person. These EBs are growing their potential for communication, not shrinking.

**I absolutely love our perspective on language learners. What kind of potential does this simple paradigm shift have on ESL classrooms and Emerging Bilinguals?**

Thinking student-first has incredible potential! By looking at our students, not as two monolinguals in one body, but as emerging bilinguals, we can shift from translation thinking to translanguaging teaching. This comes out the most when it comes to teaching writing in an ESL classroom. Writing is absolutely critical to language development, and even personal and emotional development. Let me put it like this: all students have a deep desire to express

themselves as they discover and modify their identities. They also need to flush out the various trials, struggles, and pain they are experiencing in their worlds. Typically, EBs have even more to process. They are likely living in a new country, surrounded by people who don't speak their heart language and are accustomed to a different culture. Writing is often overlooked by the teachers of these students because they are not yet proficient in English. By considering these students emerging bilinguals, the emphasis is no longer placed on their English knowledge, but their education as a whole.



Danling Fu working alongside ELL students as they practice reading and writing

**That must be incredibly difficult to experience! Having mature, complex feelings and thoughts without the level of English proficiency to communicate them to your new teachers and peers!**

Oh, the heart language is so important for students. Language is incredibly intimate. These students are not only mourning their moves from home, but are likely mourning the loss of people around them who speak their language. I may speak English well, but Chinese is my heart language. It is part of who I am. There is immense pain when it feels like part of who you are doesn't get to interact with your world. Teachers should keep this in mind. Learning even a simple greeting in your students' home language would mean the world to them.

**What a great idea! Teachers are life-long learners, after all! I would like to circle back to discuss writing again. How can teachers give students a space to write authentically when they simply don't have the vocabulary?**

Writing is an essential part of learning. Having EBs simply copy down simple sentences won't engage their academic interests, and they will likely lose fervor for learning, feeling hopeless and stuck. Instead, when we encounter a student who is on the journey toward bilingualism, we should encourage them to write with all of the language they have! Practically, this could look differently for different activities. For assignments where the writing is more for the student than for the teacher, teachers should allow students to write in their heart language. While the teacher may be unable to understand the writing, it benefits the student and allows them to explore more complex ideas than they could if writing in English. Teachers can also instruct students to write as much in English as possible, telling them that when they find themselves needing words they do not know, to fill in the blanks with a picture. Or, because languages are not stored separately in the brain, students can write in a hybrid of English and their first language. Instruct them to use as much English as possible when working on English proficiency, and to only use their first language when they do not know how to write something in English. When thinking through more complex ideas, use a translanguaging model by instructing students to use the best words they can to describe their ideas, whether that be in English or their home language. This could also give you an idea of how confident they are in their progress toward learning English.



Fu, advocating as translator for cross-cultural agreements



**I am astounded by your thoughts on writing. Thank you for sharing these ideas; they would be so simple to implement in the classroom. What about the other three branches of language learning: reading, speaking, and listening?**

Actually, writing can assist with all of these branches. Asking students to read their pieces out loud will not only offer a community of learning and support, which is essential for students who may feel very different from their non-ESL peers, it will also foster learning in all four branches of language. They will have written a piece, read over it in their heads, spoken the piece and discussed it, and listened to their peers speaking. Classmates can offer each other ideas for the English words to replace pictures or blanks, modeling for each other the editing process. Having discussions about the shared, or different, experiences of their peers will also give them a chance to practice conversational speech. Writing provides a great foundation for any activity in language learning.

**The power of writing is incredible! You're making me want to sit down and do some of my own writing! I have one final question for you before we wrap up. If you had to summarize all of your work into one point, what would it be?**

Teach students. Not curriculum, not standards, not English proficiency. Find the students where they are, emotionally, physically, linguistically, academically, even spiritually, and help them find the next right step. Each emerging bilingualist has different needs, desires, and goals, so the way we educate them should look as diverse as they are.

## Welcome to My Class

A Letter to a New Student from the Perspective of Danling Fu  
{To be offered and English and translated into language of incoming student}

Hello!

Welcome to my class! I am so excited you are here. I am sure you have many mixed emotions about being here. I understand that feeling. I am originally from China, and I completely understand what it feels like to move to a new country. There are plenty of things that are different in this new place! You should know that you have a friend in me. I don't know you yet, or your story, but I really look forward to learning all about you! In this class, we will work together toward learning English, while still spending time in your own language. We will do all sorts of fun activities; we will write, talk, dance, sing, read, and play. Most of all, we will work toward knowing English-and each other- a little better by the end of the year.

I would love to get to know you a little bit! Below this letter, please answer the questions in whatever language you'd like.

1. What is your name?
2. How old are you?
3. What is your favorite food?
4. Where were you born? Where did you move from?
5. What is your favorite language to speak?
6. How long have you lived in America?
7. What do you miss most about where you used to live?
8. What is the most fun/exciting thing you have experienced in America?
9. What is something new you want to try?
10. Do you like school? If so, what is your favorite part? If not, what do you not like about it?

This is going to be such a fun year! I am going to work very hard to make sure you have a great time and learn a lot.

Sincerely,

Dr. Fu



## To Write A Poem

A selection from the writing journal of a high school ELL student in Dr. Fu's class.

Optional prompt:

We have been discussing bilingualism and the value of your heart language when it comes to learning English. Write something, in any genre, that reflects this concept.

Student's response:

To write a poem is a beautiful thing

עברית או אנגלית

I am not two

אני אחד

It is like writing

אני כמו לכתוב

Thoughts in my head

אותיות בעמוד זה

You may see two

אני יודע שזה אחד

Think of a letter

אנגלית או עברית

From left to right

מימין לשמאל

A B C

א ב ג

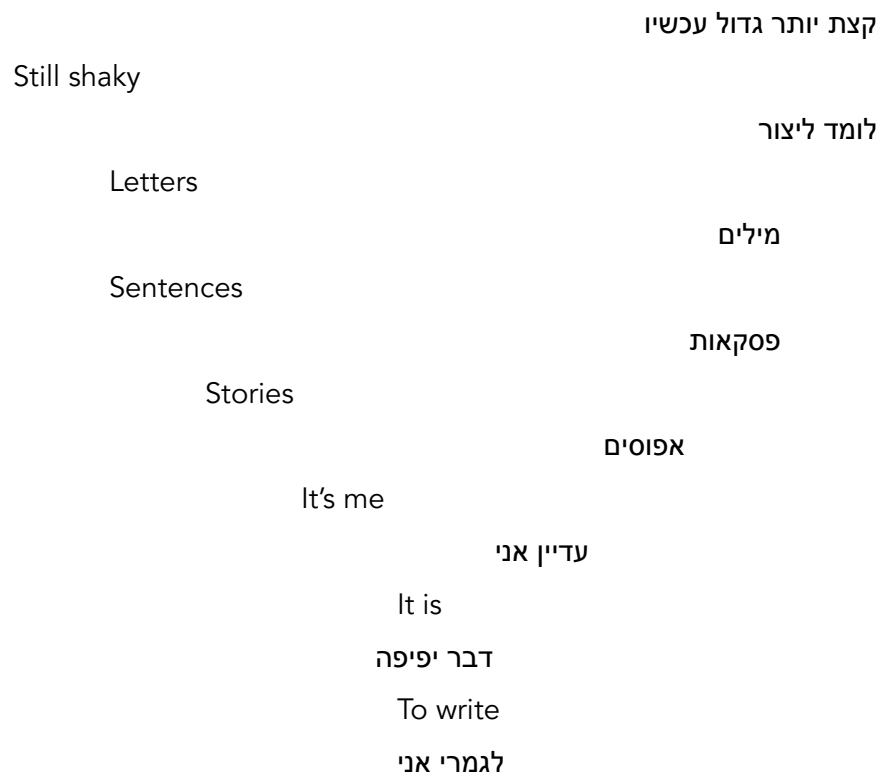
They all have

שורות

Curves that swoop

קווים ישרים שעומדים גבוה

The same hand is writing



English Translation:

To write a poem is a beautiful thing

Hebrew or English

I am not two

I am one

It is like writing

I am like writing

Thoughts in my head

Letters on this page

You may see two

I know it's one

Think of a letter

English or Hebrew

From left to right

From right to left

A B C

Aleph Bet Gimmel

They all have

Lines

Curves that swoop

Straight lines that stand high

The same hand is writing

A little Bigger now

Still shaky

Learns to create

Letters

Words

Sentences

Paragraphs

Stories

Epics

It's me

I still am

It is

A beautiful thing

To write

Absolutely Me



## TESOL in the Modern World

An Instagram Account dedicated to the challenges, growth, encouragement, research, and tips in the TESOL field

{<https://www.instagram.com/tesolifee/>}

The screenshot shows the Instagram profile for 'tesolifee'. At the top, the Instagram logo and navigation icons (home, messages, explore, heart, profile) are visible. The profile header includes a circular profile picture made of various national flags, the username 'tesolifee', and an 'Edit Profile' button. The bio reads: 'Bailey Davenport ✨ Teach someone to read and it might change them from the outside in. Teach them to write and it will change their world from the inside out ✨'. Below the bio are two circular icons: one with a heart and the text 'Encourage...' and another with colorful flowers and the text 'Translang...'. Statistics show 5 posts, 10 followers, and 6 following. The bottom navigation bar includes icons for grid, activity, bookmark, and profile. The main content area displays a grid of four images: a person writing at a laptop, a diagram titled 'OTHER TEXT:' showing the flow from 'Writer's' to '(subject)' to 'Reader's', a photo of two children sitting on a ledge, and a collection of colorful speech bubbles with various 'Hello' greetings in different languages like 'Ahoj', 'Hi', 'HELLO', 'Ola', 'Holla', 'Ciao', 'Ni Hao', 'Labas', 'Bonjour', 'Salut', 'Szia', 'Hallo', 'Alo', 'Tere', and 'Bon'. At the bottom, there are links for 'About', 'Blog', 'Jobs', 'Help', 'API', 'Privacy', 'Terms', 'Top Accounts', 'Hashtags', and 'Locations', along with a language selector set to 'English' and a copyright notice '© 2021 Instagram from Facebook'.



Photo



tesolifee



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Photo



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tesolifee Translanguaging

A word that every autocorrect hates, but I love.

Growing up in Texas, I heard people refer to "Spanglish" all the time. I had friends who would dip in and out of their home languages as seamlessly as Dad expertly weaving through the midday traffic on the 16-lane highways in downtown Dallas. My own Memaw would slip a Cherokee word into conversation any time an opportunity presented itself.

A multilingual household in the quaint college town I live in is probably much like any other. It is filled with the noises of two giggling children, running around, looking for the next adventure, squealing with joy, and getting into arguments. It is filled with WORDS. But to experience this family as they speak is not like listening: it is like watching a dance. Mom speaks to me in her beautiful English kind words of encouragement about my difficult week. Daughter asks me to come and play with her. Mom whispers to Daughter in a breathtaking dialect of Mongolian to wait until after dinner because the grown-ups are talking. Dad walks in with Son, who is happy to entertain Sister. Dad asks Mom—in what I know to be a different language...I believe it is Mandarin—if there is anything he can do to help prepare for dinner. Mom quickly responds and turns to look at me. Although I could only comprehend a third of the last two and a half minutes, I understand completely.

All language is beautiful and useful.

Speak the words that fit the best. No matter what alphabet you use.

MARCH 31

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Photo



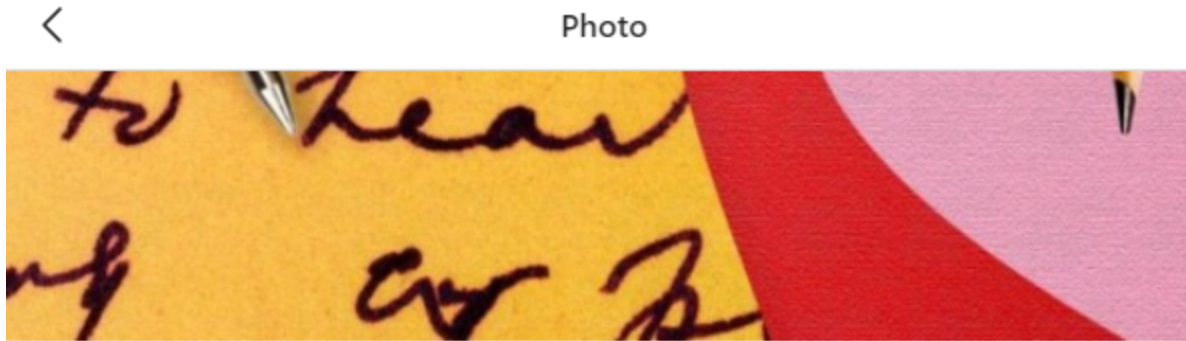
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tesolifee Vulnerability Moment.

.  
Writing is scary  
.   
Like death grips on my pencil  
.   
Or lungs.  
.   
It is the most intimate thing  
.   
For someone to read what you have written  
.   
My words may not come across  
.   
Quite Right  
.   
.   
Just so you know  
.   
It's worth it  
.   
Find someone who will read  
.   
Love off the page  
.

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**tesolifee** No Child Left Behind

.  
I remember hearing about No Child Left Behind as a kid...back when it was first put into law. I remember thinking, "YES! No child should EVER be left behind!" My friend with dyslexia, classmates who were learning English in the ESL classroom half of the day, 5th grade boyfriend with Asperger's, I didn't want any of them to be "left behind," whatever that means!

.  
I never found out what that piece of legislation actually did. I hear that it has had negative impacts on education in the US. It wasn't until recently I realized I still don't know anything about that law

.  
But that name has always stuck with me

.  
No Child Left Behind

.  
Should be the mantra of absolutely every teacher on the globe

.  
No One Left Behind

.  
Because being over 18 doesn't mean you stop caring about education

.  
Meet your students where they are at. If they need love, give them love. Are they hungry? Feed them. Struggling? Help them. Excelling? Push them. Achieving their goals? Celebrate them.

.  
In your classroom? Teach them.

.  
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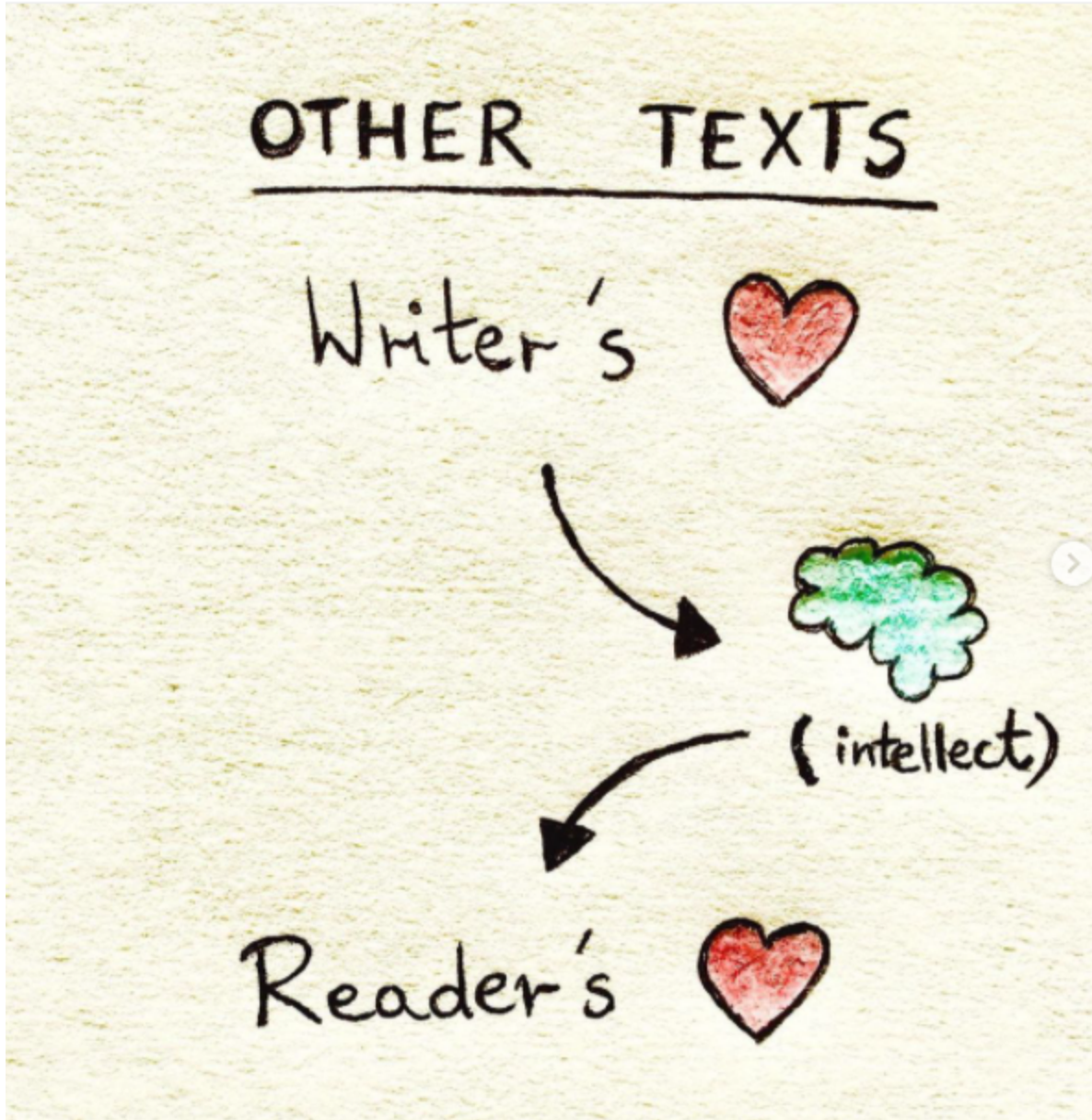




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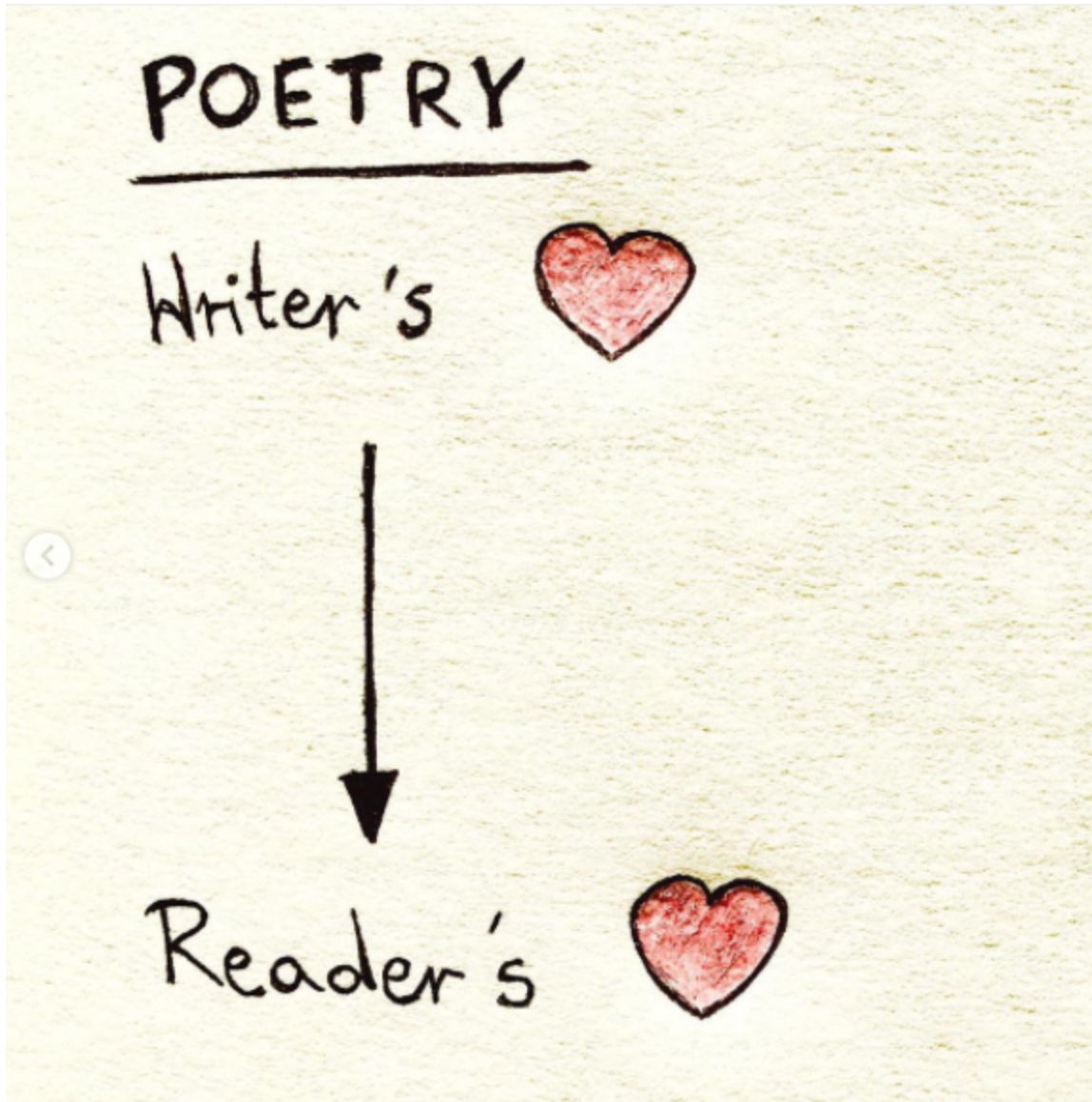




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Post

English Language Learners often have to choose between using their target language and being able to accurately convey their thoughts. I hate this! But, poetry gives the freedom to be able to convey ideas without the grammatical knowledge required for other forms of writing.

The kids in my class always moaned—literally, audibly, obnoxiously—groaned when the teacher announced poetry units. I never understood that.

Poetry is freeing

You get to skip over the brain and speak straight to the heart.

Give it a try

#Poem

#borninthewrongcentury

#borninthewrongcountry

everyone has that #cantrelate moment

#someone says they don't belong

#lol #bahahaha #hehehe

#metoo

#weareallinthisboattogether

some are #reallife in the boats together

#wheremypeepsat

because it is so dang easy to

#lifestyle #exploreeverything #abcd

without

#knowingthestyle #seeingeverything #understandingwhatyoutyping

#lookthemintheeyes

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1 like

tesolifee Community

“Thank you for joining me in community tonight,” Dr. Tracey Flores peacefully speaks over the Zoom classroom of anxious, time-reduced students.

What a concept

Class being a community

Don't get me wrong...I love school, and I always have. And I use the phrase “in community” so often it's a personal cliché. But I have only ever heard of that being used in reference to friends, family, or church. That phrase has always been intentionally reserved for non-stressful relationships. It means rest. Saying that a classroom, even a virtual one, is a place where we gather “in community” almost seems sacrilegious.

School should not be a place where anxiety reigns over relationships of peace.

According to Maslow's Hierarchy of Needs, no person is capable of truly learning if they lack basic needs for survival. Have you ever seen what anxiety can do to a person? Loss of appetite. Loss of sleep. Loss of sense of belonging. Loss of sense of self.

I've seen a girl unable to stop throwing up because of school-related anxiety

I used to be that girl

How can we push past the temptation to be task-oriented? We may have to sacrifice some things. Those lesson plans might have to wait until tomorrow. Those papers may need to be graded over the weekend. Those stacks of paperwork just might have to sit on your desk for another week. Those deadlines may have to become really flexible. Those letter grades and test scores are going to have to matter a lot less. It's perfectly radical. It's counter-cultural

But it just might be part of the cure for this pandemic of crippling anxiety and depression in our students

and their teachers

MARCH 31

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Learn a new language and  
get a new soul.  
Czech Proverb




Translanguaging 1w



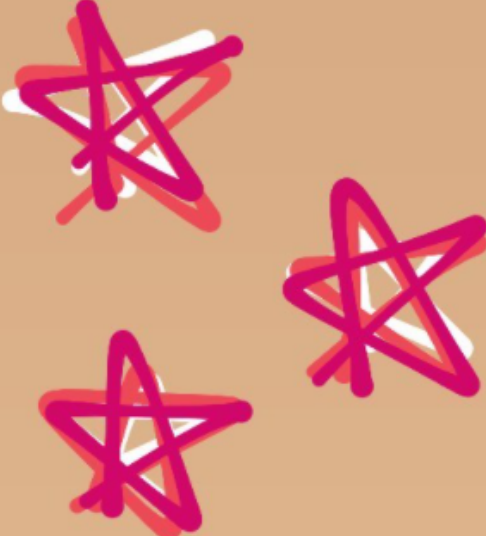

***One who speaks only one language is one person, but one who speaks two languages is two people.***







Encouragement 1w

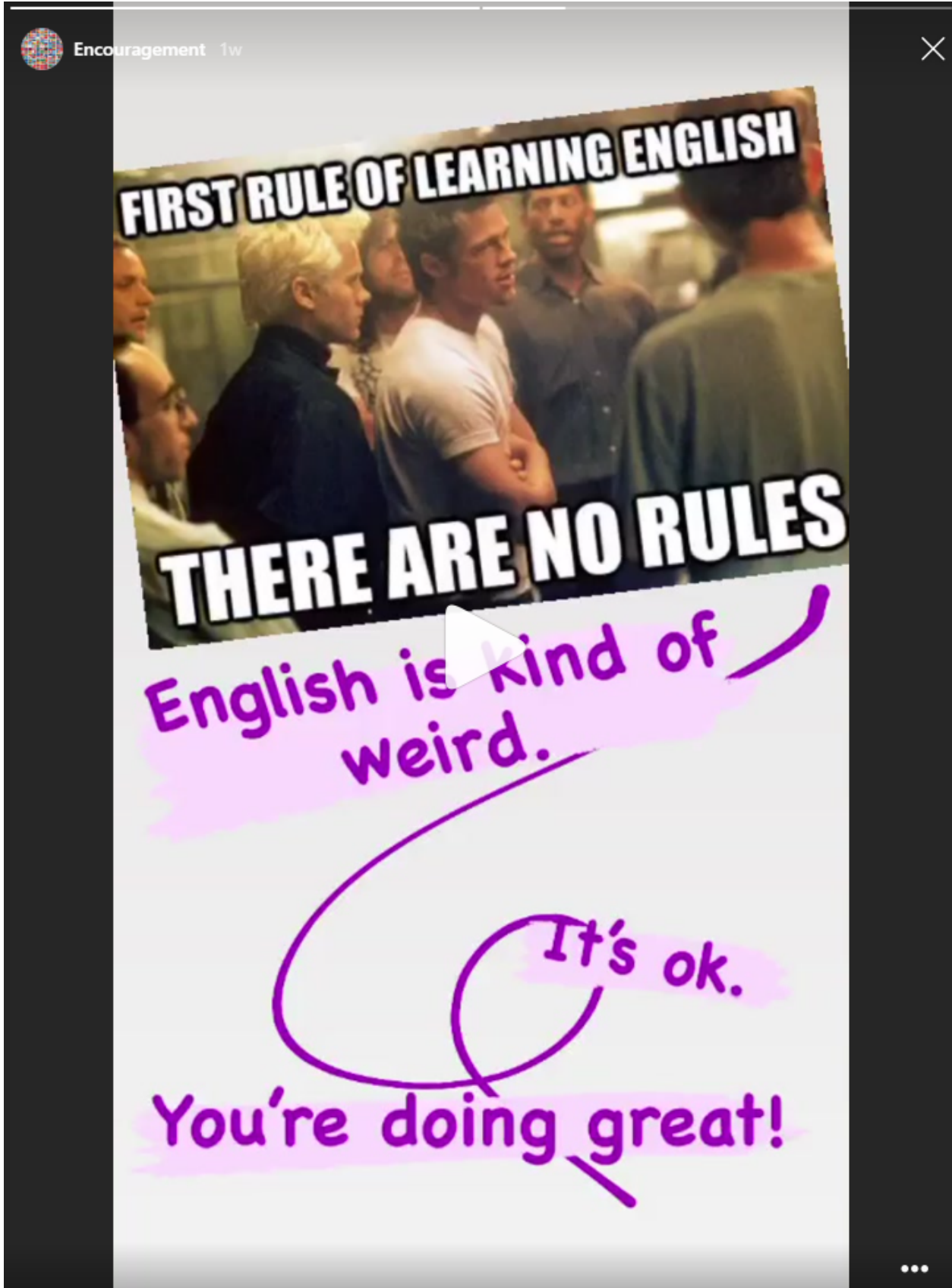


**Don't give up!**

The English language is a work in progress. Have fun with it.

*Jonathan Culver*

meetville.com



## Lesson Plan

My own hypothetical application of the teachings of Danling Fu

### Logistics:

- >13 students, ranging in age from 18-45
- >Students are from different areas of the globe, including (but not limited to) Baghdad, Honduras, Japan, Saudi Arabia, Pakistan, and South Korea.
- >Students range in English proficiency from high beginner to low intermediate
- >Class is held at a Family Resource Center at a local University
- >Class lasts 1 hour and meets 4 times a week

### Today's Big Questions:

- >How do I use countable and uncountable nouns in a sentence?
- >How can I give measurements for uncountable nouns?

### Class Time:

1. Review (15 minutes)
  - a. Classification of countable vs uncountable nouns
    - i. Scavenger hunt
      1. Items have been hidden around the room with post-it note labels
      2. Students will be given a worksheet when they walk into the room that has a table with three columns: countable, uncountable, and both
      3. Students will have 3 minutes to race around the room and find the items. As they find them, they will write down the item in the appropriate column, and return to their seats
      4. Teacher will spend 2 minutes debriefing the activity: asking for examples students found, and clarifying any items students could not identify

5. Teacher will now ask students to spend 6 minutes writing about two of the items (one countable and one uncountable). Teacher identifies this writing assignment as “semi-open.”
    - a. Class culture has already been built around the idea of open and closed writing assignments. In open writing assignments, students have the freedom to write in whatever way they find most effective. Student’s bilingualism is focused on and celebrated. They may use their first language, English, or a combination. When told that an assignment is semi-open, students are encouraged to use as much English as they can, but are welcome to use replacement methods (e.g., writing a blank, drawing a picture to represent the word they are unsure of, writing a word or phrase in the L1 they are unfamiliar with in English, etc.) when they are unable to express a certain idea in a sentence, or are unsure about how to proceed in English. The “closed” writing assignments are to be written totally in English, to the best of the student’s ability
  6. Teacher asks for a volunteer to read their writing, and students offer compliments and suggestions to the reader. (4 minutes)
    - a. A culture of community-writing has been built in the classroom. Students know that when an assignment is “semi-open,” sharing work is not only a way to practice reading and speaking, but that they have access to the group’s knowledge. In this situation, when a student comes across a replacement strategy, a peer might be able to offer the English equivalent. They also know the value of encouraging one another when they share their writing.
2. Lecture Portion (15 minutes)
- a. Review definitions of countable and uncountable nouns (3 minutes)
  - b. Study “Identifiers Table” (10 minutes)
  - c. Go over Native Speaker Tip for the day (2 minutes)

3. Class Practice Activity (10 minutes)

a. Group Writing Activity

- i. Teacher will explain why this activity will help them in their individual activity
- ii. The slide has 4 examples of an uncountable noun, a name, and an amount
- iii. Together, the class will create a scenario for each example. They will come up with a sentence that incorporates all 3 pieces of information, correctly using a measurement or identifier for the uncountable nouns
- iv. Teacher will write the sentences on the board and offer feedback based on the accuracy of the sentences
  1. Importance will be placed on the identifiers for the uncountable nouns, but other common mistakes for the class can be addressed, if necessary
- v. Teacher will read out the sentences and read some pre-prepared sentences that are also correct (being sure to tell the students that there are several correct ways to respond to this prompt)

4. Individual Practice Activity (20 minutes)

a. Writing Activity

- i. Students will be instructed that they can write in any genre, but that they must include examples of both countable and uncountable nouns. This assignment will be semi-open.
  1. If students need help finding a starting place, encourage them to write about some of the items they found earlier.
- ii. Students will be reminded (and encouraged) to use the identifier table to remind them what words need to be used for countable and uncountable nouns
- iii. When there are 7 minutes left in class, students will be instructed to get in their pairs and read their pieces to each other. They are supposed to offer at least one compliment, and are allowed to help fill in replacement methods.
  1. These pairs were assigned at the beginning of the semester. They were chosen with cultural preferences in mind. For example, one

student is a female from Saudi Arabia and believes interacting with men other than her family to be wrong, so she has been paired with another woman so she feels comfortable and known!

5. Wrap-Up (last few seconds of class)
  - a. Good-bye! If students want to continue writing on this piece, they are welcome to, but there is no homework tonight.
    - i. Be sure to turn in the worksheet from review, and reminder that the writing they did today will be due first thing at the next class.

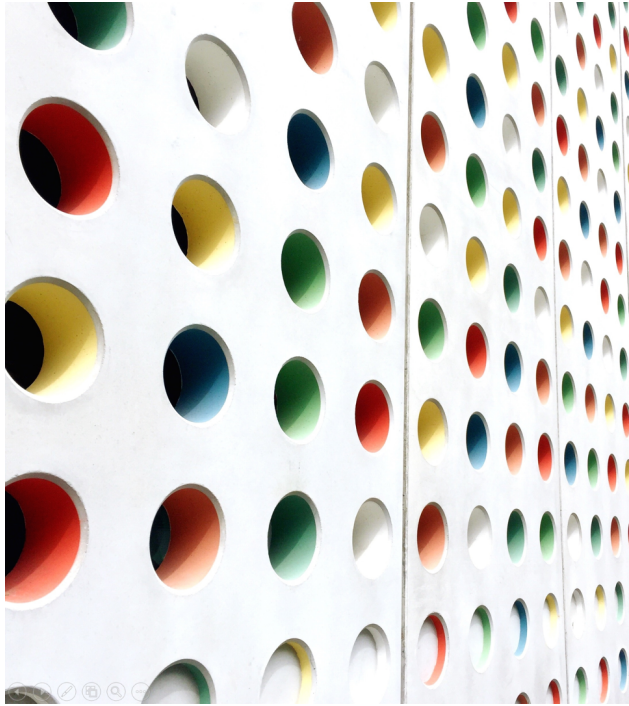


Look around the room for items labeled with an orange post-it note. When you find one, determine if it is countable, uncountable, or both. Then, write it in the correct column. You have to hurry, though, because you only have 3 minutes!!



<b>Countable</b>	<b>Uncountable</b>	<b>Both</b>

Write about 2 of the items above. You should write about one countable and one uncountable noun. This is a **semi-open** assignment.



# Countable & Noncountable Nouns

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IRREGULAR NOUNS

GRAMMAR LESSON # 4

## Goals for Today!

---

- > **Describe** the difference between countable and noncountable nouns
- > **Identify** countable and noncountable nouns
- > Correctly **use** countable and noncountable nouns in **context**



## Countable

vs

## Noncountable



- >Can be counted
- >Can be made plural
- >Doesn't need identifier for singular



- >Cannot be counted
- >Cannot be made plural
- >Needs an identifier for singular

## Countable

vs

## Noncountable



- >Chair
- >Apple
- >Drink
- >Idea



- >Furniture
- >Rice
- >Milk
- >Self-control

## Countable

vs

## Noncountable



>Can be counted  
One chair, two chairs, three chairs

>Can be made plural  
Apple + plural "s" = Apples

>Doesn't need identifier for singular  
Don't forget to bring drinks!



>Cannot be counted  
~~One furniture, two furniture, three furniture;~~ the furniture

>Cannot be made plural  
Rices; the rice

>Needs an identifier for singular  
Don't forget to bring *some* milk!

## Identifiers

	refer to item	measurements	word-by-word
Countable	-a -an	-many -a few	*Not Applicable*
Noncountable	-some	-much -a little	-grains (of rice) -drops (of water) -pieces (of furniture)
Both	-the -that	-a lot -some	*Not Applicable*

## Identifiers: Referring to an object

	singular	plural	examples
Countable	-a -an	-those -these	Show me <u>a</u> picture. Bring me <u>those</u> apples.
Noncountable	-some	-some	I need <u>some</u> rice. Do you have <u>some</u> water?
Both	-the -that	-the -that	Kick <u>the</u> soccer balls. I need <u>that</u> milk.

## Identifiers: Measurements

	large	small	examples
Countable	-many	-a few	How <u>many</u> oranges do you want? I only have <u>a few</u> questions.
Noncountable	-much	-a little	How <u>much</u> time do you need? I need <u>a little</u> milk.
Both	-a lot	-some	I have <u>a lot</u> of friends. You have <u>a lot</u> of knowledge. We need <u>some</u> hats. She said to get <u>some</u> salt.

## Identifiers: Word-Specific

	examples
Countable	*Not Applicable*
Noncountable	-grains (of rice) -drops (of water/rain/blood) -pieces (of furniture) -cubes (of ice) -bowl (of cereal/rice) -cup (of applesauce/milk)
Both	*Not Applicable*

When a word-specific identifier is used, you use a **countable** measurement.

	measurements
Countable	-many -a few
Noncountable	-much -a little
Both	-a lot -some

## Tricky Word Alert!



Countable

- >Will you pass out these papers?  
Papers=individual documents
- >Have you seen our chickens?  
Chickens=the animal
- >We need 3 coffees, please!  
Coffees=ordering the drink
- >You saw that movie 6 times!  
Times=specific moments/events



Noncountable

- >I need to buy some paper.  
Papers=paper in general
- >Do you want chicken for dinner?  
Chicken=the food
- >I can never get enough coffee!  
Coffee=the drink in general
- >Could you give me more time?  
Time=time in general

It is based on the meaning of the word in the sentence!



## Native Speaker Tips!

	measurements
Countable	- many - a few
Noncountable	- much - a little
Both	- a lot - some

### QUESTIONS

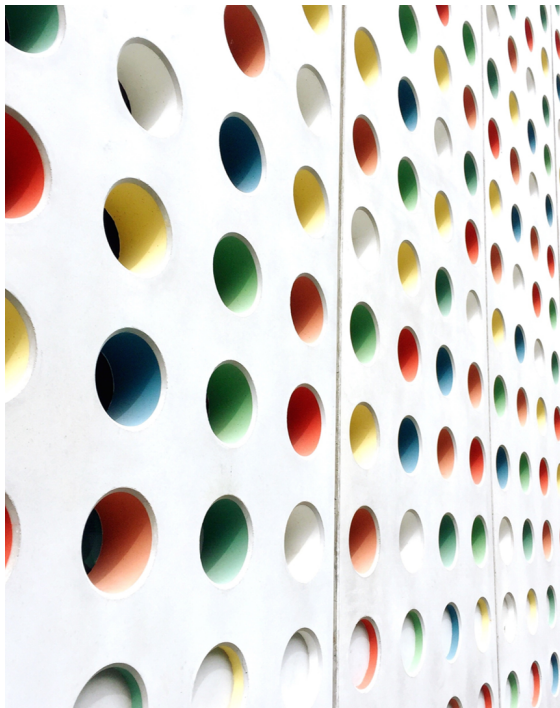
Native Speakers will use any of these words  
-How much money do you have?  
-How many sticks are in the yard?

### POSITIVE STATEMENTS

Native Speakers will NOT say "many" or "much," but will sometimes use "a few" or "a little"  
~~-I have many attempts on my exam!~~  
-She has a few pencils to share.

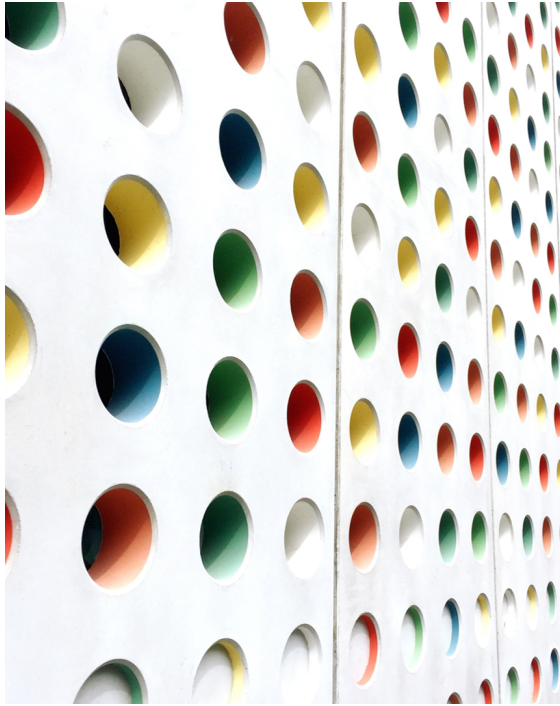
### PRO TIP

Native Speakers prefer "a lot of" for positive statements. It is pronounced "aladda"  
-You need a lot of bread  
-She has a lot of Instagram followers!



## Let's Try It...

- >Person, noun, amount
- >Arya, rice, 2
- >Kamal, furniture, 2
- >Nia, water, 3
- >Maria, love, all



## Let's Try It...

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>Arya, rice, 2

Arya has 2 cups of rice.

>Kamal, furniture, 2

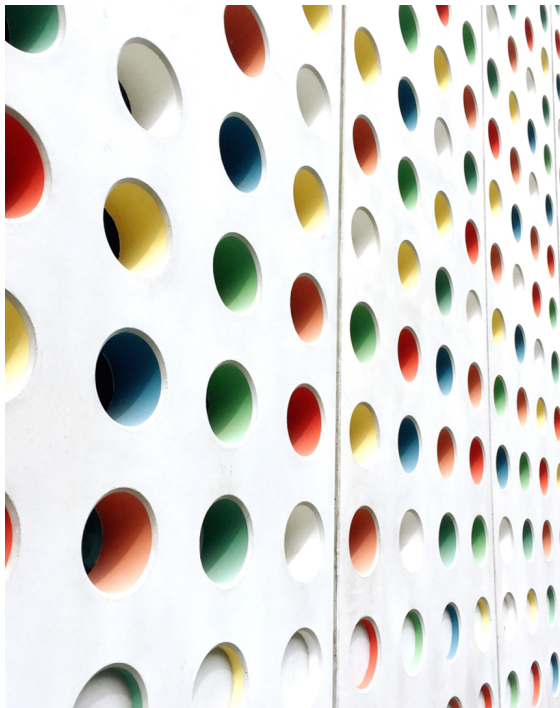
Kamal needs 2 pieces of furniture.

>Nia, water, 3

Nia brought 3 bottles of water.

>Maria, love, all

Maria gives all of her love.



## Your Turn!

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>Any genre

>Include examples of both countable and noncountable nouns

>Use the identifier table to help you put the nouns in proper context

>When you finish, get in your pairs and read your pieces to each other

>Correct each others' mistakes and tell them what you like about their work

## Multigenre Notes Page

Artifact Number	Explanation of Artifact
1 "Where They Are" (Interview with Danling Fu)	I really wanted the reader to get a general understanding of Fu's perspective and findings before jumping into the more abstract artifacts to come. I really focused on Fu's research, philosophies about teaching, her belief in student-first education, and spent some significant time considering writing in the ELL classroom.
2 "Welcome to My Class" (Letter from Dr. Fu to new ELL student)	I wanted to capture Fu's personality in this piece. This letter is an example of an application of the concepts described in the interview. I focused on the concept of meeting students where they are at. I also included some examples of diverse learning activities, and invited students into the conversation.
3 "To Write A Poem" (Poem from the perspective of an excerpt in the writing journal of Dr. Fu's student)	In this piece, I really wanted to show both a student's perspective, or response, to Dr. Fu's methods, and the value of considering ELLs to be emerging bilingualists. This poem is written as a response to a hypothetical prompt given by Dr. Fu in her classroom. The response is written from the perspective of a speaker of Hebrew and English in her writing journal and reflects the deep emotions reflected in Dr. Fu's experience and research.
4 "TESOL in the Modern World" (Instagram account made by Bailey Davenport)	For the first time, we are seeing where my ideas and philosophies for teaching, writing, and bilingualism intersect with those of Dr. Fu. In this account, I wanted to reflect some of the things I have learned from my research of Dr. Fu, but also some of the ideas this study has inspired. The instagram format allowed me to reflect these ideas in an exciting and modernized way.
5 "Lesson Plan" (Lesson plan for my hypothetical future classroom)	To conclude the project, I wanted to show how all of the ideas and concepts presented can be practically applied by teachers. This lesson plan acts as a "call to action," whereby readers are shown how the abstract becomes concrete. In this plan, I not only include the materials for the plan, but also some of the pedagogical justifications for decisions I made.

## Self-Reflection/Self-Assessment

In this project, I am particularly proud of my 3rd genre. I spent extensive amounts of time empathically relating to the students Dr. Fu describes in her writings, and I loved getting to reflect that in an emotional poem. However, finding ways to format the Instagram account into the project was challenging at first. In the end, I decided to incorporate the posts and stories into the rest of the project through photographs. This doesn't have the same feel as perusing the account for oneself, so I also included a link for readers to check out, if they would prefer. Due to my focus on the genres themselves, I found myself rushing to bring them all together. Formatting didn't feel nearly as exciting as the pursuit of creating a beautifully-worded written piece, so it was hard to devote the amount of time it demanded.

I was surprised by the celebration of bilingualism in the classroom. In the TESOL field, it is incredibly popular to strictly demand English-only environments, so it was shocking, and thrilling, to hear that there is a way to invite the first (or second, or third) languages of a student into the classroom to enhance their English learning. The best source of information was reading selections of Danling Fu's book [Translanguaging for Emerging Bilinguals](#). This project was thrilling because it gave me the ability to utilize all of my writing abilities. Typically, I would never get to reflect on my research through writing a poem or creating a lesson plan, despite the value of each of those types of writing.

## Research Notes

Notes	Source
<p>Danling Fu is a professor of language and literature in the School of Teaching and Learning within the College of Education at the University of Florida.</p> <p>Her especially is in writing and literacy</p> <p>“She has had extensive experience of working in high poverty low performing K-12 public schools in New York City populated with new immigrant children and youths, among whom 250 languages are spoken” (para. 1)</p> <p>&gt;She serves on:</p> <ul style="list-style-type: none"> <li>-Distinguished Advisory Committee of NYC Urban Teachers Institute</li> <li>-National Advisory Board for the CUNY-New York State Initiative on Emergent Bilinguals</li> <li>-Advisory Committee for English language learners of Pearson Publishers and American College Testing (ACT)</li> <li>-column-editor of National Association of Bilingual Education Journal</li> <li>-boards of 5 top journals, including Reading Research Quarterly and Language Arts</li> </ul> <p>&gt;Is a member of:</p> <ul style="list-style-type: none"> <li>-NCTE (National Council of Teachers of English) Elementary Steering Committee</li> <li>-Program Chair of Division G at AERA (American Education and Research Association)</li> </ul> <p>&gt;And has won:</p> <ul style="list-style-type: none"> <li>-Scholarship of Engagement Award in the UF College of Education (first recipient)</li> <li>-UF COE Graduate Teacher of the Year Award in 2007</li> <li>-Honorary doctoral degree of Humane Letters by DePaul University in Chicago</li> <li>-Honorary Professorship by China Women University and Jingling College in Nanjing University in People’s Republic China</li> <li>-Faculty Enhancement Opportunity Award (2011)</li> </ul> <p>&gt;Her education includes:</p> <ul style="list-style-type: none"> <li>-B.A. 1978, English Dept, Nanjing University, People’s Republic of China</li> <li>-M.A, 1988, English Dept, Rhode Island College</li> <li>-Ph.D, 1992, Education Dept, University of New</li> </ul>	<p>Website/Journal: <b>University of Florida College of Education</b></p> <p>Authors/organization: <b>University of Florida</b></p> <p>Date published/updated: <b>last updated March 1, 2021</b></p> <p>Date accessed: <b>March 2, 2021</b></p> <p>URL/link:  <b><a href="https://education.ufl.edu/faculty/fu-danling/">https://education.ufl.edu/faculty/fu-danling/</a></b>            Or paste the APA citation</p>



Hampshire	
<p>&gt;Teach students from where they are, not from the grade-level curriculum</p> <p>&gt;ESL and standard teachers need to work together to maximize the education of the student</p> <p>&gt;diversity in educational activities is essential</p> <p>&gt;remember that students' knowledge is beyond their English proficiency "For example, one teacher I observed was working with a group of beginning middle school ELL students in a shared reading group activity. She asked (while pointing at a picture with birds on the tree): "What is this? A bird or a tree?" "How many leaves are there on the ground?" "What is the color of the leaves?" "What is the bird doing?" No doubt, these 12-year-old students knew these concepts. From their facial expressions and voice tones, I could tell they were bored to death and showed little interest in learning" (para. 13).</p> <p>&gt;Emphasize oral language</p> <p>&gt;Writing is still essential for students whose English isn't far beyond the alphabet. Sometimes, let them write in their first language. Have them write in English, even if it is broken, and fill in the blanks with pictures.</p> <p>&gt;Utilize the students' writing as mentor texts from which they read and speak.</p> <p>&gt;Remember that these students desire to express themselves just as much as their peers</p> <p>&gt;Be mindful when pairing students together. Mentor students can become burned out from helping</p> <p>&gt;It is important to stay aware of cultural differences, especially when dealing with parents. Check out this quote Fu gives from her book "An Island of English: Teaching ESL in Chinatown)</p> <p>"Parental involvement is crucial for the children's school performance. But the parents of most Chinatown new immigrant students are not able to be as involved with their children's education as we desire. The Chinese believe that the best way to help their children's education is to manage to send them to a good school. Those parents feel they have done that once they put their children in an American school, as they believe America is a better society than China, so logically its school will also be better. Once they put their children in a good school, then it is the task of teachers to educate them, not the parents. They respect teachers as</p>	<p>Fu, D. (2004). Teaching ELL Students in Regular Classrooms at the Secondary Level. <i>Voices from the Middle</i>, 11(4), 8-15. <a href="http://argo.library.okstate.edu/login?url=https://www.proquest.com/scholarly-journals/teaching-ell-students-regular-classrooms-at/docview/213933630/se-2?accountid=4117">http://argo.library.okstate.edu/login?url=https://www.proquest.com/scholarly-journals/teaching-ell-students-regular-classrooms-at/docview/213933630/se-2?accountid=4117</a></p>

<p>professionals who should know better than them how to educate their children. I was an educator in China, but I was rarely involved with my son's day care. I felt that I didn't have an early childhood degree, how could I know better than the staff, faculty or administrators there? It is this kind of trust and respect for teachers as professionals that makes many Chinese parents seem less involved with their children's education. To volunteer in the school, to assist on a field-trip, to correspond with the teachers regularly about their children's education may sound strange or even be seen as intrusive in the eyes of many Chinese parents" (para. 28)</p>	
<p>&gt;Students from other cultures may be completely unsatisfied with their academic English writing because it is simple and dry. &gt;Once again, I am seeing a pattern of teachers incorrectly assuming a student's language ability is reflective of their intellectual ability. &gt;This is a <b>research study!</b> Here's the idea: 13 Chinese graduate students were interviewed in their own language about "their understanding of writing." There were not set questions, but the interviewer listened to the writing stories the interviewee shared and asked follow-up questions &gt;Some findings: -Chinese students write as a way of being artistic -their concern is more about the way they use the language, rather than the organization of ideas &gt;As teachers, we need to become more multicultural in our classrooms so there is room for students' goals in their education.</p>	<p>Danling Fu &amp; Jane S. Townsend (1998) Cross-Cultural Dilemmas in Writing: Need for Transformations in Teaching and Learning, <i>College Teaching</i>, 46:4, 128-133, DOI: 10.1080/87567559809596256</p>
<p>&gt;Danling starts out by describing her original "language-separate perspective." -The belief that languages are learned and stored in different sections of the brain -She describes teachers who told her that the only way one can truly learn English is to completely forget their first language -She tried to escape all of her interactions with Chinese so she has the opportunity to learn English -When she makes it to the US, she finally has the opportunity to fully immerse in English, but finds herself desperate to speak, listen to, read, or write in Chinese again.</p>	<p>Fu, Danling. (2019). <i>Translanguaging for Emergent Bilinguals: Inclusive Teaching in the Linguistically Diverse Classroom</i>. Teachers College Press. *****</p>

<ul style="list-style-type: none"><li>-She recommends allowing students to use their home languages in the classroom</li><li>-Language is a VERB, not a noun</li><li>-ELLs are not replacing language with new language, they are “Emergent Bilinguals (EB)”</li><li>-EBs are not two separate monolinguals in one body, but both language coexist within the EB: the difference between translation and translanguaging</li><li>-“Both students and teachers felt that the ESL designation carried a stigma, an unwelcomed set of assumptions that branded them as second-class citizens of their school communities” (pg. 9).</li><li>-“Research indicates it takes 2-3 years to develop communicative language, and 5-7 or even 10 years to develop academic language” (pg. 10).</li></ul>	
<ul style="list-style-type: none"><li>-High stakes assessments label students</li><li>-The often show little improvement when it is clear to student, teacher, and parent that the student has improved</li><li>-Portfolios are the way to go</li><li>-“Standardized testing in language arts has become a means of controlling instruction because it tends to measure knowledge of language conventions rather than performance” (para. 5).</li><li>-Parents, teachers, and students should be included in assessments</li><li>-Writing is ultimately a social event; “audience is a powerful motivator” (para. 43)</li><li>-Students have different writing processes, and that is ok! (A story from a teacher): “He sits for a long time before he puts something on paper. He’s sitting there trying to organize. He is not good at organizing on paper. He doesn’t want to do prewriting things like bubble sheets, flow charts, or Power Writing things. He wants to sit there, and he wants to think it through. And then when he’s ready, then he will start writing. He writes from beginning to end without stopping” (para. 48).</li></ul>	<p>Fu, D., Lamme, L. L., Ruth, S. H., &amp; Brenda, M. P. (2002). Assessment through conversation. <i>Language Arts</i>, 79(3), 241-250. <a href="http://argo.library.okstate.edu/login?url=https://www.proquest.com/scholarly-journals/assessment-through-conversation/docview/196863426/se-2?accountid=4117">http://argo.library.okstate.edu/login?url=https://www.proquest.com/scholarly-journals/assessment-through-conversation/docview/196863426/se-2?accountid=4117</a></p>

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