

Analysis of Compositions Written by a Fifth Grade Chinese Child in Japan

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Abstract

Multiple languages are prevalent in our increasingly connected world, and this interconnectivity brings many languages together in contact zones (Pratt, 1991), where speakers of multiple languages interact with one another. Schools are a common contact zone, yet while most educators are comfortable with the dominant language of instruction, they need tools for understanding multilingualism (Piccardo, 2013). Discourse analysis can shed light on how children develop multilingual competency, providing much needed information to educators, especially at the elementary school level.

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Discourse analysis has been used to analyze the spoken interactions of multilingual elementary and university students (Creese and Blackledge, 2010; Michael-Luna and Canagarajah, 2008). In addition to oral language, written compositions have been analyzed by Canagarajah (2011) who grounds his work in translanguaging theory (see also García and Wei, 2014). This theory posits that multiple languages are part of an integrated system, and speakers move between languages as needed during a speech event and even in writing. Through using multiple languages in writing, students can exercise agency by expressing themselves on topics they care about. For example, Harmon and Vargas-Dubai (2012) used discourse analysis to explore writing within an arts-based participatory education experience of middle school multilingual students in the United States. The students chose to write about issues of discrimination in their community and created a newsletter to publicize these issues. In this way, the young people exercised agency by using all their linguistic resources, choosing their topic, and disseminating information to others. This study stands out as an example of how discourse analysis of children's writing can reveal issues that are important to students as well as actions students take to create better conditions in their lives and the lives of others.

Multilingualism is an Asset

It is important for educators to understand why multilingualism is an asset. Many continue to believe that multiple languages interfere with one another, or children should use only one language in order to increase the speed of language acquisition. However, there are many benefits to learning and using multiple languages. "Bilinguals have an expanded repertoire with which to amplify communication and express comprehension. These resources have the potential to be both communicative tools and pedagogical tools" (Hopewell, 2013, p. 235). Multilingual students have shown their ability to help their families understand school, medical, and other official documents and to negotiate parent-teacher conferences. Although such language brokering has its problems, many families rely on it for everyday life (Corona, 2011). Another advantage for multilingual students is in learning world languages for academic purposes. Eventually their languages may provide employment opportunities. Multilingualism is an asset for cognitive development. Neuroscientists are increasingly discovering cognitive benefits to bilingualism (Costa, Hernández, and Sebastián-Gallés, 2008).

Multilingualism can also be an asset to instruction. Canagarajah illustrated how using a dialogic approach to instruction develops students' linguistic resources to create texts in which two languages are complimentary. Students draw upon their languages to make rhetorical choices in writing. Even people who view themselves as monolingual use other languages in writing. Many languages, including English use phrases from other languages. For example, English authors often use French, German and Latin phrases to illustrate their meaning.

There are benefits to writing in multiple languages, just as there are benefits to speaking multiple languages. Oral language abilities are a resource that can lead to accomplished readers and writers of multiple languages when sufficient educational contexts are employed. Taylor, Bernhard, Garg and Cummins (2008) depicted such a learning context in a Canadian kindergarten where children wrote dual language books in collaboration with the classroom teacher and multiple generations of family members in the child's home. As educators are increasingly utilizing students'

multiple languages for writing instruction, it is necessary to analyze such writing to understand the rhetorical strategies used. Building on previous work using discourse analysis with multilingual writing, our paper traces the linguistic moves made by a multilingual child when writing in two languages, Japanese and Chinese. Writing samples from her third, fourth, and fifth grade school years were chosen for analysis in order to explore how she was developing as a multilingual writer. Theories of translanguaging and multilingualism contributed to our exploration of the following question: What can be learned through analyzing a bilingual Chinese/Japanese student's writing in both languages?

A Discourse Analysis Method for Student Writing

Spence (2014) developed a method for analyzing linguistically diverse student writing called *Generous Reading*. In a follow up study of 61 fifth grade students and their teachers (Spence, Fan, Speece, and Bushaala, forthcoming), it was found that when teachers used this method in a professional development setting, the teachers made more nuanced observations than a control group of teachers. The Generous Reading teachers drew from broader sources of knowledge about student writing. They noticed how their students used description, explanation, concepts, and expression contrasted with the control group, which took very little or no notice of these.

Generous Reading draws from composition scholars and childhood educators who have analyzed student writing for contributing voices, or influences (Bakhtin, 1986; Dyson, 2003; Freedman & Ball, 2004; Halasek, 1999; Ryan and Barton, 2014; Welch, 1993) and for literary or descriptive language (Armstrong, 2006; Coady and Escamilla, 2005). Bakhtin referred to language as a heteroglossia, or diversity of voices. Analysis of voices "explicitly bridges the linguistic and the sociohistorical, enriching analysis of human interaction" (Baily 2007p. 269). Such an analysis helps uncover the historical and social influences in writing.

Heteroglossic voices and literary language are internalized ways of using language, not authorial embellishments to writing. "The generalizations governing poetic metaphorical expressions are not in language, but in thought" (Lakoff, 1992, p. 203) Analyzing multilingual writing for literary elements uncovers the figures of speech used in everyday language, and the thought process behind that language. Discourse analysis focusing on voices and literary elements is used as a productive method for understanding multilingual student writing.

Context. We report on the multilingual writing of an ethnically Chinese elementary student who was born and raised in Japan. Spence met Tao and her daughter, Lala (not her actual name) through their participation in a previous study of Japanese writing instruction (Spence and Kite, 2013) when Lala was a student at one of the study schools. During that study, Spence and Tao observed Lala's third grade teacher's language arts lesson. In the present study, Spence and Tao collected Lala's writing over a three year time span.

Lala's father and mother are both Chinese and moved to Japan soon after they were married. Lala was born in Japan and began attending Japanese nursery school at 9 months. She was immersed in the Japanese language while at nursery school. At home, her mother spoke to her in Mandarin Chinese, English, and Japanese, depending on the situation. Her father spoke to her only in Mandarin Chinese. In this

way, Lala was multilingual from infancy. She continued to attend Japanese nursery school until the age of three, when she spent most of her third year in China with her grandmother. There, she attended a Chinese preschool. She came back to Japan at four years old, and continued to attend Japanese schools until the present time. Lala's family lived in the center of a large city in Japan within a predominantly Japanese neighborhood. In general, they did not interact with a Chinese community, so Lala had little Chinese language input from the local environment. When Lala was five, her mother began teaching her Chinese written characters, using the Chinese national textbook. She continued teaching Chinese characters until Lala was in third grade, when she stopped. She thought Lala might be confusing Japanese *kanji* with Chinese writing, as the two are sometimes subtly different.

We used the Generous Reading method to analyze three written works. The first was written in Japanese when Lala was in third grade. Her teacher asked the students to write on Monday about something they did on the weekend. The students wrote in a *nikki* (journal) and the teacher subsequently read the entries and commented in red pen, focusing on the content of the writing. *Nikki* is a common type of writing practiced in Japanese elementary schools. Lala's teacher required writing in the *nikki* every week. She also assigned writing during language arts lessons and across school subjects. The teacher also provided the students with a notebook to explore topics of their own choice at home. Lala used this notebook extensively during her third grade year, and even used the notebook to engage in a self-study of Chinese.

The second work was written in Chinese when Lala was in fourth grade. Lala's mother encouraged Lala to write a speech for a Chinese speech contest, held in a nearby city with a large Chinese population. Lala wrote the speech mainly in Chinese, using Japanese when she did not know how to express an idea in Chinese. Once she had written a draft of the speech, she asked her mother for suggestions of how to express the Japanese words and phrases in Chinese. She used her mother's suggestions to rewrite the speech completely in Chinese. She continued to revise the speech until she had a final copy to be used in the speech contest.

The third work was written in Japanese when Lala was in fifth grade. It is an impression written after a school activity. The school she attended was small, so all the grade levels engaged in outdoor activities together. The school principal promoted the practice of writing impressions of such activities. Her fifth grade teacher complied with the practice only minimally, and he did not require the students to write as often as Lala had in third and fourth grade. Also, Lala began attending *Juku*, after-school lessons in math, language arts, and science. So she did not have much time to write at home for her own purposes as she had in third grade. Lala's body of written work in fifth grade was much smaller than in the previous years.

Analysis. The three written works were chosen as exemplars of Lala's multilingual writing. The Japanese works were chosen as typical writings from third and fifth grade. The Chinese piece was one of two Chinese writings that Lala completed over three years. Lala's only encouragement to write in Chinese during these years was through the open exploration notebook and the Chinese speech contest.

Lala's mother, Tao, was familiar with the Generous Reading method. With this in mind, she read through each written work, while verbally translating into English for Spence. Together we discussed the heteroglossic voices within the written work. Next, we discussed the literary elements within the written work. Finally, we discussed what this analysis revealed about Lala as a person, as a writer, and what the analysis revealed about the written work itself. As this occurred, Lala was playing with her brother nearby. Tao asked Lala to clarify aspects of the written work throughout the analysis and discussion. The analysis of these works revealed many heteroglossic voices, literary elements, and rich information about Lala as a person and writer. We present the English translation of each piece of writing, followed by our findings from the discourse analysis. This is only a portion of what was found, with more extensive notes from each analysis provided as appendix.

Tsurumi Park (pseudonym)

Yesterday, because of good weather, we went to *Tsurumi*. We always go there by car but yesterday I asked my father, "Let's go there by bicycle."

And then my father said, "Okay."

And I felt happy. We rode bicycles to the park. I felt like only a few minutes later, my brother said, "Hey, look, *Tsurumi* is over there. Look, look," he said. Really, it's true. We realized we arrived already. So we went to Children's Square. We tried our best to play. First of all, I played on the monkey bars. My brother worked very hard on it at that time and I said, "You can do it."

But my brother fell down from the monkey bars repeatedly, with one more to go. Only one more! So he cried very loudly. At that time I went to his side and said, "Are you okay? I'm sure you can do it!" I comforted him.

So with my words, my brother stopped crying. He said, "Okay, I'll try to pass the bars again, so please, my sister, watch me. Focus on me only, please." he requested.

So once again he started from the very beginning and went to the very end. He finished it, he did it! "Great," I said, "you worked so hard, congratulations."

My brother smiled. "Thank you" he said.

That was fun for me, so I would like to go there again.

The heteroglossic voices in this narrative were cultural maxims, direct quotes of the father and brother, and dialogue typical of children's talk to each other. The literary elements were comparisons and theme development. These aspects of Lala's narrative initiated and sustained a theme: the power of words. The dialogue between Lala and her father begins with "We always go there by car but yesterday I asked my father, "Let's go there by bicycle." Her father agreed, setting the stage for not only an enjoyable outing, but an important victory for her younger brother. The words Lala uses, "little brother" and "elder sister" are words introduced to children in Japanese homes and schools. Lala's family, who are Chinese, did not introduce these words at home, but Lala took on Japanese cultural norms through her schooling.

Culture is also evident in common Japanese maxims such as *ganbare*, you can do it! This phrase indicates the belief that encouragement is important and can lead to success. The idea was reinforced by Lala's use of the phrase *ishokenme*, do as well as you can. The idea that one can succeed through trying hard was reinforced in the narrative through repetition, "I'll try to pass the bars again" and "So once again he started" The dialogue between brother and sister developed a theme of the power of words as Lala's words of encouragement had the effect of her brother successfully

completing the monkey bars. The theme was reinforced when Lala wrote, “So with my words, my brother stopped crying.” In her writing, Lala expresses the power of words to comfort, motivate, and create a successful outcome.

The next written work we present is the Chinese speech, written in fourth grade for a speech contest. The contest officials provided the topic, which was to write about a future goal or dream.

What is Your Dream?

I want to be a person who is helpful to people who need help and to protect the earth. Even though I am still in elementary school, I can do two things. The first one, I can deposit my pocket money so I can do something. Every day I help my mom do some housework, washing dishes, cleaning house, watching my brother. My mom gives me 400 yen a month and I deposit this money and I never spend a penny. In Szechuan province there was an earthquake and also in Japan. My family and I donated money a little bit. One day a TV program introduced a place in Thailand where there was a flood. Every day it flooded and the school floated away. Money was donated for a floating school and the teachers taught in the floating school. That inspired me.

The second one, it is very important to separate trash in Japan. It is important to protect the environment. Separating garbage is a very good idea to protect the environment. It can decrease the pollution in the air and save the environment. Unfortunately Chinese people do not do very well on this point. I would like to tell my friends, my relatives, my family members about pollution and teach them how to separate garbage. In my opinion separating garbage is a good idea. What’s more I think carbon dioxide will pollute the environment very much, so I always persuade my father not to drive. If we can take a bus or take a train, I don’t want my father to take a car.

What’s more I decided not to eat potato chips. Potato chips are really delicious, but it needs a lot of palm oil. In order to make potato chips, a lot of forests are cut down to instead grow palms for oil. The earth’s environment has been destroyed and a lot of animals have lost their homes. This I remember from a good book. So I decided not to eat potato chips but it is something I can do to protect the environment. So my conclusion is, my dream is to be a person who is helpful to other people in the society and I want to realize my dream bit by bit.

The heteroglossic voices in this speech were: television broadcasts of the Szechuan and Fukushima earthquakes and Thailand flood, people who came from Fukushima to the school, environmental slogans in Japanese lessons and posters from the train station. The literary language was reminiscent of proverbs.

This speech has an obvious theme due to the nature of the writing prompt for a future goal or dream. Lala chose to focus on helping others in society. The ideas developed in this speech are a reflection of many texts Lala encountered including television, posters, books, and fliers. Although the family does not usually watch television, the media had a strong influence on this written work. The natural disasters and resulting nuclear power plant accident at Fukushima had a devastating effect across Japan. Everyone was affected in some way. News broadcasts were shown at Lala’s

elementary school and in the aftermath of the disaster, people from Fukushima came to the school to speak. That same year, Thailand was devastated by their worst flooding in five decades and as a result many people were left homeless and many buildings were destroyed. Lala directly referred to television broadcasts in her speech, "One day a TV program introduced a place in Thailand where there was a flood." Lala also directly referred to a book about habitat destruction in the rainforest, "The earth's environment has been destroyed and a lot of animals have lost their homes. This I remember from a good book." Lala's writing was also influenced by community fliers with detailed instructions on how to separate household trash for recycling. These influential voices in Lala's world reflect her growing awareness of her place in the world and society. She felt that she could make a small difference in the world, but that small gestures by many people can have a large impact. The phrase, "bit by bit" is reminiscent of the proverb from China and other cultures that mean something like, "A single drop of water helps to swell the ocean." Lala not only wants to do her part, but also told her father not to drive the car because of carbon dioxide emissions and she told her family in China that they should recycle their trash.

This Chinese writing began as a rough draft, using Japanese words when Lala did not know how to express an idea in Chinese. It is written in a style that is not typical of Chinese writing. Rather than elaborate phrases used to decorate the writing, Lala's prose is very direct. And Lala did not hesitate to state her opinions. In this way, Lala used translanguaging, drawing upon both Chinese and Japanese phrases, and moving outside of the traditional style of Chinese writing.

The last work we will present is an impression of a school event, written in the fifth grade, one of very few writing assignments from this school year.

Enjoyable, Exciting Picnic

On May sixteenth, we had an exciting picnic. We went and came back on foot, so our legs became more and more heavy. At first we tried to reach the goal as fast as we could so we choose a short cut and arrived at N. *sensei*'s place. But from there we became more and more lost. So we took out the map and had a look and went back to the place of N. *sensei*.

From there we were able to find the other teachers and after answering the quiz from S. *sensei*, homeroom teacher of second grade. About ten meters from him, we saw a first year girl fall down on the ground. Her legs were bleeding. The leader said, "Can I carry you?" She said, "No." So listening to her words I felt how stubborn she was as a first year girl. But I saw the blood came out of her mouth more and more, and her steps became weaker. So the leader said again, "Can I carry you on my back?" But the girl seemed she didn't want to be carried. Her arms and legs were wobbly and it was hard for her to jump on the back to be carried. I was called because I had a brother and was used to carrying my brother, so I immediately carried her to the place of T. *sensei*. Then to the main office for treatment for her injuries. Although it had many troubles, this exciting picnic was fun for me.

The heteroglossic voices in this speech were: an English loan word and Japanese maxims. The literary language included repetition, alliteration, and opposites. Lala described a school activity in which team members worked together to read a map to find their way to each teacher, who then gave them a quiz that they must answer in order to move on to finding the next teacher. Lala used the word *goru*, goal, an

English loan word. This word was spelled with the alphabet used for foreign words and can be found in sporting events and games, including handheld gaming devices. The repetition and alliteration in words such as *waku waku*, exciting, *don don*, more and more, and *chikamichi*, short cut, have the effect of recreating the children's sense of urgency as they read the map and rushed to each goal. Lala also used binary opposites, *tsuyoi* and *yowai*, to describe the first year girl's strong mind and her weak legs. This narrative ends with another opposite pair, "Although it had many troubles, this exciting picnic was fun for me." The sense of urgency and the contrastive ending in the story reveal that for Lala, overcoming obstacles is what makes an event worthwhile and enjoyable.

Discussion

Analyzing Lala's three writings revealed aspects of agency and flexible bilingualism. We will first discuss how Lala expressed her agency in life experiences, and then we will discuss how Lala engaged in flexible bilingualism.

Agency. Looking across the three written works over a time span of three years, it is clear that Lala continued to address themes that were important to her. When she was confronted with obstacles in life, she relished overcoming the obstacles. When her group became lost during a school activity and they found a hurt child, Lala expressed agency in solving the problems. When her brother could not succeed at the monkey bars, she comforted and motivated him until he was successful. Lala also extended her agency to problems in society such as natural disasters and environmental issues. She expressed agency by asking her father not to drive the car, and by asking her grandparents in China to recycle items from their trash. Lala made the decision to not eat potato chips in order to help prevent deforestation. Lala's writing was strong because of her sense of agency. She understood that words have power and actions can make a difference.

Previous research on multilingual writing has shown how children use written signs such as English and Japanese scripts in identity formation (Kabuto, 2012). Maguire and Grave's, (2001) analysis of bilingual students' daily journal entries revealed children's views of the world and their sense of selves as writers. Harman and Varga Dobai's (2012) study of middle school students' writing in an arts-based participatory classroom provided the opportunity to write about social topics that were meaningful to the students. They expressed agency by researching, revising, and disseminating information on discriminatory practices. Discourse analysis of Lala's three written works reveal how she was developing her identity as a helpful, encouraging person, who cares about the environment. She was not afraid to express her views to others and she acted to help others and improve the environment.

Flexible bilingualism. As a multilingual writer, Lala had few opportunities to practice the Chinese writing she learned as a child, yet she seized those few chances to write in Chinese. She wrote a speech in fourth grade, first using a code-meshing strategy in Chinese and Japanese. This is a very productive strategy for developing literacy in multiple languages and connects with translanguaging theory.

Lala learned about three hundred Chinese characters as a five year old. In subsequent years, she was exposed to her mother and father's talk at home and she spent almost one year in China as a four year old. She also visited her grandparents in China during summer vacation each year. Tao also provided her children with many DVDs of Chinese animation, which exposed Lala to vocabulary and literary features. While

writing the speech, her mother helped her think of Chinese phrases when Lala asked for help. Through this interaction, the mother-daughter pair engaged in flexible bilingualism, in which the boundaries between the languages were permeable (Creese and Blackledge, 2010). By discussing the ideas using Japanese and Chinese phrases, Lala developed concepts that could be described using both languages. This example from Lala's Chinese writing highlights a combination of experiences that led to multiple literacies. These experiences were: early learning of Chinese literacy, continued exposure to Chinese in a variety of venues, and using a strategy of writing in both languages in order to express ideas. By revising the speech with her mother's help, Lala was successful in writing and performing a polished Chinese version of her speech for the contest.

Implications

Educators should create opportunities for students to use all their linguistic resources throughout the school year. To date, Lala was only asked to use Chinese once in school. She is now in sixth grade. At that time, the class was studying classical Chinese poetry, written in Japanese. This is a normal unit of study in Japanese elementary school. The teacher asked Lala to read a poem with classical Chinese pronunciation for the whole class to hear. Lala was a bit shy, but performed the reading to the best of her ability. Multilingual students have linguistic abilities that can be valuable assets for their own learning and to share with others. These assets should not be ignored by educators.

Discourse analysis using Generous Reading is one way to read student writing, paying attention to who they are becoming as people in relation to society. Through her writing, Lala is seen as a person who thrives on solving problems and helping others in difficult situations. This can be seen in her simple narratives of family and school life as well as the speech she wrote to express her dreams for the future. Often educators do not look beyond surface features of writing such as spelling, handwriting, grammar, and organization. They never see the person behind the writing, even when the words are clearly describing that person's ideas. Educators should take the time to read children's writing thinking about whom the child is becoming and what the child is thinking. Discourse analysis also can help educators to see what the student is doing as a writer. By noticing the literary language use in writing, educators can see that children have internalized the sound of language such as alliteration and repetition. Children use metaphors, proverbs and symbolism without intentionally trying to embellish their writing. Educators should pay attention to what children are doing with language in their writing.

Parents and family members of multilingual children are tremendous assets in helping educators understand how children are translanguaging. When given opportunities, children will use all their linguistic resources to develop themselves as people in society and as writers. Teachers should make appointments with parents to share student writing and together discuss the child as a person and how the child is using their linguistic repertoire in speaking and writing. Teachers should be aware of how language is used in the home, and should encourage the family to discuss ideas in multiple languages. Homework assignments that include opportunities for translanguaging would be beneficial to student's writing and language development. Finally, policy makers should consider the benefits of bilingual education opportunities. In general, Japan offers very little for Mandarin Chinese development.

Yet Chinese are a significant population group in Japan. As of 2015, the ethnic breakdown of population was Japanese 98.5%, Koreans 0.5%, Chinese 0.4%, other 0.6% (CIA Factbook). The development of bilingual Chinese would be a benefit to Japan, providing much needed translation services and intercultural understandings.

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Appendix

Generous Reading Notes

Tsrumi Park

During class, students wrote what happened over the weekend

Voices of Others

Because of good weather, let's go out. Mother and father

Teachers always begin by talking about the weather

Ganbare- Japanese culture

Directly quotes the father and brother

Kid talk

My brother, my sister- school, kindergarten

Literary Elements

Ishokenme- do as well as one can

She really enjoyed everything about the day

Comparison Last time my brother fell second time he

Actually only one more hold- emphasis

So once again- repetition to emphasize ganbarai

From the very beginning to the end

Because of my words- emphasize the theme

I was happy (beginning of the story) very, very enjoyable (at the end)

After a few minutes- it was really a long time, but her happiness made it short

What does it tell you about her as a person?

She can be happy because of small things

Agreeing with her opinions can make her happy

She has an interest in the impact of cars on the environment

She believes that words have power

The sister and brother cooperate together

The sisters words are so powerful to her brother

What does it tell you about her as a writer?

She writes about a simple thing, but with a deeper meaning

Repetition is important to her expression of her feeling together with the words

What does it tell you about the writing?

Quotations throughout with correct punctuation (different than Chinese)

She used words to convey that time goes by quickly when you are enjoying the time

Although young, students have their own thoughts and thinking may be different.

Respect them as individuals

Teachers may think of writing conventions as mistakes, but in a different language, they may be correct.

What is Your Dream?

Written in Chinese for a speech contest

Voices of Others

Television: for example Thailand flood situation
Pocket money typical for Japanese children
Helping others: kindergarten teachers and principal
Fukushima 311 broadcasting even in school
People from the area came to the school to speak
Donate some money, school donated money and stationary
Steady job-mom's voice if you don't study...
Protect our Earth's environment- Japanese lesson, slogans at the station
Decrease pollution in the air
Save energy
Separation of trash- flier from community area
"In China this perspective doesn't do well"
Family in China throws everything together, friends throw everything together
No container for PET bottles
Carbon dioxide will pollute- school social studies
Chips are fried in palm oil- *Elephants and Potato Chips*

Literary Elements

I can deposit a little more and it will be a big one drops of water can become a big flood
Washing dishes, folding clothes, cleaning house, taking care of little brother phrases in a series
I don't spend money at all- childlike speech
I want to shout- strong emotional word
Potato chips are delicious, yes, very delicious- childish enjoyment, evocative
I made a decision- passion for her cause

What does it tell you about the person?

Kindhearted cares about other people
She wants to have an effect on the world
She thinks deeply about things

What does this tell you about the writer?

She thinks about what phrases to include or not
She's not afraid to criticize or state her opinion

What does this reveal about the writing?

Her words and phrases evoke a reaction in the reader
Comes from her own experience
It is direct

Enjoyable, Exciting Picnic

Impression of a school activity

Voices of Others

Feels very heavy, Japanese people use that phrase
More than 40 minutes from their school to the park
First year girl, to show I'm the elder one you should listen to me
ranking by age 5th grade matched with first grade
When the first year girl said "no" it surprised her
Dekirutake as soon as possible teacher uses it a lot, to hand in homework, etc.
Goru, Goal written in katakana school events and games it is written this way,
handheld game
Chikamichi shortcut- daily life, children go to school every morning in a group
Have to go to the appointed place to go together even though they live close to the
school Shortcut only after school, it's an adventure or exploration
Ombu to carry somebody, but usually for kids they have to jump on the back of the
child Must bend over, not like an adult who squats down and can use abdominal
muscles
Hancho, group leader- she is showing respect
The big ones give orders and small ones have to obey
Because I have a brother I know how, *Nareteru*, after practice I know how
Say teachers name to show respect that teacher is for second year students

Literary Elements

Opposite word *yowai* in talking
more and more, *dondon*- level is up and up difficulty
Opposite: The little girls mind is so strong even though her legs are so weak

What does it tell you about the person?

Internalized Japanese cultural norms
Small school family atmosphere everyone knows each other
Enjoys a challenge

What does this tell you about the writer?

Writes from her own experience
Develops a theme through a simple story

What does this reveal about the writing?

Describes with vivid detail
Uses repetition to make a point