An Immigrant Student's Strategic Use of In- and Out-of-school Resources

in the Bidirectional Movement between Her Personal and Academic Lives:

A Longitudinal Case Study of a Korean Adolescent

DISSERTATION

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Abstract

The largest population of second language learners in educational settings in the United States is adolescents. Adolescent immigrant students, the focus of the current study, have had at least some education in another country and know a language other than English. They also have experiences and an identity associated with their native country. As such, they may encounter a number of challenges as they attempt to navigate the new social and educational settings in the U.S. An important issue for anyone facing challenging conditions is the resources available to them and that they choose to use to cope with the demands they face. However, little research has explored the use of resources during the movement across different cultures, languages, and educational settings, and in response to both personal and academic needs.

This study examined a Korean immigrant high school student, Sooji, with respect to her strategic use of in- and out-of-school resources in the movement between her personal and academic lives. I employed an ethnographic, longitudinal single-case study design in a Midwestern city in the U.S. for one year and looked closely at her personal and academic lives as well as her movement across those lives. Multiple sources of data were collected and then analyzed inductively, with a particular interest in 1) the kinds of in- and out-of-school resources Sooji used in the movement between her personal and academic lives, 2) the notable features of her use of resources as she moved across her personal and academic

lives, and 3) the factors that influenced her use of in- and out-of-school resources within her personal and academic lives.

The findings revealed that Sooji had various personal and academic problems and issues, often related to her immigrant student status, and she drew upon a wide array of resources to resolve them as she navigated across her academic and personal lives. The kinds of in-school resources she used for her personal life included academic English literacy skills, academic learning experiences, and academic content knowledge. Regarding out-of-school resources used in her academic life, she was particularly adept at taking advantage of her lived experiences as well as her Korean background and identity to meet her academic needs. One notable feature of Sooji's use of in- and out-of-school resources in her life was her ability to identify and use appropriate resources. She had learned how to locate and transfer these resources to cope with needs she encountered. Another feature in her use of resources was that Sooji was able to strategically use each of the languages (Korean, English) at her disposal, depending on the circumstances at hand. The primary factors guiding Sooji's use of resources within her personal and academic lives were a strong degree of motivation as well as experiences of marginalization and isolation that reinforced her motivation. In this sense, she reconstructed isolation as a source of motivation.

What will be of special interest to adolescent literacy researchers is how Sooji strategically utilized resources to try to resolve her immigrant-related frustrations, sense of resentment, and conflicts both in her personal and academic lives. In this regard, Sooji had learned how to treat literacy resources in these different domains as "tools" to be used in strategic ways. A key takeaway from this finding for researchers and teachers is how

adolescent immigrants like Sooji can be resourceful in their identification and transfer of resources across domains and in response to specific needs, and how understanding this characteristic can be an asset, especially when applied to pedagogical practices.

To my beloved husband and my son,

Chul-Hyun Park and Hyun-Been Park

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CHAPTER 1: Introduction

1.1 Overview

Adolescent immigrant students whose education and social life in their native country and language (L1) are interrupted by an unexpected move to another country and language environment are likely to encounter a number of challenges of varying degrees as they attempt to navigate the new social and educational settings they face. Under these circumstances, they need to be strategic in their coping efforts if they are to achieve success. This process can include the ability to identify and make use of the resources available to them. The resources they draw upon may play an important role in the transitions they undergo, especially as the students move through their new academic curriculum and experience new opportunities for social interaction. However, little research has explored the use of resources during the movement across the different cultures, languages, and settings that these adolescent immigrants experience

Drawing on insights from previous research examining areas such as use of coping strategies (Leki, 1995) and resources in second language (l2) composition (e.g., funds of knowledge), the current study addressed this gap in the literature by examining the experiences of a Korean adolescent student in an American high school. This study looked at a single case participant, Sooji, and her life in and outside of the school environment to gain a deeper sense of the resources available to her and how she drew

upon them. By looking at Sooji's use of in- and out-of-school resources in the bidirectional movement between her personal and academic lives, this study sought to shed light on how a multilingual adolescent student negotiated the various circumstances and demands she encountered during this transitional period of her life through her use of the resources available to her.

This chapter provides a brief introduction to the current study to set a context for the chapters that follow. Chapter 2 (literature review) and Chapter 3 (methodology) offer in-depth descriptions of topics referenced in this chapter, while the remaining chapters (4, 5, and 6) present and discuss the study's findings and implications.

1.2 Research Gap and Statement of Purpose

A rapidly growing population of students in American schools in recent years is adolescent immigrants, that is, students in grades 7-12 who are transitioning from early life and education in another country to a new life in the United States (National Clearinghouse for English Language Acquisitions (NCELA), US Department of Education, 2008). These linguistically and culturally diverse individuals pose a number of challenges to the American educational system while also experiencing their own challenges as they confront a very different educational and social world than the one they left behind. Such circumstances have created a need to explore their experiences in their new world in the U.S. Though some scholars (e.g., Harklau, 2011; Leki, Cumming & Silva, 2008; Matsuda & De Pew, 2002; Ortmeier-Hooper & Enright, 2011; de Oliveira, Luciana, & Silva, 2013) have turned their attention to this population, there is still relatively little scholarship that explores their lives and needs. The net result is that "these

students often remain outside the purview of many L2 writing specialists and off the radar screen of our disciplinary conversations" (Ortmeier-Hooper & Enright, 2011, p. 167). In addition, the passage of the *No Child Left Behind Act of 2001* (NCLB) and the creation of the *Common Core State Standards* (2010) that are now central to high school education in most states in the U.S. have generated new demands for literacy acquisition that adolescent immigrants must meet. Not much is known about how these students are responding to this environment, making it even more important to investigate the literacy-related experiences of immigrant students and other linguistic minorities in this new era (Harper et al., 2007; McCarthey, 2008).

Research relevant to the current study has been conducted in three key areas: (a) in-school literacy activities, (b) out-of-school literacy activities, and (c) movement across these two domains. These studies are reviewed in Chapter 2. A common denominator across these studies is a desire to penetrate into the world of literacy (in and outside school) experienced by adolescent immigrants relative to the backgrounds they bring to life in the United States. These students come to the United States with varying degrees of literacy in their L1 along with identities and allegiances already formed in the L1 context. In short, they are not empty vessels waiting to be filled with new knowledge in and outside their American schools. Instead, they carry with them numerous interests, beliefs, customs, practices, and identities that must now be reconfigured within the context of the new setting in the United States and the new learning and experiences that occur. That process of reconfiguration may not be an easy one (academically, culturally,

emotionally, and socially), thus making it especially important to shed meaningful light on what happens to these individuals as they transition between their L1 and L2 worlds.

Because literacy (reading and writing) is central to knowledge acquisition and knowledge display in the American school context and important outside school as well, scholars want to know how these students navigate between their old and new worlds of literacy, especially against the backdrop of the complexities of life as adolescents. What research has generally found is that life for these students is often not easy and occasionally extremely difficult, sometimes at school, sometimes outside school, and sometimes in both realms at the same time. It is essential to identify and understand the roles played by literacy in such circumstances.

Given the importance of school and school-based learning, scholars have naturally been interested in adolescent immigrants' experiences with and performance on school-based tasks (e.g. Enright, 2013; Enright & Gilliland, 2011; Gilliland, 2014; Guenette, 2007; Kibler, 2010; Lee, 2004; Parks, et al., 2005; Reynolds, 2002, 2005; Spycher, 2007). However, there has also been growing interest in what happens to these individuals outside school, especially since, in these voluntary circumstances, they have space to utilize their L1 literacy skills and retain connections to their native country and all that it contains (friends, social media sites, etc.). This line of L1-related research includes work by Finders (1997), Mahiri & Sablo (1996), McCarthey (1997), Moje (2000), Noll (1998) and Schultz (2002), among others. There is also work looking more at L2 use outside school, such as Lam (2000), Skilton-Sylvester (2002), and Yi (2005), to name a few.

Regarding out-of-school literacy activities, literacy scholars have argued that there is a "need to expand current notions of learning context…beyond the confines of the classroom" (Harkalu, 2001, p, 64), that is, to move beyond school contexts and towards broader examinations of students' lives and learning in their home, communities, and organizations (e.g., Alvermann, Hinchman, Moore, Phelps, & Waff, 2006; Alvermann, Young, Green, & Wisenbaker, 1999; Gallego & Hollingsworth, 2000; Moje, 2000). That need was central to the motivations driving the design and implementation of the current study.

This interest in what takes place beyond school has also led some scholars to explore bridges between in- and out-of-school contexts (e.g., Dyson, 1999; Franquiz and Salinas, 2011; Gutierrez, 2008; Knoble, 1999; Moje et al., 2004; Moll et al., 1992; Schultz, 2002; Yi, 2010). Instead of perceiving "non-school learning as merely frivolous or remedial or incidental," Hull and Schultz (2002) urge us to "look for overlap or complementarities" (p. 3) between the school and outside school domains.

Though some scholars have investigated these "complementarities," this is still a very small body of research about an important topic. Furthermore, the foregrounding has not been on students who are troubled or distressed as they traverse their academic and personal lives, and yet it is not unreasonable to assume that there are some, perhaps many, adolescent immigrants experiencing their new life in the U. S. in this way. For these individuals, literacy in the L1 and the L2 could take on added significance and involve nuances and dynamics that are necessary to understand at a time when the immigrant student population continues to grow in the United States. However, this

important area remains a significantly under-researched one. This includes a focus on the kinds of resources such individuals utilize as they navigate across their personal and academic lives. Little is known about these students' use of resources—what resources they draw upon, how they draw upon them, under what circumstances they use them, and how that use is strategic in nature. The current study sought to fill this noteworthy gap in the adolescent immigrant research by examining one individual's use of resources as she moved between her personal and academic lives while also struggling with issues at school and away from school. In so doing, it sought to bring to light findings that will be of interest and value to those who research adolescent literacy and to those who teach these students.

The study's participant, Sooji, was, at the time the study was conducted, a high school student whose family had come to the United States from their native country, South Korea. She was completing her elementary school education there when they emigrated to the U.S. She had encountered a number of personal and academic issues since her arrival in the United States, and it was this poignant background that made her an especially interesting and compelling participant for this study on resource use in the personal and academic domains. Against this backdrop, and in response to the gap in the literature just noted and Sooji's transitional background as an adolescent immigrant student, the study sought answers to the following research questions:

1. What in- and out-of-school resources did the participant, Sooji, use in the movement between her personal and academic lives?

2. What were the notable features of Sooji's use of in- and out-of-school resources as she moved across her personal and academic lives?

3. What factors influenced Sooji's use of in- and out-school resources within her personal and academic lives?

The answers produced in response to these questions make a number of contributions to research on adolescent literacy that are described in Chapter 6.

1.3 Theoretical Framework

The theoretical framing that guided the data gathering and analysis related to the study's research questions was rooted in sociocultural views of learning, especially the notion of "funds of knowledge" (Moll, 1992; Moll & Diaz, 1987; Moll & Greenberg, 1990). Because the core interest in the current study was Sooji's use of resources available to her and the ways in which that use was strategic in nature, "funds of knowledge" was a particularly relevant framework, as this concept operates on the belief that individuals accumulate various resources and understandings as they move through life. That is, they build funds of knowledge they can draw from as new circumstances and experiences unfold in their lives. Adolescent immigrants like Sooji, who have lived in two or more cultures and experienced at least two educational systems, will have developed a diverse range of funds of knowledge as they traverse these different worlds in their lives. Thus, the notion of funds of knowledge nested within a larger framework of learning and behavior viewed through a sociocultural lens provided a useful tool for exploring Sooji's strategic use of resources—that is, her own funds of knowledge—as she moved across her personal and academic lives.

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The notion of funds of knowledge refers to "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, p. 133). More specifically, it encompasses "the knowledge, skills, and experiences acquired through historical and cultural interactions of an individual in their community and family life and culture through everyday living" (Estes, 2017, p. 75). In this study, "funds of knowledge" can draw from various resources such as academic, social, cultural, family, and community resources. Each is a separate "fund" that contributes to the overall "funds" of knowledge. In other words, there are multiple types of funds that come together. This multiple dimension of funds of knowledge made it useful for this study, as Sooji was drawing from different funds of as she moved between her personal and academic lives. Using funds of knowledge in this way enabled me to analyze and make sense of her strategic use of resources. This framework is described in more detail in Chapter 2.

1.4 Definitions of Key Terms

Several terms were especially important in conducting this study. These are defined below.

Resources. On a broader level, this term refers to material available for use in different contexts. In the current study, this term was operationalized as the knowledge, skills, and experiences Sooji had accumulated during both her personal and educational lives in South Korea and the United States. These could be in her L1 and/or L2. They were considered resources because of their availability for transfer to different contexts of use and their potential for contributing to their new contexts of use. For purposes of data

gathering and analysis, these resources were classified within two categories: in-school and out-of-school.

Out-of-school resources. These are resources acquired away from school and for non-academic purposes, though they can be applied to academic purposes. They can take the form of knowledge, objects, experiences, and activities, and might be related to the L1 and the L2.

In-school resources. These are resources that take the form of experiences, information or knowledge, and skills acquired through and during formal education, but available for use in other circumstances.

Academic life. This term refers to life—classes, experiences, and activities (e.g., assignments)—related directly to formal, school-based activities occurring during official school hours.

Personal life. This term refers to activities and experiences related to personal, as opposed to academic, purposes, needs, and circumstances. An important qualifier in the current study is that personal life can refer to experiences or activities taking place within a school, but during non-school hours and for non-academic purposes.

Strategies. These are decisions made and actions taken intended to achieve specific purposes that, in the current study, could be personal or academic in nature. More specifically, this meant strategies applied to the deliberate use of resources to meet different needs and achieve different purposes.

Multilinguals/multilingual students. In this study, these terms are used interchangeably and also refer to multilingual writers. Multilinguals or multilingual students means the

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students who know more than one language and whose first language and culture is not English. These terms are used instead of such commonly used terms as "English language learners" (ELL) or "L2 students" in alignment with the resources orientation and to acknowledge the presence of another language besides English as playing an important role in their lives.

Korean immigrant students. In this study, Korean immigrant students refers to students who have received their primary school education and/or secondary school education in South Korea before emigrating to the U.S., regardless of where they were born. As such, their L1 is Korean, and they have established some degree of 'habits of mind' in Korean literacy.

1.5   Assumptions Underlying the Study

A number of assumptions guided the development and implementation of this study.

1. Resources are dynamic, not static, and thus can be used, or transferred, to different contexts of use and not just the context in which they were originally acquired.
2. Resources are used strategically, not randomly, to achieve specific purposes and in response to specific needs.
3. Resources can be conceptualized as "funds of knowledge."
4. Individual factors and characteristics, such as personality, guide the strategic use of resources.

5. A single-case study design was suitable for exploring the strategic use of resources across personal and academic situations and producing the body of data necessary to produce meaningful answers to the study's research questions.

6. While a single-case study design cannot produce generalizable data and conclusions, the findings generated by such an approach carry value for researchers and teachers.

7. The research participant, Sooji, was a reasonably representative example of the adolescent immigrant student population.

1.6 Overview of the Dissertation

This dissertation is organized in six chapters. Chapter 1, as already shown, briefly introduces the study. Chapter 2 reviews literature relevant to the study. Chapter 3 describes the study's research methodology. Chapters 4 and 5 present the study's findings, with Chapter 4 focusing on Sooji's use of resources for personal purposes or in her personal life, and Chapter 5 doing the same with respect to her academic life and purposes. Chapter 6 discusses the study's findings relative to the study's three research questions and to scholarly literature in this area. It also reviews implications and contributions arising from the study and recommendations for future research.

CHAPTER 2: Literature Review

To locate the current study of the single case participant, Sooji, with regard to her use of resources between her personal and academic lives, this study draws on the three bodies of literature: 1) social view of literacies (New Literacy Studies, multiliteracies), 2) literature on adolescent students' out-of-school literacy practices beyond classroom contexts, and 3) studies on the connection between in- and out-of-school contexts that show the use of out-of-school resources for school literacy learning.

2.1 Social View of Literacies

There has been a broad shift from a cognitive and psychological to social paradigm in reading and writing theories (Scribner & Cole, 1981), which rejects the "autonomous" model and argues instead for a "social practice" of literacy (Street, 1984). The autonomous model of literacy assumes that literacy is a set of neutral and cognitive skills, whereas within this new approach, literacy is viewed as a set of social practices that is embedded in social and cultural contexts. In this view, literacy is regarded as a contested and ideological practice, rather than a neutral one.

2.1.1 *New Literacy Studies*

Under a social paradigm, the field of New Literacy Studies (NLS) (Gee, 1990; Street, 1993a) is conceptualized with a combination of sociolinguistic and anthropological language theories containing ethnographic methodologies. Gee illustrates

the limitation of the term, and reconceptualized literacy as "Discourse" which is desined as "ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing that accepted as instantiations of particular roles (or 'types of people') by specific groups of people" (Gee, 1996, p. viii). Gee's notion of Discourse extends our understanding of literacy in relation to identity. According to Gee, Discourses are an "identity kit" that people use to display their membership in particular social groups. He further explains that Discourse(s) are ideological and embedded in social hierarchies that reflect "power distribution." Gee's larger construct of Discourse provides a framework for understanding the connections between "learning, literacy, and identity construction in and out of schools" (Hull & Schultz, 2001, p. 585).

Another leading scholar of NLS, Street (1984,1995), conceptualized literacy as an ideological practice that derived from the movements of a "social turn," which moved away from a focus on cognitive-based individual skills—to an emphasis on social and cultural interaction. Rather than treating literacy as a set of technical skills, Street defined the concept as "varied and contentious and imbued with ideology" (Street & Street, 1991, p. 143). Thus, according to Street, academic literacy or school literacy is one form of many different literacies. Adopting an ethnographic methodology, Street (1984, 1995) examined various literacy practices of children and adults in an Iranian village and identified their various literacy practices—including, what he termed "Maktab literacy," which taught in the local Islamic Qur'anic schools, "commercial literacy," for selling fruits in the local village, and "school literacy," from state schools in the local villages. Through a careful examination of a wide range of literacies both in school and out, Street

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conceptualized literacy as social practices and ideologies, such as economic, political, social conditions/structures, and local belief systems.

Specifically, Street's ethnographic research proposed a thought-provoking question—what counts as literacy or illiteracy in social and educational contexts? In the 1960s and 1970s, predating the theory of NLS, scholars in anthropology and linguistics looked outside education and explained students' poor performance at school with "deficit theories." In a similar vein, Heath (1983) researched each community's *ways with words* and the differences in socialization of language practices among the children from a Black working-class community, White working-class community, and children from a racially mixed middle-class community. Heath (1983) drew on the view of "continuity-discontinuity" between home and schools and concluded that only the middle-class students were successful at school because their home language use was similar to that of the teachers.

On the other hand, Street (Street, 1984, 1995; Street & Street, 1991) viewed dominant characterizations of school literacy as "a separate, reified set of neutral competencies" (Street & Street, 1991, p. 150). More specifically, Brian Street and Joanna Street (1991) argued that when literacy is defined as "the process of pedagogization" (pp. 150-151) through teaching and learning, other forms of literacy can be marginalized and destroyed by modern and Western literacy "with its emphasis on formal, male, and schooled aspects of communication" (p. 146). Therefore, it is important to note that the ethnographic research on literacy needs to place its focus on the ways that "school can

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impose a version of literacy on the outside world" (Hull & Schultz, 2001, p. 587), rather than emphasize the aspect of continuities and discontinuities between home and school.

In a similar vein, looking outside the educational domain, Barton and his colleagues (Barton, 1994; Barton & Hamilton, 1998) further extended Street's view by documenting literacy in everyday lives in Lancaster, England, and they showed how the domain of everyday literacies has a strong connection with social environments, such as various media and symbol systems. Instead of locating the literacy lives of individuals, they underscored how families and local communities are sustained in particular ways of literacy practices. Similarly, Prinsloo and Breier (1996) also examined the meaning of everyday literacy practices in South Africa. They documented what people can do with literacy practices under the framework of NLS, while they were considered as illiterate within the view of deficiency (Street, 1996). As demonstrated in these ethnographic studies, the ways of literacy practices of local people are different from that of school teachers' values in the classrooms. Over this issue, Barton (1991) made an important point in his ethnographic literacy research:

> "Beginning from everyday contexts and later moving out to study school and work situations should contribute to our understanding of learning and may give us different insights from studies that start from school or work" (p. 6).

Street (2001) also explained the concept of literacy *practice* by distinguishing it from literacy *events*; that is, literacy events are repeated occurrences or instances in which interaction is mediated through the use of texts (Barton & Hamilton, 2000). In comparison, literacy practices "incorporate not only literacy events as empirical

occasions to which literacy is integral, but also folk models of those events and the ideological preconceptions that underpin them" (Hamilton, p. 16). Hornberger (2001) used "bed-time story reading in U.S. middle class homes" (Heath, 1982) to understand how repeated events are taken as literacy practices and beliefs about the value of reading books to young children. As reviewed, noteworthy in the NLS was the emphasis on studying literacy practices outside of school contexts. Another important theory is the conceptualization of multiple literacies to understand in- and out-of-school literacy practices.

2.1.2 *Multiple Literacies*

Within the New Literacy Studies (NLS), Gee (1990) proposed that "literacy is always multiple; there are many literacies, each of which involves control of Discourses" (xvii). Gee states that Discourse is more than language. In order to function properly in a discourse community, individuals need to acquire the rules, norms, values, and practices of the community; and literate person is one who is able to fully participate in a discourse community. In this sense, Gee believes that literacy skills the ability to navigate across multiple discourse communities that demand different forms of literacy practices. As such, the theory of multiple literacies is necessary to understand adolescent students' literacy practices across in- and out-of-school contexts.

A multiple literacies perspective emphasizes the social, cultural, linguistic, and historical experiences of individuals, with respect to meaning-making practices (e.g., New London Group, 1996; Cope & Kalantzis, 2000; Kalantzis, Cope, and Learning by Design Project Group, 2005). Multiple literacy approaches highlight that school literacy

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activities are demanding and complex to culturally and linguistically diverse students and that they use their experiences with language use outside of school for school literacy practices. In this sense, multiple literacies approaches provide a lens to look at multilingual adolescent students' use of strategies and resources in their connections between in- and out-of-school contexts.

As reviewed so far, the theories of New Literacy Studies along with multiple literacies therefore provide significant frameworks to locate the current study on adolescents' literacy practices in- and out-of-school contexts with increased understanding of social view of literacy practices. Based on these theories, I will further review empirical studies of adolescents' literacy practices beyond classroom context and their school literacy practices with the use of out-of-school resources.

2.2 Adolescent students' out-of-school literacy practices

A growing body of research has explored students' literacy practices outside of school in order to observe their literacy development and activities (Barton & Hamilton, 1998; Dyson, 2003; Gee, 1996; Street, 1995). The research into outside institutions has evolved with the foundation of the three major theories; the ethnography of communication (e.g., Heath, 1983), Vygotskian and activity theory perspectives (e.g., Scribner & Cole, 1981), and the field of New Literacy Studies (e.g., Gee, 1996; Street, 1994). Based on the traditions of those literacy theories, studies on literacy practices outside of school have extended our understanding of "what counts as literacy" (Rubinstein-Avila, 2004, p. 292) and "what it means to be literate" (Ajayi, 2009, p. 585) by documenting students' multiple literacy practices related to their social and cultural

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experiences, rather than "a single, monolithic literacy" (Street, 1995, p. 19). I will review important empirical studies on young students' various types of voluntary and self-sponsored literacy practices and their literacy practices within a notion of transnationalism.

2.2.1 *Voluntary and self-sponsored literacy practices*

Schultz (2002) explored urban adolescents' writing practices both in- and out-of-school to describe comprehensive understanding of students' capabilities. The focal students' literacy practices at home included writing diaries and poems. In the case of Ellen, she kept two diaries; one for recording her life experiences to share with her family and friends, and the other for herself to make sense of her life. On the other hand, Luis took a critical stance to compose poems that reflected his old life in gangs, selling drugs, and his anger and sadness towards an unjust society. For Luis, poetry writing was used as a means to express himself and make sense of his life. However, he did not translate his abilities at home to his expository writing in school.

Mahiri and Sablo (1996) studied two African American students, Troy and Keisha, in an urban high school, and they described that the students had reluctance to engage in school-based writing activities due to a lack of relevance between their lives and school activities. Nevertheless, they voluntarily engaged in writing poetry, songs, rap lyrics, and plays in order to be consoled with personal satisfaction due to the problems and pain from their lives. Camitta's (1993) a three-year long ethnography study about adolescents' vernacular writing practices also showed that the students engaged in a variety of writing activities and produced various kinds of writing (e.g., rap verses, letters, journal entries,

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parodies, rehearsal notes) in order to express themselves and develop relationships in their social lives.

As an out-of-school literacy activity, monolingual adolescent students created "zines" as self-published magazines of their own interests and tastes in which they explored writing in their own way; zines were a space for identity expression and formation (e.g., Guzzetti & Gamboa, 2004). Moje (2000) studied five marginalized, gang-connected adolescents, and revealed that their literacy practices of meaning making were used as involvement in the gangster world, such as claiming space and gaining or maintaining social positions. And it showed that adolescent students can obtain "a sense of personal status as well as personal satisfaction" (Mahiri & Sablo, 1996, p. 174), by expressing their feelings and lives through writing.

Guzzetti and Gamboa (2004) described monolingual adolescent girls' self-published zines. Corgan, an activist (for women' rights, animal rights, and gay rights), attempted to enact activist behaviors to change social injustice in school; however, her endeavors were ignored or resisted, so she expressed her opinions through writing outside of school by publishing editorials in local newspapers and writing in her zine (e.g., the victimization of indigenous people by the US military's testing of hydrogen bombs). Cogan expressed her anger at social injustices in zines. Saundra who was an expert on punk rock history and genres was committed to zines for the purpose of entertaining and informing on punk rock. The motivation for these writers' voluntary literacy practices outside of school came from the supports and rewards from their family, peers, and teachers at school.

The development of technology provided adolescent students with writing environments to have interactive communication outside of school. More specifically, some scholars showed monolingual adolescents' out-of-school literacy practices and their development of friendship or peer networks through instant messaging and online-journaling (e.g., Guzzetti & Gamboa, 2005; Knobel & Lankshear, 2002; Lewis & Fabos, 1999, 2005; Merchant, 2001).

Other scholars presented multilingual youth writers' voluntary literacy practices on the Internet (e.g., Black, 2005, 2006; Lam, 2000; 2004, 2006; Yi, 2007, 2008; Yi & Hirvlea, 2010). These studies showed the improvement of immigrant students' communication skills in English and literacy skills, as well as their construction of multiple identities from diverse online literacy practices.

Lam (2000) examined a Hong Kong multilingual student, Almon, and his online literacy practices, which were creating and maintaining his home page and his computer-mediated communications (chatting, emailing) with his online peers. Almon felt marginalized at school due to his inability to speak English, whereas his literacy practices in this online context allowed him to develop a sense of belonging to a global English-speaking community, as well as to construct a "textual identity" in English. Almond's literacy development from the Internet was conducive to his engagement with the school literacy tasks.

Lam (2004) studied two Chinese girls, Quing and Ying who struggled to interact with their peers and felt marginalized from both their native English-speaking and Chinese American peers in school. Lam showed that these students participated in a

Chinese-English bilingual chat room, where they produced a mixed-code variety of English, and they established a collective ethic identity as members of the community. From this online literacy practices, they also developed a sense of confidence and fluency in speaking English in the local American context. Black (2006) uncovered a similar result from her study on a Chinese-Canadian immigrant, Tanaka, and her writing on a Japanese animation "fanfiction site." Because she was recognized as a popular author on the site, Tanaka constructed an "online identity" as a fanfiction writer, and she earned some degree of confidence communicating in English.

Yi (2007, 2009) examined a Korean immigrant adolescent, Joan, and showed how she reconciled multiple identities, such as a poet, literacy broker, and webmaster. Being involved in the local Korean online community called "Welcome to Buckeye Center (WTBC)," Joan represented and constructed her identity as a writer (poet), and transferred her writerly identity to another online community (a Family Café) in order to share her writings with her family in Korea. As a "literacy broker" in WTBC, she encouraged other members to engage in writing activities. Finally, her contributions to as well as her role in this online community were recognized by other members, and she developed her identity of a "staff member" (like a webmaster). While all of these studies (Lam, Black, Yi) have studied online literacy practices, Yi and Hirvela (2010) explored both online and offline writing activities of a Korea immigrant student, Elizabeth. While engaging in a print-based diary, a Cyworld online diary in Korean, and a Xanga weblog diary in English, she was an active writer in her use of mediums (print-based and computer-based forms) and languages (L1 and L2),

2.2.2 *Out-of-school literacy practices within transnationalism*

With the increase of adolescent students' voluntary literacy practices on the Internet, one important notion to understand is the frame of "transnationalism" within the theories of multiliteracies (New London Group, 1996). Transnationalism is "the processes by which immigrants forge and sustain multi-stranded social relations that link together their societies of origin and settlement" (Basch et al., 1994, p. 7). Brittain (2002) stated that "transnationalism theory aims to capture the complex economic, social, cultural, and political processes that emerged in the world as a result of globalization" (p. 11). Within transnationalism, scholars (e.g., Black, 2009; Lam; 2006, 2009; Yi, 2009) have examined multilingual adolescents' voluntary literacy practices, and found that their literacy repertoires were shaped by transnational experiences of various border crossings.

From a transnational perspective, Lam (2006) examined two Chinese immigrants' communicative practices in two Internet sites, a Chinese diaspora network and a global anime youth multimedia. These students were empowered through the development of global identities as English speakers, which was distant from their local identity as minority immigrant English language learners in the US. Lam's (2009) study on a Chinese adolescent, Kaiyee, and her instant messaging exchanges, uncovered that her development of multiple languages and literate repertoires was associated with her simultaneous affiliations with her local Chinese immigrant community, a network of Asian American youth, and transnational connection with her friends in China.

Similarly, Yi (2009) studied Korean immigrant students' online literacy practices, which empowered the transnational students to become strategic and analytic users of

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multiple languages and literacies, rather than categorizing them as ELLs or immigrant students. Lam and Rosario-Ramos (2009) studied Chinese immigrants' literacy practices via digital media and uncovered that in their digital networks, they employed multiple languages to construct social connection and relationship with friends and family and look for ideas, events and information from home, local communities, and across a larger diaspora. This study showed that their heritage language as a global language in second generation enables to construct new identities through multiple literacy practices in the transnational spaces.

Those that research on transnationalism have primarily focused on the writing practices in online virtual communities; apart from online spaces, some studies on transnationalism (e.g., García and Gaddes, 2012; Sanchez, 2007; Rubinstein-Avila, 2007) have explored how immigrant adolescents used the practice of multiliteracies in physical relationships in local contexts.

Sanchez (2007) carried out a three-year ethnographic study to explore the transnational immigrant lives of second-generation Latina youths whose families were maintaining dual lives living in northern California with close ties to western Mexico. In her participatory research, which included the research trip to Mexico along with the participants, Sanchez explored transnational students' learning processes in their families' home country outside of schools and their transnational lifestyles. In the final year of the book project, Sanchez described how the transnational Latina youths created a bilingual children's picture book (including texts, drawing, and pictorial artifacts) to represent themselves. The Latino youths wrote their metanarrative about the transnational

U.S-Mexican experiences by co-constructing a story, using both Spanish (their L1) and English translations on each text page. They also placed a glossary at the end of the book for the monolingual English readers. Sanchez suggested that this kind of writing activity in an out-of-school context created a social space, where the transnational students could not only use their linguistic resources but also their cultural and family resources to impact others through a culturally authentic literacy artifact.

Rubinstein-Avila's (2007) study on an 8th grade Dominican immigrant, Yanira, showed discontinuity of her literacy practices between in- and out-of-school contexts. She engaged in the various transnational literacy practices outside of school, whereas the repertoires of her local literacy practices were not useful or valued in school. Nevertheless, the expansion of her language repertoires including English competencies, allowed her to play the role of a broker for her parents outside of school.

Related to out-of-school literacy studies, it is also important to note the roles of community-based and after-school programs that provide learning opportunities for isolated students from school-based learning. For example, García and Gaddes (2012) examined Latina youth in an after-school writing project in the United States and revealed that how the students employed their transnational experiences (e.g., race, power, voice, and linguistic identity) as valuable resources in the process of "authoring" themselves through the writing.

As reviewed so far, the frame of transnationalism helps extend our understanding of immigrant adolescent students' literacy practices outside of school contexts. More specifically, these studies within the view of transnationalism highlighted how immigrant

students' out-of-school literacy practices were not only apart from but directly associated with their lived experiences and current life. Some of empirical students showed that immigrant students' transnational experiences outside of school were resources used for school literacy learning. I will further review this aspect in the following section.

2.3   Studies on the connection between in- and out-of-school contexts

Within the tradition of New Literacy Studies, scholars have begun to see the values of students' thriving literate lives outside of school, and they have argued for further research on bridging between in- and out-of-school practices with the emphasis on school literacy learning and development Similarly, scholars in L2 have paid more attention to how multilingual students' out-of-school resources (e.g., funds of knowledge) could be connected to school literacy learning. The central inquiry in the research that links in- and out-of-school literacy practices investigates how to capitalize on "youths' out-of-school literacies and cultural practices" as crucial materials "for their in-school meaning making", in particular, "their in-school literacy learning in various content areas" (Moje, 2002, p. 224).

2.3.1 *Out-of-school resources used for curriculum development and literacy pedagogy*

The literature on the connection between in- and out-of-school contexts have explored the use of various out-of-school resources (e.g., funds of knowledge) for school literacy learning. As an important example, Moll (1992) and his colleagues connected communities with classrooms; and they documented the impacts of expertise of parents and community members on students' learning and curriculum development. They illustrated how to employ this networked expertise as "funds of knowledge" in classroom

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lessons (Moll, 1992; Moll & Diaz, 1987; Moll & Greenberg, 1990). Similarly, Lee (1993) formed bridges connecting home and community with school literacy practices and developed culturally responsive instruction (cultural modeling approach), which is collectively known as the project of "cultural funds of knowledge." Lee and her colleagues (Lee, 2000; Majors, 2000; Rivers et al., 2000) examined language forms and discourse structures of social contexts, such as African-American hair salons, and used those of community participation structures to help student engagement in classroom discussions about texts. Dyson (1999) embraced out-of-school resources such as media materials (e.g., movies, cartoons, sports, sports media shows) that the young children brought into the first-grade classroom activities. Thus, Moll, Lee, and Dyson have provided useful models of how to build on and incorporate various out-of-school resources, such as social, cultural, and linguistic knowledge for school literacy learning and curriculum development.

For school literacy learning, scholars (Gee, 2003, 2004; Morrell, 2002) argued for the incorporation of popular culture such as video games, magazines, television shows (Xu, 2008), rap lyrics (Weinstein, 2007), popular films (Brass, 2008), digital writing tools (Nobles & Paganucci, 2015), and social tools (Facebook, Twitter) (Elola & Oskoz, 2017). For example, Skerrett and Bomer (2011) connected popular culture (e.g., Charlie Brown) that urban high school students brought—into a reading classroom. The authors illustrated that both the teacher and the students made connections between students' everyday literacy practices and the class curriculum. They also underscored the

importance of teacher's valuing, affirming, and leveraging students' out-of-school literacies, which helped enhance students' engagements and learning.

Bruna (2007) examined three-newcomer Mexican girls' non-school-like literacy practices in an EL science setting. The students' informal literacy practices, such as tagging, branding, and shouting-outs (spontaneously shouting of the names of their hometowns or regions), were regarded as "literacies of assistance" for them to negotiate meaning or events through these interactions. Bruna interpreted these behaviors as an emergent transnational identity as well as literacy practices for meanings making.

Due to the growing influences of multimedia technologies on composition practices, researchers introduced multimodal approaches into the classrooms for literacy pedagogy, such as graphic stories (Danzak, 2011), digital podcasts (Wilson Chavez, & Anders, 2012), and Claymations (Hepple et al., 2014). Smith (2014) reviewed and synthesized 76 empirical studies on adolescents' multimodal composition practices in various contexts (50 percent of which explored multimodal composition in school contexts). And she argued that multimodal writing appears especially helpful to the students with a lack of linguistic resources, such as newcomers and "marginalized" adolescents (p.1) because it provides non-linguistic alternatives to construct meaning and to deliver their viewpoints.

Danzak (2011) studied how a multimodal writing project, Graphic Journeys, helped middle school immigrant students' literacy development in an ELL classroom. The students with predominantly Mexican heritage produced their families' immigration stories in the form of comics. This writing project involved the kinds of activities, such as the students' interviewing their parents on their immigrant experiences, collaboratively

editing their writing in an instructional environment, and exhibiting and publishing their Graphic Journeys. By connecting in- and out-of-school contexts, this multimodal writing project allowed the immigrant students to express themselves and construct their writerly identities within a welcoming learning environment.

Interestingly, Vandommele, Branden, Gorp, & Maeyer (2017) examined adolescent Dutch speaking newcomer students' multimodal composition in an in-school space, task-based intervention, and an out-of-school leisure program in order to see the differential impact of the multimodal composition across the contexts. They found that the students in both settings showed significant growth in L2 writing compared to the non-intervention group. They also noted that "the lack of differences" between in- and out-of-school interventions was surprising because it is traditionally believed that writing is associated with school and instructional techniques (e.g., strategy instruction, prewriting activities and process writing).

Thus far, I have reviewed studies on the use of out-of-school resources (e.g., funds of knowledge from home, popular culture, multimodal writing techniques) for school literacy learning and curriculum development. The primary purpose of researchers' connections between the contexts is the one for students to "use their knowledge and experiences from their homes and communities that holds possibilities for new understandings of authoring texts and participation in school," as well as to make schools as sites "for learning in vibrant, engaging ways" (Vasudevan, Schultz, & Bateman, 2010, p. 465). Equally importantly, the research of the connections between in- and out-of-

school literacy practices has shed light on disciplinary literacy activities such as English language arts and social studies.

2.3.2 *Out-of-school resources used for disciplinary literacy practices*

With the emergence of Common Core State Standards (2010) as the dominant policy in U.S high school curricula, adolescent students are increasingly expected to engage in different genres and for different purposes across classroom contexts regardless of their cultural and linguistic background. In light of the trend toward increased attention to disciplinary writing at the secondary level, scholars have researched multilingual students' engagement in writing tasks across classroom contexts, and arrived at a conclusion that young students' language experiences outside of school helped establish a platform for the development of disciplinary literacy practices (e.g., Enright, 2011; Franquiz & Salinas, 2011; Villalva, 2006).

Villalva (2006a) investigated Latina bilingual high school students' engagements with a year-long research and inquiry-driven senior writing project. Under an ecological framework and a multiple literacies perspective, Villalva (2006a) captured Belinda's and Leesa's engaging in "hidden literacies (a unique repertoire of personal and community literacies)," describing their unique patterns related to their approaches to inquiry and performances. More specifically, Belinda pursued her interest and investigated the effects of the media on teenage girls' body image for her senior exhibition. She primarily drew on her personal network, which included working with academic writing experts both in and outside of school to learn the norms of academic writing and receiving feedback on her writing from her cousin, boyfriend, and mentor. Villalva noted that Belinda

developed her academic writing practices with her focus on school-based rules and norms. On the other hand, Leesa's project involved real-world change, by researching the misnaming and stereotyping of Native Americans and petitioning the city to change the name of its Indian Springs Park. Leesa drew upon hidden literacies such as various experiences (field trips, excursions with her mother, her social action group service-learning project) and revoicing of other texts from interviews (activist, petitioner). Leesa's research paper was distant from a model of the senior project, but her literacy practices were grounded in ownership of argument for social change. In this study, Villava argued that these students' hidden literacies indicated potential toward the development of academic English.

Park (2014) investigated how a 16-year-old African immigrant student, Tara, was becoming academically literate, by observing her engagements with essay writings in English language art, history, music, and Spanish classes. Tara used "a dual frame of reference" by comparing and contrasting her learning experiences in her home country, Guinea (there) and the US school (here). For example, Tara recognized that teachers do not value the skill of memorization that was valued by teachers in Africa. However, rather than giving up her old way of learning, she combined the different ways of understanding a text. Park showed that Tara's academically literate involved her emotional engagement with and personal connections to the text.

Franquiz and Salinas (2011) employed a historical thinking process and digitalized primary sources to investigate eleven late-arriving newcomer students' learning in the sheltered World History class. The process of historical thinking involves students'

critically reading primary sources that are not just texts but primary documents (photos, sketches, maps). This study showed the students' use of their community resources outside school when creating identity texts in response to injustices in the lesson on the Mexican Civil Rights Movement. Lolita from a rural area in Puerto Ricco positioned herself as a knower of labor disputes, and wrote her supporting letter to the United Farm Workers to protect farmers' rights. Laura from Mexico looked at herself as a part of a Latina world and the reality of her seeking citizenship, and wrote her supporting letter for the League of United Latin Americans Citizens.

In a similar vein, Gutierrez (2008) argued that conventional notions of academic language and pedagogy for students from nondominant communities are contested. So, Gutierrez created a learning environment called "Third Space" in the current classroom context to embrace students' sociohistorical lives and hybrid language practices.

Some studies (Enright, 2013; Enright and Gilliland, 2011; Kibler, 2011) investigated the impacts of the accountability of the US policies on adolescent writers' academic trajectories. Enright and Gilliland (2011) pointed out that No Child Left Behind was initiated to provide educational equity to marginalized students, whereas its implementation in the core curricular areas ignored immigrant students' needs and interests. The authors exemplified students' successful connections between academic literacies and their existing literacy knowledge from outside of school in the Health classes, where student performance was not monitored and evaluated via standardized measures. However, the authors further argued that this kind of in- and out-of-school

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connection that showed in health classes was "rare in English classes, and nearly non-existent in mathematics and science classes" (Enright & Gilliland, 2011, p. 193).

Exceptionally, Enright (2013) examined two different academic trajectories of adolescent bilingual students, Ofelia in honors classes and Rosalinda in general classes within the same school and program. Enright reported that there were significant differences between honors and the other tracks (general track, remedial track) except for the subject area, health class. Ofelia struggled with the various writing assignments and the use of academic English across the courses (honors English, Geometry, Biology). On the other hand, Rosalinda was very successful at representing her learning via posters, short-answer questions, and summaries; but she struggled demonstrating her understanding of concepts through formal writing. In this study, Enright emphasized the importance of explicit explanation on the evaluation criteria and their relation to genre norms (e.g., modeling particular language use across essay genres) for bilingual learners.

Over the research of immigrant students' disciplinary literacy practices, scholars have examined students' stance on academic writing and their developing authorial agency (Enright, 2011, Franquiz and Salinas, 2011; Wilcox & Jeffery, 2015). The ELLs in Franquiz and Salinas (2011) study showed that their personal connections to the content and task allowed them to construct their own positions in relation to historical events and created identity texts, using both their home language, Spanish and English.

Wilcox and Jeffery (2015) studied ELLs' stances toward writing across the content areas, and described that the students viewed their L2 writer status as a deficit. In terms of the genre, the students tended to express a positive affective stance toward the genres

such as poetry and personal narratives but expressed a negative affective stance to the writing of literacy analyses in English Language Art (ELA). In the study on a focal participant, Lila, they discovered a pattern of her development of negative perceptions toward writing in ELA, which was contrasted to her positive stances toward source-based writing task on the self-selected research topic in science class. The authors also revealed that Lila's development of her stance toward writing in social studies was influenced by her teacher's attitude toward her and her writing. Wilcox and Jeffery underscored that ELL's "rich variety of competencies, perspectives, and affinities toward academic work" (p. 54) need to be welcomed in order to help them develop positive affective stances toward writing.

Exceptionally, Yi (2010) investigated a multilingual adolescent student, Jihee, with respect to her transitions between in-school (Creative Writing class) and out-of-school contexts. Jihee drew upon her voluntary writing for the Creative Writing; and she also her in-school experiences and assignments (e.g., teacher's feedback and comments) in her out-of-school writing practices. Yi showed that her literacy activities across in- and out-of- school contexts were mutually influenced, with respect to topics, genres, and languages.

2.4 Summary of Chapter 2

In this chapter, relevant literature has been reviewed to locate the current study on the single case participant, Sooji, with regard to her use of resources in the movement between her personal life and academic life. As described in this chapter, despite the recognized importance of the research on the connections between in- and out-of-school

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contexts, this is still a very small body of research. There is no study on students who are troubled as they traverse their academic and personal lives. In addition, there is absence of in-depth research on the use of in-school resources for voluntary and self-sponsored literacy activities beyond the classroom context. In response to this, this study was designed in an effort to understand the movement of in- and out-of-school resources with regard to the personal and academic lives. The theoretical frameworks (resources, coping strategies) grounded in this study and in the methodological approach (ethnographic single case study) discussed in the next chapter guided me through the steps of the data collection and the data analysis of the results.

CHAPTER 3: Research Methodology

3.1 Overview

To investigate a Korean immigrant high school student's use of in- and out-of-school resources in the bidirectional movement between her personal and academic lives, I employed a single case study approach aimed at addressing the following research questions:

1. What in- and out-of-school resources did the participant, Sooji, use in the movement between her personal and academic lives?
2. What were the notable features of Sooji's use of in- and out-of-school resources as she moved across her personal and academic lives?
3. What factors influenced Sooji's use of in- and out-school resources within her personal and academic lives?

The primary purpose of the study was to gain an in-depth understanding of the adolescent immigrant student, Sooji, with respect to her use of resources to cope with the various demands and circumstances she encountered in the movement across different cultures, languages, and educational and social settings in her personal and academic lives. To achieve this aim, I employed a qualitative case study design, with the focus on the individual level of negotiation in the use of resources. When researchers employ a

qualitative approach, they do so because they wish to look at "how people interpret their experiences; how they construct their worlds, and what meaning they attribute to their experiences," so as to "*understand* how people make sense of their lives and their experiences" (Merriam, 2009, p. 23). This is precisely what I wanted to do in the current study. By employing a qualitatively-oriented research design, I was able to explore Sooji's personal and academic lives at close range to see the kinds of resources available to her and how she drew upon them, and in ways not available in quantitative research approaches. Of particular significance in this study was a desire to create a "thick description" (Merriam, 2009) by producing an "emic" (i.e., inside) perspective of the student's journey through the new social and academic contexts she was navigating. This "thick description" consists of multiple sources of data that examine Sooji's experiences in a variety of ways.

Moving from the broader decision to study Sooji qualitatively to the narrower decision to employ a qualitative case study approach, I did so for several reasons. While there are debates over the strengths and the limitations regarding case studies (Flyvbjerg, 2006; Walker, 1981), the primary characteristics of qualitative case studies illustrate their suitability for the current study. Yin (2003, pp. 5-6) emphasized the point that a case study has a distinct advantage in terms of being able to generate meaningful answers to "how" and "why" questions related to "a contemporary set of events," and it was these kinds of questions I sought to answer. That is, I wanted to know *why* Sooji chose to use certain resources and *how* she used them. Qualitative techniques of the kind typically used in case study research made this possible.

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Another reason to employ a case study methodology for this study was the primary features of case studies—*particularistic*, *descriptive*, and *heuristic* (Merriam, 2009, pp. 43-46). Regarding the *particularistic* trait, qualitative case studies pay attention to "a particular situation, event, program, or phenomenon" (p. 43) that arises from everyday practice. In the current study, that meant a particular period of time pertaining to Sooji's personal and academic lives. Thus, it was a focused, bounded inquiry. The *descriptive* aspect of case study research is that a case study produces "a rich, thick description" (p. 43) of the case being investigated. This was achieved in the current study by gathering different types of data that, collectively, generated a very full description of Sooji's use of resources during a defined period of time, i.e., one year, thus ensuring prolonged engagement in the data gathering phase. The *heuristic* feature is that case studies elucidate "the reader's understanding of the phenomenon under study" (p. 44) through the process of gathering and analyzing data relevant to the research questions that guided the inquiry. All of these features in case studies allowed me to portray Sooji's strategic use of resources in her personal and academic lives.

In addition to describing case study research, a few words must also be said about the notion of case itself. Marshall and Rossman (2006. p. 3) identify three major genres of qualitative research: studies of "society and culture" (ethnography and action research), studies of "language and communication" (sociolinguistic approaches, including discourse analysis), and studies of "individual lived experience" (case studies) in which a single individual is the focus of investigation. That was how "case" was viewed in this study: one person's "lived experience" both in and outside school, so that

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Sooji operated as a single unit of investigation or "bounded system" (Merriam, 2009, p. 40) within a longitudinal framework (Yin, 2003). How she was chosen as that single unit is described in the next section of this chapter.

In summary, this study employed the approach of a qualitative single case study to produce a thick descriptive-interpretative account of the Korean immigrant high school student's use of resources for personal and academic purposes across different contexts.

3.2 Selection of the Research Participant

I employed a purposeful sampling approach to select one "information rich" (Patton, 1990 p. 169) case for this study. To carry out this single case study, I first selected multiple immigrant high school students as potential participants by using "maximum variation sampling" (Patton, 1990, p. 182), and then I chose one case among them, the individual who best fit my selection criteria (which are described shortly).

Having established my preferred characteristics, I drew from the method used in Yi's (2005) dissertation research, where she distributed recruitment fliers written in both Korean and English in selected sites, such as the Korean local online community, the local libraries, and various personal networks. In case studies, making proper selection of cases we study is of utmost importance (Stake, 2008). I selected students who fulfilled the following three criteria:

- Students who were Korean immigrant high school students living in the Midwestern city in the U.S. that served as the broader research site.
- Students who had received primary school and/or secondary level of education in South Korea before they immigrated to the U.S., regardless of where they

were born. Thus, they would have established some degree of 'habits of mind' in

Korean literacy and culture.

- Students who were prolific readers and writers beyond the classroom contexts.

After receiving inquiries from individuals interested in the study, I used a survey

questionnaire that I administered individually to measure their engagement with

voluntary and self-sponsored literacy activities. In the questionnaire, I listed reading and

writing activities separately (e.g., reading the Bible and news articles, diary writing,

blogging, texting) for students to mark in terms of their level of activity. I also included

questions gathering such information as how much time/how often they engaged in these

literacy activities, the languages they chose to use, the date when they immigrated to the

U.S., home language, self-rating of Korean and English proficiency level, and the period

of time spent in ESL class experiences.

To achieve variation, I initially selected three participants and observed them for

four to six weeks. I then selected one case, Sooji, among the three participants, believing

that her story would be the richest and most meaningful relative to the research questions

I was seeking to answer.

Patton (1990) noted that the sample size of a study lies in "what you want to know,

the purpose of the inquiry, what's at stake, what will be useful, what will have credibility,

and what can be done with available time and resources" (p. 184). I was drawn to Sooji

for several reasons. One was that she was registered to take some demanding, advanced

level courses, and I wondered how her out-of-school resources might be used to help

address the challenges she would encounter. Another reason was that she was the most

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prolific writer beyond the classroom contexts. She engaged in various types of voluntary

and self-initiated literacy activities in on/offline contexts at home and in extracurricular

contexts (after-school club activities) along with her use of both Korean and English.

Thus, she was positioned to potentially use school-based resources for non-school

purposes. Third, I knew that she was struggling at school and at home and that these

circumstances might impact on her resource use.

Sooji was born in South Korea, and she and her family immigrated to the U.S. when

she was in the 6th grade. Thus, she had essentially completed her primary education in her

home country. Table 3.1 below provides some baseline background information about

her. Additional information is provided early in Chapter 4.

Pseudonym, grade, gender	Sooji (10th, F)
Length of stay in the U.S. at the beginning of the study	4 and 1/2 years
English courses taken at school	• Spring 2017: Honors Sophomore Literature & Composition • Autumn 2017: College English (English 1100 Composition I) • Spring 2018: Public Speaking (required course)
ELL Experience	2 years
Foreign language taken	French (II)

Table 3.1 Background Information Concerning Research Participant

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3.3   Research Sites

In order to investigate Sooji's strategic use of resources, I carried out this study in a suburban Midwestern city in the U.S. by observing her engagement with various literacy activities in her personal and academic lives across different sites. Here "personal life" refers to her voluntary and self-initiated literacy activities that were not connected to any classroom tasks but took place to meet her personal needs, though these needs could take place at school, albeit in voluntary after-school activities, such as clubs. "Academic life" in this study refers to the academic writing assignments in her advanced level courses (Honors English, College English, and Public Speaking), places where her out-of-school resources could potentially be used.

3.3.1 *Sooji's Personal Life Sites*

To understand Sooji's literacy activities in her personal life as well as the kinds of out-of-school resources available to her, I observed her and her literacy activities in various settings. These included her home, the local Korean church she attended, the Korean online community she participated in, the Korean Culture Club at her school (in which she was quite active), and the local library.

I first met Sooji in her local Korean church. During this study, I went to her Korean church on Sundays to observe her interactions with her peers and to have casual conversations with her parents. I also visited her home several times to have informal interviews with her parents. In addition, I visited her favorite Korean online community (called *Naver*) daily to get updates on her posting and literacy activities. Furthermore, I visited the Korean Culture Club at her school several times to observe her participation in

it. In this way, I was able to learn about Sooji and her voluntary literacy activities beyond the classroom, as well as various out-of-school resources at her disposal.

During these experiences, I sought to develop a strong rapport between us, knowing that this would enrich my data gathering. To develop a trustful relationship, I offered to provide tutorial sessions for 45 minutes once a week to help her with school literacy activities. As Yi (2005) described in her dissertation work, having individual tutoring for their school work is pretty common among Korean students, and so I felt that would be beneficial in our case. However, Sooji refused to have regular tutoring sessions; instead, she preferred to have casual conversations about her life at home, school, church, and the various social and political issues and events taking place in South Korea at the time. However, when Sooji needed assistance regarding her school assignments, she sometimes asked me for help. For example, I helped her with the writing assignment on a lab report in the honors biology course she took (e.g., introduction-hypothesis-conclusion). In this way, I was able to develop a good rapport with her, and this was highly beneficial to the research process. Her language of choice in these personal sites was Korean.

3.3.2 *Sooji's Academic Site*

Sooji had lived in the same neighborhood and school district near her home for four and half years since immigrating to the U.S. She went to a large suburban public school, called Jason High School (pseudonym) near her home, where over 90 percent of the student population was white. There were almost no other Korean immigrant students at this school, and so she only used English while at school.

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Because I was interested in Sooji's school-based assignments and not her interaction at school, I chose not to conduct observations in her classes. Instead, I primarily observed her engagement with the major course writing assignments at the local library and/or my home after school. This approach allowed me to gain access, through her, to materials related to her assignments (e.g., assignment descriptions, rubrics used for assessment purposes, etc.) and to learn about resources she was bringing to these tasks. Sooji walked to the local library after school, and we generally met around 4 PM and stayed there several hours until she completed her homework assignments. Thus, I was able to observe her engagement with academic tasks at close range. I was also able to observe her consulting out-of-school resources that she applied to her academic work.

In both her personal and academic sites, Sooji's "funds of knowledge" were what I most wanted to learn about: what they were, and how she used them.

3.4 Sources of Data

Guided by my interest in resources and the "funds of knowledge" theoretical framework I adopted, as well as the notion of coping strategies in writing (Leki, 1995), this study adopted an ethnographic approach in data collection methods. In qualitative research, "triangulation" is a critical strategy to promote the "credibility" of the findings by increasing "the correspondence between research and the real world" (Merriam, 2009, p. 215), and it was the need for triangulation that guided my choice of data gathering methods. In this section, I will describe the data sources and the methods employed for this study, as well as the rationale for using the methods.

3.4.1 *Literacy Activity Checklists in Personal/Academic Lives*. Literacy activity checklists are lists of various literacy activities performed by the target research population. In one approach, participants are given lists of already stated activities and asked to check off those activities they engaged in, and how often, over a designated period of time. Another approach is to ask the students to make their own lists after seeing samples of the kinds of activities they might record. Here I was guided by Yi's study (2010) and her use of checklists. I prompted Sooji to record her out-of-school literacy information (e.g., titles of reading/writing activities, language used) in one column and to record her classroom literacy activities in the other column on the checklist sheets. However, this method did not work out as I expected. This was because Sooji's literacy activities mostly occurred on her laptop and smartphone both for her voluntary literacy activities (e.g., reading online news, diary writing on her computer) and her academic literacy activities (e.g., composing on the computer, rubrics in pdf files). So, recording her literacy activities on the sheet weekly was inconvenient and too time-consuming, and Sooji thus reported very little information on her activities.

Because this data was so important for the current study, an alternative approach had to be adopted. At Sooji's request, I decided to use a Korean mobile application called "BAND" ("mobile community application for group communication") to create an online community for just the two of us, one where she shared her literacy activities by linking the online sites and uploading relevant documents she read and wrote in her personal and academic lives (e.g., rubrics of writing assignments, writing samples in word files). In addition, she sometimes roughly described her school activities in Korean in our Band

site. For this study, Sooji installed this App both on her laptop computer and her

smartphone to create her account, and I installed it on my tablet. Sooji named our online

community as "Sooji's conversation with Hyonju" and invited me to join. I captured the

main page of my Band site (see Figure 3.1), where the Band communities I am associated

with as a member are listed. I captured Sooji's uploading her literacy activities in our

Band (see Figure 3.2).
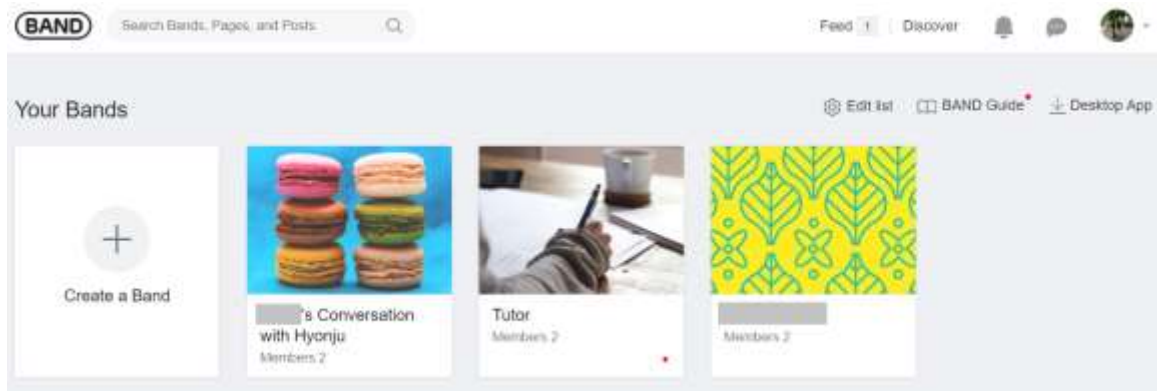
Figure 3.1: The main page of my Band site
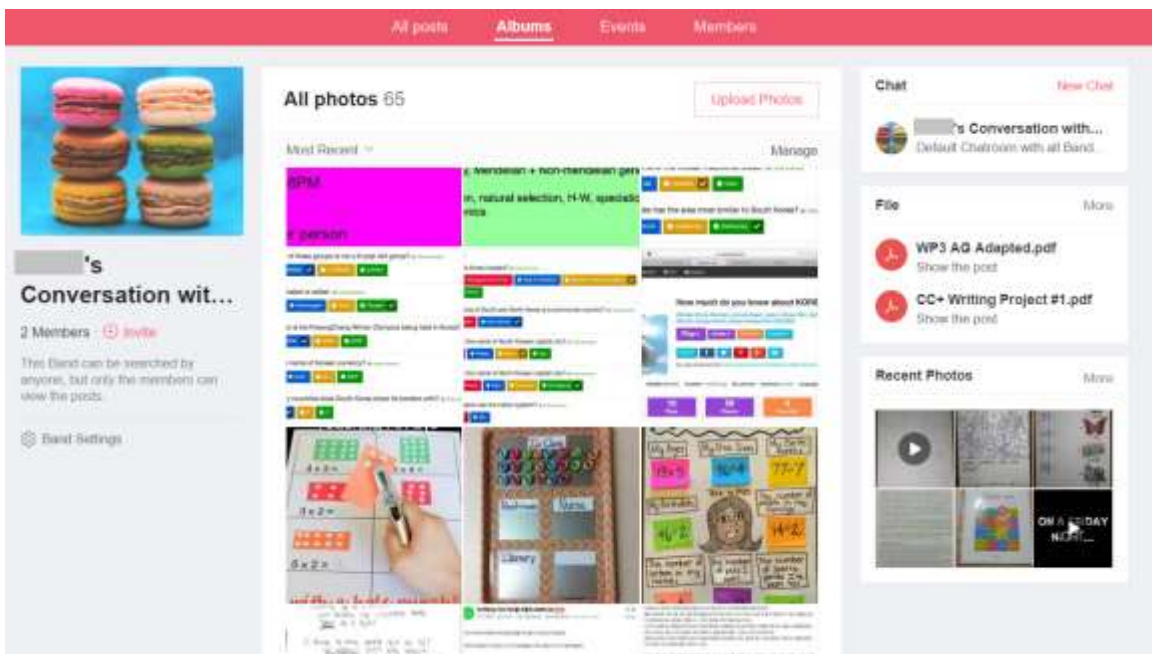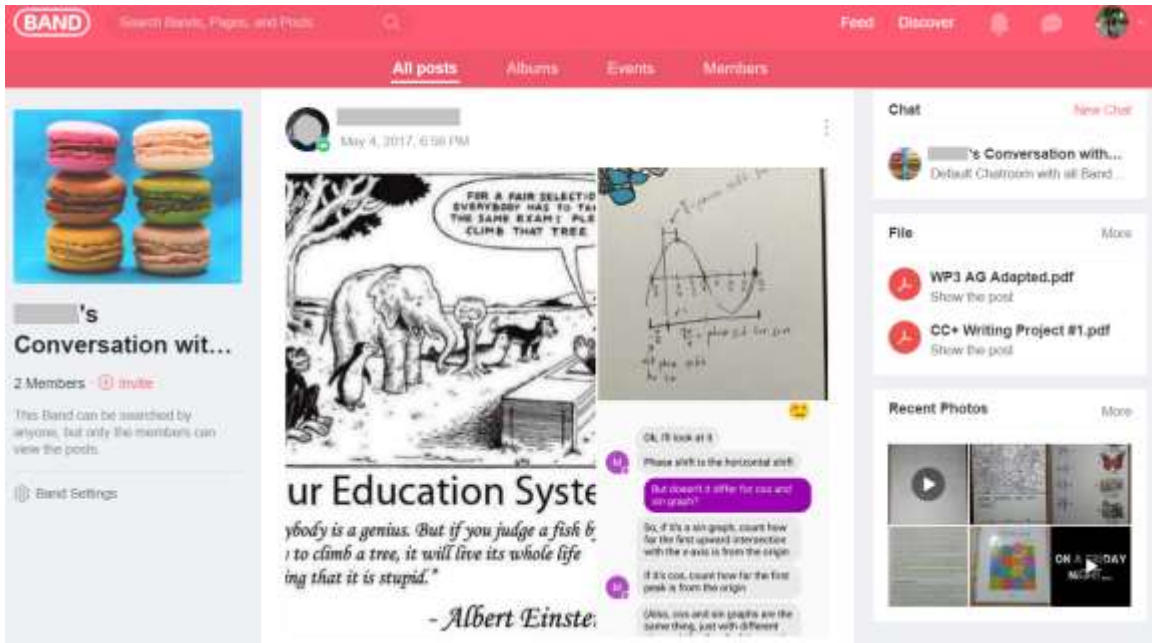
Figure 3.2: The Screenshots of Sooji's uploading her literacy activities in our Band

Drawing on the information and the documents uploaded by Sooji in our Band site, I typed the key information about her literacy activities into Literacy Activity Checklists (see Table 3.2) on my computer. As seen, in the one column of her personal life, I typed the kinds of literacy activities in different contexts (e.g., Korean online community, Korean Culture Club) and the titles of what she read and wrote. For example, when she uploaded online links, I followed them to see what she read, and then recorded the titles in the literacy checklists. In the other column, based on her academic life, I typed information about her academic writing activities by referring to her descriptions and the rubrics uploaded in our BAND site. For this study, the employment of this online space was extremely useful and convenient for both of us. Sooji updated me on her activities at any time, usually soon after she engaged in activities at home, and even in school. While filling out the checklists, I was able to capture her daily literacy activities as much as possible and also collected various artifacts and writing samples through this online resource.

While organizing the literacy activity checklists, I was able to generate possible interview questions and also identify additional types of data I needed to collect. In general, when Sooji received a new writing assignment from the courses, she uploaded the rubrics (pdf files) in our Band site. Before observing her engagement with the school activities, I was well aware of the information concerning the literacy assignments (e.g., requirements). Thus, my literacy checklists along with the Band site were important data sources for this study.

Personal Life		Academic Life
Reading	**Writing**	
"창조과학 A to Z"	**Teaching Plans** 하트접기: 왕따방지	**Honors English** ***HW** (Writing letter to Janie's daughter)**:** If you were Janie ***Summative Project:** Writing script & Creating video
	Korean Club: watching a movie: "국제시장"	
	Chatting w/ pen pal: (French/English)	
❖ **Korean Online Community** **Q:** 미국고등학교는 어떤 내용을 배우나요? 미국대학입시는 어떻게 하나요? 크래브스 사이클의 다이어그램은 언제 배우나요? 한국어로 저를 도와주는 도우미가 있다는데 정말인가요? 1~2 년 정도 노력하면 수업 내용이 들리기 시작하나요? **A (4/26):** 크랩 사이클은 Biology 에 나오는 내용인데, 이건 최소 9 학년은 되어야 배웁니다. 8 학년 수학 (루트), 8 학년 과학, 미술, 리딩 이렇게 들었습니다. 수학은 계산기 씁니다. *****미국 대입의 전형적인 완벽한 "공식"은 대입시험인 ACT(36 만점)/SAT(1600 만점) +GPA+대외활동 + 자기소개서 *****그냥 일반 레벨 수업을 들으세요. 제가 심화레벨 집착하다가 성적이 바닥까지 떨어진 케이스입니다. *****도우미의 여부는 한국인이 많이 사는 지역이냐에 따라 다릅니다. 참고로 저는 그런 도우미는 없었지만 ESL 을 했고 2 년만에 졸업을 했습니다		**AP World History** ***SAQ Exam prep** (4/25) **Q#1:** White Man's burden vs. Black Man's Burden 저자의도? **Q#2:** German Nazi vs. Rape of Nanking 공통점 2 개?
		French ***HW: PPT** on camping + script in French
		Honors Biology ***Retaking Exam**: 유전자 chapter ***Writing HW:** Lab report (Intro + Hypothesis + Conclusion)

Table 3.2: Literacy Activity Checklist for Sooji's Personal/Academic Lives Recorded in Week 2

3.4.2 _Interviews_**.** In this study, another significant source of data was semi-structured interviews. An essential feature of qualitative research is its belief in the importance of allowing research participants to have their own voice in a study, that is, to speak directly for themselves. I wanted to grant Sooji that opportunity, and the interviews allowed me to do so. In addition, I mostly relied on the interviews to understand "how" and "why" Sooji used resources in various literacy activities in her personal and academic lives. Merriam (2009) pointed out that "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them," as well as "past events that are impossible to replicate" (p. 88). The interviews allowed me to learn about Sooji's use of resources in circumstances that I could not directly observe—particularly the resources related to her struggles in school, her conflicts with her parents, and her lived experiences. Through the interviews, I was able to investigate the individual factors (e.g., personal problems and issues) as well as the contextual factors (e.g., class/school circumstances) that impacted on Sooji's use of resources in her literacy activities. In the interviews, Sooji used Korean, and with her permission, I audio recorded all the interviews, transcribed them, and translated them into English. For the interviews, I generally used a list of questions I created from the literacy activity checklists, as well as my observations and field notes. During the interviews, I sometimes showed her relevant literacy activities (e.g., PPT slides, websites) on my tablet to help her remember her activities, so that the interviews occasionally performed a kind of stimulated recall function.

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With respect to her voluntary and self-initiated literacy activities, I interviewed Sooji twice a week for 20-30 minutes each time. The key questions revolved around why she engaged in the activities and how/why she used in-school resources in those activities. I also separately interviewed her regarding her academic literacy activities twice a week, with each interview lasting around 20 minutes. I tried to interview her as soon as possible after she completed each writing assignment, and this helped her respond to my questions quickly and easily. The focal questions concerning her academic literacy activities concerned the challenges the assignments presented for her, the reasons for her use of out-of-school resources, and her attitudes and feelings towards the class activities.

By looking at the content of the interviews, I was able to see traces of her personal issues and problems at home and school, and how these were related to her literacy activities in her personal and academic lives. Given the sensitive nature of these issues, I mixed questions about them in with other questions and acted cautiously in terms of prompting her to discuss these matters.

3.4.3 *Informal communications.* Because the two of us spent a lot of time together, I often engaged in informal conversations with Sooji during our regular meetings. I found that she paid close attention to and wanted to talk about her ideas and views on current Korean social and political issues (which she learned about while reading online), her conflicts with her parents at home, her concerns about her poor academic performances at school, and so forth. Additionally, I engaged in online chatting with her during the summer while she stayed in France during her participation in a Rotary Youth Exchange Program. In this way, I was able to keep in touch with her during the summer, and this

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online communication with her was particularly important in terms of keeping her continuously involved in my research. These informal interactions between us provided a great deal of information and insight concerning her life and, directly or indirectly, her use of resources.

Another form of informal communication was conversations with Sooji's parents in her home and at their Korean church on Sundays. Though these interactions took the form of conversations or chats, for me they quietly performed interview purposes at the same time, as there was information I needed to obtain. This source of data proved to be very helpful to investigate Sooji's out-of-school resources by helping me understand events and circumstances that may have triggered some of her resource use. In other words, they provided valuable contextual information. For example, I learned from her parents that they decided to immigrate to the U.S. to provide a better education for their three daughters (Sooji had two younger sisters), thus sacrificing a great deal in the process. They had very high expectations for Sooji's academic performances at school, perhaps in part because of their reason for coming to the U.S. and the sacrifices they had made, so they expected her to become more committed to her school work. Also, I was able to learn about Sooji's life at home (e.g., being awake until 3 AM, being late at school, falling asleep at school), the topics of her conflicts with her parents, and her academic performances in previous school years.

3.4.4 _Observations and field notes_**.** With so much of my data gathering occurring through interactions and observations, it was important to keep written records of what I saw and heard to ensure that I was working with accurate information during data analysis. This

was often not an easy task, but I did manage to record information, albeit spontaneously and in unstructured ways. This was in the form of field notes. With respect to her personal life, I observed Sooji and her activities in the Korean church, the Korean Culture Club, the local library, and the Korean online community, and in my field notes, I recorded the kinds of in-school resources used in each of these personally-oriented literacy activities and events according to the contexts in her personal life. In addition, after informal communications with Sooji and her parents, I wrote field notes about our conversations.

These informal communications with Sooji were an important part of data gathering in this study. In the context of the Korean church, I wrote my field notes when she said some words that were comparing herself with her peer Korean adolescents. On the other hand, in the local library context that provided us a more comfortable environment with no interruption from others, my informal communications with Sooji often lasted longer, and I allowed her to share her stories as much as she wanted. During the sessions, when I heard some meaningful ideas that were connected to her literacy activities and in- and out-school resources, I wrote them down in my field notes. In cases where they were too long to follow, I asked her to repeat them for me to write down in my field notes, or I sometimes stopped her talking for a second to get my voice recorder and recorded her voice under her permission, and I transcribed them and translated them into English.

While observing Sooji's academic life, I paid attention to her use of out-of-school resources in each writing assignment. When I observed her use of out-of-school resources

(e.g., Biblical knowledge, foreign exchange experiences, her experiences of racial discrimination), I identified in my field notes points to ask about in the interviews later as circumstances allowed. Overall, in my field notes, I recorded the kinds of resources Sooji utilized in each of the writing assignments from the courses.

Field notes should be "both descriptive and analytic" (Glesne, 2011, p. 73), and I sought to record them with these functions in mind. Merriam (2009) noted that field notes need to be "highly descriptive" enough for readers to feel "as if they are there" by detailing "the participants, the setting, the activities or behaviors of the participants" (Merriam, 2009, p. 130). I did my best to write field notes that served this purpose.

In terms of procedures, I wrote all of my field notes by hand and sought to document my observations, feelings, and personal comments during and after my observations, interviews, and informal communications with Sooji and her parents. More importantly, I recorded field notes soon after interviews occurred. I was also recording as much relevant information about resource use as I could, including the contexts for resource use as well as the resources themselves and Sooji's reasons for using them. My field notes also included significant stories Sooji told me as well as incidents at home, in her Korean church, and in school along with her comments about them.

Another important point about my field notes was that I tried to include "reflective and analytic" components, such as "writing down feelings, working out problems, jotting down ideas impressions, clarifying earlier interpretations, speculating about what is going on, and making flexible short- and long- term plans for the days to come" (Glesne, 2011, 76). In other words, this writing went beyond recording information to some forms of

analysis. Here, while collecting and analyzing data, I reread my field notes regularly to interpret the data and look for recursive and emerging themes that might be emerging. Consequently, these field notes guided me to develop preliminary data analysis, because in qualitative research, data collection and data analysis occur simultaneously. Also, keeping the field notes enabled me to "focus and shape the study as it proceeds" (Glesne, 2011, p. 188).

3.4.5 _Artifacts._ To the extent that I was able to, I also collected physical artifacts related to Sooji's personal and academic resource use. To collect the artifacts for Sooji's activities in her personal life, I primarily relied on our online community, BAND. The artifacts collected for Sooji's personal life included her writing samples, such as Word files, PPT slides, captures of her emails, and the captures of her online chatting with her pen pals. I also visited her favorite Korean online community, _Naver,_ to capture the texts that she posted. As for the artifacts tied to Sooji's academic life, I drew upon our BAND site and also gathered her writing samples through Google Documents and emails. The artifacts collected for Sooji's academic life comprised her writing samples (Word files), teachers' rubrics for the writing assignments, captures of teachers' comments on her work, the grades she received, and her high school transcript.

During this study, the total number of the interviews I conducted was 57, and I created 35 literacy activity checklists. I also collected 86 pages of observations and my field notes.

3.4.6 Data Sources Summary

As indicated, this study encompassed multiple sources of data in my pursuit of a "thick description" of Sooji's resource use. Among them, the most important sources of data were my field notes and the interviews, while the writing samples and my literacy activity checklists were of secondary importance.

3.5 Data Collection

I started data collection in the middle of April 2017 when I finished selecting the participant, Sooji, and received both her agreement and her parent's permission for her participation in my research. It was also at that time when Sooji and I decided to use the mobile application, BAND, as we found it useful and convenient for our purposes. Data gathering continued for the next few months, until the school year ended. Sooji was then unavailable until August 2017 due to events related to her participation in the Rotary Youth Exchange Program, though we did participate in some online chatting. She first went to France for a month as part of that program, and then her French exchange partner came to the U.S. for a month. Data gathering resumed in August as Sooji returned to school for her junior year of high school. This round of data gathering lasted until her winter break in December. The final round started in the second week of January 2018 and continued until the second week of April 2018. For this study, I carried out data collection in two domains: Sooji's personal life and academic life.

3.5.1 *Data collection for Sooji's Personal Life*

For Sooji's personal life, I collected data according to the contexts where she engaged in her voluntary and self-initiated literacy activities: (1) home (diary writing,

Korean online community, pen pal interactions), and (2) extracurricular activities (after-school club activities). The following Table 3.3 shows the methods and sources of data collection employed to capture Sooji's use of resources in and for her personal life.

Methods	Sources of Data Collection
Literacy activity checklists for Sooji's personal life	BAND and Korean online community (Naver)
Semi-structured interviews (audio-recorded)	Sooji: twice a week (each 20-30 minutes)
Collections of field notes	◦ During and after interviews with Sooji ◦ Informal communications with Sooji and her parents ◦ Settings: Korean church, Korean online community and Korean Culture Club ◦ Online chatting/talks with Sooji
Informal communications	◦ Sooji (online chatting/talks with me) ◦ Sooji's parents in Korean church and their home
Collection of artifacts	◦ Voluntary writing samples: Word files, PDF files PPT slides, capturing texts from Korean online community ◦ Self-sponsored reading materials: online links, cartoon, texts from Wikipedia, and Korean book

Table 3.3 Data Collection for Sooji's Personal Life

3.5.2 *Data Collection for Sooji's Academic Life*

For Sooji's academic life, I collected data related to various writing assignments in three courses: (1) "Honors Sophomore Literature and Composition" in Spring 2017; (2)

"College English (1100 Composition I)" in Autumn 2017; and (3) "Public Speaking" in

Spring 2018. Table 3.4 provides a more detailed breakdown:

Methods	Sources of Data Collection
Literacy Activity Checklists for Sooji's academic life	BAND
Semi-structured Interviews (audio-recorded)	Sooji: twice a week (each 20 minutes)
Collections of field notes	◦ During and after interviews with Sooji ◦ During and after observations ◦After informal communications with Sooji (online chatting)
Informal communication	Sooji (online chatting with me)
Collection of artifacts	◦ Writing samples: Sooji (BAND, Google Documents, emails) ◦ Reading materials: Sooji (scanned hard copies) ◦ Class materials: BAND (rubrics of writing), Sooji (teachers' feedback and comments, grades, transcript)

Table 3.4 Data Collection for Sooji's Academic Life

3.6 Data Analysis

Data analysis is "the process used to answer your research questions," and "these

answers are called categories or themes (patterns) or findings" (Merriam, 2009, p. 176).

In this study, data analysis was intended to describe the participant, Sooji's, strategic use

of in- and out-of-school resources to the literacy activities in her personal and academic

lives. In the process of data analysis, I separately arranged the sources of data based on

the writing activities in Sooji's personal life as well as in her academic life. Thus, these

were two separate categories of data. I broke each set of the data into the smallest piece of information I could, synthesized them, and documented recursive patterns and themes that emerged. I then determined what literacy activities and events were significant and unique; this process enabled me to select key literacy activities and events to be used in telling Sooji's story of her experiences with resources. A key element in this work was the theoretical framing of "funds of knowledge," which guided the selection process. The same was true with respect to the notion of coping strategies.

In qualitative research, data should "be analyzed inductively, that is, from specific, raw units of information to subsuming categories of information" (Lincoln & Guba, 1985, p. 203). This was how I constructed my approach to data analysis. In particular, I employed inductive analysis of the data with a focus on:

● the <u>kinds</u> of in- and out-of-school resources Sooji used in the movement between her personal and academic lives

● the <u>notable features</u> of her use of resources as she moved across her personal and academic lives

● the <u>factors</u> that influenced Sooji's use of in- and out-of-school resources within her personal and academic lives.

I first coded each set of data collected in Sooji's personal life, which were my field notes, the interview transcripts, my literacy activity checklists, and writing samples, by the level of phrases, sentences, paragraphs, segments, and the whole sections. In the same way, I also coded each set of data collected in Sooji's academic life. Then, I grouped the codes into subcategories in order to identify recurring regularities or patterns that

emerged from the data. In this process of data analysis, codes and categories emerge

through being continuously "changed, merged, omitted" (Ary et al., 2006). With this in

mind, I kept modifying the initial codes and categories for "a much more elaborated

system of organizing and arranging, and eventually, coding data emerged from the data

that can be applied to the entire data set" (LeCompte & Schensul, 1999, p. 151). To do

that, I attempted to examine the data with fresh eyes and to be sensitive to emergent

codes and themes through the whole process of data analysis. Table 3.5 provides a list of

the codes used:

Voluntary and Self-initiated Literacy Activities (in-school resources)	Code	Description
Academic English Literacy Skills	AEL	Genre knowledge, use of source texts, argumentative writing format
Academic Learning Experience	ALE	Academic curriculum, college admission essay writing, information about college entrance preparation
Academic Content Knowledge	ACK	Human rights, Civil war, US governmental system
Themes	THM	Evolutionism, WWII
Topics	TOP	Haeckel's embryo drawings, Hitler, Nanjing Massacre
Academic Literacy Activities (out-of-school resources)	Code	Description
Lived Experiences	LE	Conflicts with parents, Rotary Exchange Program, racial discrimination, language broker, school life in South Korea, etc.
Voluntary and Self-sponsored Reading	VSR	Einstein's quote (monkey's/fish's worlds), Bible

Table 3.5 Coding System

After coding the data, sub-themes and categories emerged. I applied descriptive labels for each category, such as "encountering conflicts," "expressing her ideas," and "reducing her anger." In this way, I organized and sorted out the themes and categories to develop abstract ideas, which emerged both from her personal and academic lives. Based on the themes that emerged from the data, I chose the following key literacy activities in her personal life:

● diary entries

● Korean online community postings

● presentations for after-school clubs

● literacy events in connection with projects she initiated

Regarding her academic life, I once again selected key literacy events, this time related to the three courses I focused on:

● two tasks in "Honors English"

● two tasks in "College English"

● components related to one speech in "Public Speaking"

Here, too, I was guided by my theoretical frameworks of "funds of knowledge" (constituting resources) and coping strategies. That is, I considered how various resources Sooji drew from her funds of knowledge, and how they were applied as coping strategies when she encountered challenges.

Furthermore, the framework of funds of knowledge guided my data analysis as I examined how Sooji use her funds of knowledge as resources in dealing with various demands and challenges she faced across her personal and academic lives.

3.7 Validity and Trustworthiness

Producing valid and reliable knowledge is an important and complex issue in qualitative research, and I was always sensitive to the need to account for validity and trustworthiness. An important variable in this regard was the fact that I conducted a single subject case study, which enabled me to devote my attention entirely to one participant as opposed to multiple participants. As a result, I could maintain an intense focus on her and thus was better positioned to gather the types and amounts of data I needed. This would have been more difficult to achieve if I had multiple cases to compile.

To establish and maintain the validity and trustworthiness of the study, I employed several strategies common to qualitative research in general and to case study research in particular: conducting a longitudinal study, triangulation, member checks, and reflexivity.

3.7.1 *Longitudinal nature of study*

I researched the participant, Sooji, for about a year and closely observed her activities in various contexts both in her personal and academic lives. I also interacted extensively with her. In other words, this entailed prolonged engagement in the research process, and that level of engagement allowed me to learn a great deal about her struggles and frustration both at home and school. These were essential to her strategic use of resources, as she employed resources to cope with these struggles and emotions. Also, I was able to develop a positive rapport and trusting relationship with her, as evidenced by the fact that she chose to share her problems, issues, and perspectives with me. Additionally, I had numerous opportunities to talk with her parents and learn about their

concerns, their expectations regarding her academic performance, and her life at home. All of this was important insider type information that allowed me to gather a rich supply of relevant data that greatly enriched the study. It also enabled me to construct the "thick description" that was a core goal of the research methodology. Conducting a longitudinal, as opposed to short-term, this study made all of this possible.

3.7.2 *Triangulation*

Triangulation is essential in qualitative research, since this type of research relies on the use of multiple sources of data. Triangulation must be applied first to the selection of data gathering techniques that will allow for a well-coordinated collection of data relative to the research questions posed. It must then be used to build appropriate relationships among the data sources for data analysis purposes so that meaningful answers to research questions are generated.

As described in the previous section, I collected multiple sources of data in multiple contexts, both in Sooji's personal and academic lives, and multiple viewpoints from the participant, Sooji, and her parents. Thus, I was able to examine Sooji's strategic use of resources from several different, though related, directions. As Yin (2018, p. 128) explains, "The multiple sources of evidence essentially provide multiple measures of the same phenomenon." That was the principle I followed as part of my triangulation process. The phenomenon was resource use, and I observed it from a variety of angles.

Moving from data collection to data analysis, I analyzed multiple sources of data and cross-checked them against each other in order to describe Sooji's experiences with resources in the various contexts consistently and systematically. Yin (2018) observes

that the multiple sources of data collected "can corroborate the same finding" (p. 128), and I used triangulation for this purpose. This meant looking first at my primary sources of data (field notes and interviews) to establish key findings and then seeking corroboration via the secondary data sources (writing samples and literacy checklists). In this way, says Yin (2018, p. 128), "a case study's findings will have been supported by more than a single source of evidence." Thus, through triangulation via data collection and data analysis, I had ample evidence of my core findings concerning Sooji's strategic use of resources.

3.7.3 *Member Checks*

Another strategy used to ensure internal validity of the study was participant member checks, that is, consulting with Sooji about the accuracy of data gathered and interpretations that arose from the data. Member checking was imbedded in the interview sessions and informal conversations with Sooji. As soon as possible after each interview, I listened to them at home and wrote field notes about my interpretations as well as questions I wanted to have answered. In the following interview sessions, I shared my interpretations with Sooji to confirm and to clarify her comments. That is, I brought my preliminary data analyses and summaries from the interviews to share with Sooji, where she further commented and elaborated on certain points or corrected my interpretations. Another way of member checking was also carried out through the online chatting with Sooji while transcribing the interviews and recording my field notes. While carrying out the member-checks, I attended closely to Sooji's reactions and respected reactions to what I shared with her.

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During the member check sessions, Sooji often corrected or further clarified my preliminary data analyses. For example, in the Summative Writing Project for "Honors English," I asked Sooji about what part of the movie script she wrote, and she told me that she wrote the background story of the movie where "the main character in the movie is an outsider at school… Keeping parties and hanging out until dawn get her fall asleep at school and her grades drop, and this becomes a vicious cycle." After listening to the audio recording of the interview at home, I sensed that the vicious cycle in this movie story was pretty similar to her own life at home and school. At the next interview session, I asked her if there was a part of her personal life impacted on her writing the background of the story, and Sooji told me that "one reason that Becca became addicted to alcohol was having trouble with her father. […] in terms of grades, there is a scene that her father says that why you are so poor at school work and you're a completely failure" and further stated that "it seems that such things are reflected in this movie." In this way, I was able to confirm that Sooji moved her lived experiences with her father to the movie setting in the "Honors English" course. As such, member checking allowed me to clarify the interview data and played an important role in generating further information while studying Sooji's use of resources.

Furthermore, I conducted three member-checking sessions with Sooji at a Panera Bread franchise at the end of each semester: May 2017, December 2017, and April 2018. Separately, I once conducted member-checking with her parents in my home. In these sessions, I described the summary of my interpretations of informal conversations. Sooji and her parents provided me with some comments and feedback on the accuracy of the

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interpretations. These procedures allowed them to reflect on the data they provided me and to discuss relevant issues regarding Sooji's literacy activities in her personal and academic lives. These sessions also provided some opportunities to present my data and some of my data analysis. For example, I explained to Sooji that she strategically employed in-school resources in her personal life and out-of-school resources in her academic life, and such use of the resources was beneficial for her to cope with various challenges and demands she faced. As such, member-checking played a valuable role in ensuring the accuracy of data gathering and date analysis.

3.7.4 *Researcher's reflexivity*

Researcher reflexivity is a term used in qualitative research to address the complex and controversial topic of researcher subjectivity, which has been "equated with bias and seen as something to mitigate its influence in research"; however, based on the interpretivist paradigm, subjectivity can be viewed as "the personal selves, in terms of personal history and passions" that can contribute to research (Glesne, 2011, pp. 151-152). In other words, when properly accounted for, such subjectivity can be an asset in qualitative research, especially case studies, where individuals are studied at close range. In this sense, the methods of qualitative research take "the researcher's communication with the field and its members as an explicit part of knowledge" (Flick, 2009, p. 16) rather than considering it an intervening factor.

A key factor in the current study was the background I brought to it as a researcher. First, I shared Sooji's native language and culture and knew, firsthand, the Korean educational system she had gone through in elementary school. Also, my role as a mother

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of a high school student in the same city where the study was conducted had various

advantages. Through my child's involvement in the same educational system, I had to

interact with that system in my parental role and thus was quite familiar with it. This also

allowed me to better understand the kind of school environment Sooji faced.

Furthermore, this shared cultural and linguistic background as well as parental

involvement was helpful in my communication with her parents. This also meant that I

was extremely familiar with parental expectations for their children's academic success

that are an integral part of Korean culture. Thus, I could easily imagine the kinds of

pressure Sooji experienced at home. Collectively, this background meant that I was in a

strong position to understand Sooji's struggles, frustration, and resentment and thus could

gain a deeper understanding of the resources available to her along with her use of them.

For this study, then, I capitalized on my background, and my "linguistic competence and

intimate cultural knowledge unavailable to monolinguals" (Li & Casanave, 2005, p. 10)

afforded me significant advantages as a researcher. In this regard, I was able to counteract

some of the challenges associated with researcher subjectivity.

Despite these advantages rendered by my background, I was keenly aware of the

challenges I faced with respect to researcher subjectivity. In particular, seeing an

adolescent struggle emotionally and academically, and at such close range during the

amount of prolonged engagement I had, was not easy. As noted earlier, we had developed

a close rapport during the study, and Sooji enjoyed confiding her emotions and concerns

to me. This situation was compounded by my identity as a mother of an adolescent

immigrant. Under these circumstances, caring for Sooji as an individual and not simply a

research participant was impossible to prevent. I sought to counteract these circumstances by reflecting regularly on my role and responsibilities as a researcher and the objectives of the study.

Especially helpful for me in coping with researcher subjectivity issues was the nature of qualitative research itself. Merriam (1998, p. 220) notes that "data collection and analysis is continuous and simultaneous in qualitative research," and "a great amount of qualitative data needs to be sorted through, selected, and woven into a coherent narrative." Under these challenging circumstances, my primary focus was always on the demands of the study and doing my best to meet them. In this respect, I was too busy to be caught up in subjectivity. There is also the method called "audit trail" (Merriam, 2009, where researchers have created ways of helping themselves manage the research process, especially in their detailed record keeping. According to Merriam (1998, p. 224), "At the very minimum, you should have devised some system for keeping track of the voluminous data typical of qualitative research investigations, your analysis of that data, and your own reflections on the process." This was true for me, and constructing as well as maintaining that system kept me attuned to what I was trying to achieve in the study, thereby minimizing subjectivity.

3.8 Ethics

Validity and trustworthiness of a study depend on the ethics of the researcher. The researcher's ethical responsibility is accounted for in several ways: informed consent, deception, privacy, confidentiality, and reciprocity (Christians, 2003). With respect to the first four of these features, before Sooji participated in this study, I carefully and

objectively explained to her and her parents the purposes of the study, my use of

pseudonyms for her name and her school's name, and my control of data disclosure

possibilities. They also knew the study had been approved by my university's

Institutional Review Board (IRD). Thus, I addressed informed consent issues. There was

no deception at any time, and they were keenly aware of the close attention I paid to

ensuring confidentiality and privacy

To ensure reciprocity with Sooji, I played multiple roles, such as a researcher, a

friend (a good listener), and an academic assistant (i.e., tutor). She knew she could turn to

me for personal or academic support. Thus, just as I took a great deal from her, I sought

constantly to give back to her—to be a contributor to her as she was to me as a research

participant.

CHAPTER 4: Sooji's Use of Resources for Personal Purposes

4.1 Overview

Over the next two chapters, I will present the findings for the single case participant, Sooji, with respect to her use of various resources to meet her personal (Chapter 4) and academic (Chapter 5) needs. Here she navigated between school-based and out-of-school based resources. As will be explained shortly, Sooji was an adolescent immigrant student who was undergoing a challenging transition from her earlier life in South Korea to her life as a high school student in America. These challenges occurred both at school and in her home life. Under these circumstances, those challenges made her a compelling participant in the current study. Given the circumstances she faced, it was important for her to make good use of the resources available to her so as to successfully meet her personal and academic needs. The purpose of the current study was to explore how she approached this situation.

Following these two findings chapters, Chapter 6, the final chapter, then looks across those chapters to address the study's research questions. This process then leads to discussion of the study's overall interpretations, conclusions, and contributions relative to its overarching focus on the use of literacy-related resources in the bidirectional movement between the personal and academic lives of an adolescent immigrant. Here an important point to be made, one that arose from the study's findings, is that the

boundaries between academic and personal life are not rigid for someone in Sooji's life circumstances. Indeed, they overlap, and that makes the ability to use resources strategically to meet personal and academic needs especially important. This fluidity between boundaries needs to be kept in mind while tracing Sooji's use of resources. Another important caveat is that the term "resources" is used broadly to mean a variety of sources of input. This term is defined shortly.

This chapter presents the findings concerning Sooji's movement of in-school resources to voluntary and self-initiated activities beyond classroom contexts, though not necessarily outside the school setting. Central to presentation and analysis of the findings is the participant's strategic use of the resources to cope with the various circumstances and challenges in her life (academic and personal), which are grounded in two key frameworks: the notions of funds of knowledge (Moll, 1992) and coping strategies (Lake, 1995).

The term "resources" in this study refers to those sources of input that Sooji drew upon to help her address or cope with various situations she encountered as an adolescent immigrant student in both the personal and academic domains of her life. A relevant term here is one just mentioned: "funds of knowledge" (e.g., Moll, 1992; Lee, 2000; Dyson, 1999) comprising Sooji's lived experiences and what she had learned through those experiences, both in her native country (Korea) and in America. Resources also refers to items, such as a diary, the Bible, personal mementoes she had acquired over the years, her school bag, and so forth, as well as places that provide information, such as websites and social media sites. Sooji had a wide array of resources of various kinds available to

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her, and a central purpose of the current study was to see which resources she used and how she used them as she mediated various personal and academic needs she experienced as an immigrant high school student.

4.2   Introducing Sooji

In this section, I briefly introduce Sooji as a person and with respect to her engagement and use of resources in different settings.

4.2.1   Background information

At the time this study was conducted, Sooji was a 16-year old female 10th grader attending a suburban high school in a Midwestern city in the United States. Her family immigrated to the U.S. from South Korea when she was in the 6th grade. Thus, she had essentially completed her primary education in her home country, where her English education in school had been restricted to several class periods per week throughout her elementary school years. Beyond the school curriculum, she learned English vocabulary and short conversation skills two hours a week in a group-based private tutorial session setting. Sooji had two younger sisters, and she spoke only Korean at home. According to her mother, they had immigrated to the U.S. because the parents believed that they could provide a better education for their children here. At the same time, Sooji and her family went to a local Korean church on Sundays, thus maintaining connections with the Korean culture.

As a person, Sooji was very outgoing, creative, and enthusiastic. She particularly liked to receive recognition and attention from others. At the same time, she was very self-conscious and had developed low self-esteem. This was in part because she had the

experience of being bullied at school for her appearance, name, and poor academic performance (e.g., multiplication tables in math) during her primary school years in South Korea. Since immigrating to the United States, she felt frustrated by comparing herself with other American-born peers in her Korean church: "나는 공부도 못하고 악기도 못하고 운동도 못하는데 걔들은 잘하니까." ("I am poor at school, musical instruments, sports, but they are good at them.") (Field notes, 4/30/2017). Further, she was defiant, self-assertive, and self-expressive. So, when having conflicts with people around her, she often had debates with her parents and sisters at home, as well as with the pastor and the Bible teachers in her Korean church. As will be shown in greater detail in Chapter 5, Sooji had a very complex life at home.

Sooji had taken ELL (English language learning) classes for two years in middle school after her arrival in the U.S., but she exited out of the English as a Second Language (ESL) program after the 7th grade. This allowed her to participate in mainstream curriculum courses as well. She only spoke English at school because there were very few Korean immigrant students there. For a similar reason, she mostly had to speak English in her Korean church, as many members of the congregation were not fluent in Korean. At the time the current study began, she reported that she was not comfortable speaking English both at school and outside school, although she had been in the U.S. for four and half years at that point. Nevertheless, when her parents needed to speak English on the phone or read documents, she helped them and also encouraged them to take free ESL classes provided in the local community. As such, she functioned

as a kind of "language broker" for her parents, a role that added complexity to her home life.

When I first met Sooji, she was struggling a great deal, partly because she had difficulties managing her schoolwork. In her sophomore year of high school, she took three advanced courses ("AP World History," "Honors Biology," and "Honors Sophomore Literature and Composition"). These were very demanding courses, particularly for a student not confident about her English language proficiency. She had other courses as well (French II along with Algebra and Chemistry classes), and her grades were very uneven. She often received failing grades in the exams for some subjects ("AP World History," "Honors Biology," and "Algebra II"), so she had to retake them. Both Sooji and her parents considered this overall situation as constituting academic failure, a situation magnified by comparisons made in her Korean church between her performance and that of other students in the church. Compounding this situation was the fact that she had performed better as a middle school student after her arrival from Korea. She had found the transition to the higher level demands of high school to be challenging and stressful. This made it essential for her to develop effective coping strategies.

In addition, there were some significant issues with her parents at home. Her father wanted her to participate in a religious activity every week, including a Friday evening Youth Bible study conducted in English in their church. However, she felt the sessions were not useful for her and preferred to study the Korean Bible on her own using an online Bible app in Korean. According to her father, she mostly watched Korean dramas,

Korean news, and YouTube until midnight, and then she began to do her homework assignments, which continued until three or four in the morning. For this reason, she was often late to school and fell asleep during her classes. Meanwhile, and as will be shown in greater detail in Chapter 5, Sooji's academic struggles led to major conflicts with her father, resulting in an often uncomfortable home life for her.

On the whole, Sooji was struggling in both her academic and personal lives, and it was this background that made her an especially appealing research participant from the perspective of using resources from one domain in her life to assist her in another. In this regard, she differed from the participants in other studies of adolescent immigrant students, or at least in the focus of those studies. I wanted to know she coped with this challenging set of circumstances and the ways in which she utilized resources to help her in the coping process.

During the study, I interacted with Sooji as a tutor outside school. We met twice a week in a local library or my home on Sundays. Also, I observed her participation and interaction with people in the Korean Culture Club in her school and the local Korean church. These meetings and my observations gave me an opportunity to look at her school assignments as well as her literacy activities in her personal life. Although Sooji stopped her formal education in South Korean around grade 6, she had highly competent literacy skills in her native language, Korean (I will elaborate more with examples in the subsequent sections). In terms of her English literacy proficiency, she had developed her writing skills enough to manage the activities in the courses, but still struggled with reading. For example, she hardly read the novels assigned in her classes because it took

too long to grasp the meaning of important information. To compensate, she typically

drew from secondary sources of information on the Internet (e.g., Lit Chart, SparkNotes)

to learn the storyline, key issues, and noteworthy quotes. In other words, she found

shortcuts to reading in English. Interestingly, though, instead of seeking help with her

English during our tutorial sessions, she usually wanted me to listen to her talk about her

home life, school, and her ideas and thoughts about Korean online news and postings that

interested her. This situation suggests the importance she attached to her personal life and

interests, and it is against this backdrop that her engagement with literacy and resources

in her personal life is examined next.

4.2.2 Language and literacy activities in Sooji's personal life

As a further introduction to Sooji, Table 4.1 provides a profile of her writing

activities in her personal life with respect to notable activities reflected in the literacy

checklists I completed based on her uploads to our online community, the Band (only

used by Sooji and myself) and her emails, in which she shared her writing samples during

the study.

Primary Language used	Contexts	Key Activities
Korean	Home	Diary writing, Korean online community (Naver 지식 In), 수업계획 Teaching plans, Korean news articles, Bible in Korean, The book "창조과학 A to Z (Creationism from A to Z)"
English	Home	Pen pal interaction
	Extracurricular Contexts	Korean Culture Club (club leader), Culture and Diversity Club, Voluntary work in the local Asian festival, Rotary Club (Youth Exchange Program)

Table 4.1 Sooji's Key Activities in Her Personal Life

To describe and analyze Sooji's personal life related to literacy, I organized her writing activities according to the primary language she employed. The notable writing activities she engaged in at home were diary writing and participation in a Korean online community, "Naver 지식 IN (Naver-Knowledge-IN)," in which she primarily used Korean. She also engaged in online chats with her pen friends, where she used English. The key activities in the extracurricular contexts of a more personal nature related to her participation in two after-school clubs: Korean Culture Club and Culture and Diversity Club.

Outside school, Sooji also joined the Rotary Club to participate in the Rotary Exchange Program during the summer in 2017. As will be seen in Chapter 5, this proved to be an extremely important personal experience for her. In the extracurricular contexts, her English skills acquired at school were very important resources to draw upon. As a result, her bilingual abilities enabled her to participate in a variety of activities, during which she was able to choose between languages (Korean and English) strategically according to the different contexts and audiences. This situation opened her to a wide range of resources in connection with her activities. In her free time, she also read Korean news articles on the Internet, the Bible in Korean, and the book "창조과학 A to Z (Creationism from A to Z)". In the following section, I will explore how Sooji used in-school resources for the literacy activities in her personal life according to the writing contexts involved.

4.3 Sooji's use of in-school resources in her personal life

One of the major points that emerged from the current study was that Sooji did not draw strict lines between her academic and personal use of literacy resources. Instead, she often moved across these two contexts. Furthermore, her life at school had both academic (course-based) and personal (after school activities at school) dimensions. To examine Sooji's personal use of her school resources systematically, in this section I take a look at her participation in terms of the purposes involved. Analysis of the findings showed that she used various school resources in her personal life in pursuit of the following three goals: (a) to bring diversity and to introduce Korean culture at school, (b) to participate in the Korean online community, and (c) to express her ideas and opinions.

Table 4.2 provides a portrait of her language and resource use relative to the different contexts in which she operated:

Contexts	Key writing activities in personal life	In-school resources employed
Home	Diary writing 1) 히틀러와 박정희는 같다 2) 헤겔의 배아도 조작	Argumentative writing (5- paragraph, use of source text for evidence), Theme/topic (evolutionism, Haeckel's embryo drawings) Academic content knowledge (human rights, Hitler)
	Naver 지식 In: answering questions on American high school	Academic learning experience (academic curriculum, college entrance preparation) Academic content knowledge (Civil war, US governmental system)
Extracurricular Contexts: 1) Korean Culture Club	PPT slides: 1) Hangul (Korean Alphabet) 2) Rising Sun Flag (RSF)	Academic English literacy skills, Theme (WWII), Topic (Nanjing Massacre)
2) Culture & Diversity Club	Leading pen pal project: pen pal registration form	Academic and functional literacy skills
3) Rotary Club	Promoting Rotary Youth Exchange Program: information sheet	Academic and functional literacy skills, Academic learning experience (college admission essay writing)

Table 4.2 Sooji's Use of In-school Resources for Literacy Practices in her Personal Life

4.3.1 Sooji's resource use at home

The two notable writing activities Sooji engaged in at home were (1) dairy writing
and (2) online posts shared in the Korean online community, "Naver 지식 IN (Naver-
Knowledge-IN)," during which her writerly identity was best represented.

4.3.1.1 *Diary writing*

One of the most private and significant activities in Sooji's personal life was diary
writing. I found that Sooji was an active diary writer. She performed her own diary
rituals, which is to say that she used different mediums and spaces according to her
different purposes. She showed me two notebooks that she had been using for her diary-
keeping since she was a 4th grader before coming to the U.S. One of them was a thick
notebook where she recorded the most important events and impressions in her life. For
example, while staying in France for a month during an exchange program, she recorded
memorable events. The other one was a notebook with a keypad on the top, and to open
the diary, one needed to push certain buttons on the pad to gain access, like entering a
password. The purpose of this diary notebook was shown in Sooji's explanation that "정말
빡쳤을 때 모든 감정을 쏟아 붓는 욕 받이 일기장이에요, 예를 들면, 아빠랑 싸웠다 그럼 한 말을 다 적는
거죠. 앞에서 못한 말도 다 적고요." ("The diary notebook is for pouring out all of my emotions
when I get pissed off. For example, when I have a conflict with my father, I write down
what he said to me. And I also write down what I think but can't say in front of him.")
(Interview, 1/26/2018). Around the time Sooji participated in my research, she had had
serious conflicts with her parents on some issues related to her life at home and her

problems at school. Like many diary writers, especially adolescents, she used this diary writing extensively in order to relieve her tension and anger.

An additional space for her diary writing was her laptop computer, where Sooji expressed her ideas and opinions from reading news articles and postings on the Internet. Specifically, she was very interested in Korean current events and social and political issues and felt a need to comment on them, as evidenced by entry titles such as, "대통령 후보에게 질문 있습니다" ("I have questions for the [Korean] president candidates"), "내가 대통령이 된다면 개정하고 싶은 법"("Laws that I would like to amend if I became the President of South Korea"), and "히틀러와 박정희는 같다" ("Adolf Hitler and Park Junghee [a former president in South Korea] are the same"). Her focus on politically-related events in South Korea illustrates how she had retained strong ties to her native country and used literacy as a means of reinforcing those ties. Around the time I carried out this study, a few political issues and events of particular importance took place in South Korea; these revolved around the previous Korean government's corruption, illegality, and abuse of power, which were reported daily in the news. Eventually, the president was impeached. After the president was impeached, the country held the 19th Korean presidential election in May, 2017. These issues mattered to Sooji, and her Korean identity was demonstrated in response to all these sociopolitical issues in South Korea.

Despite living thousands of miles away, Sooji's attention was still heavily rooted in Korea and Korean life. Her diary writing on the laptop was an especially important outlet, because she felt she had no one to talk to about these topics at home, church, or in school. For example, while reading Korean online news articles that she found absurd, she would

make a list of laws to present her opinions under the title of "한국에서 대통령이 된다면 개정하고 싶은 법들" ("Laws I would like to amend if I became the President of South Korea"). One of them was "형사상 미성년 나이 만 14 세에서 10 세로 낮추기" ("for punishment in criminal cases, lowering the prosecution age from 14 to 10") because, as she explained in an interview:

> "제가 알기론 한국에서 형법상 미성년자 나이가 만 14 세가 그런데 그럼 한국 나이로 16 살인데 그러면 16 살 이하는 아무리 심한 범죄를 저질러도 형법상 처벌을 안 받는다는 얘기거든요. 그래서 얼마전에 그 사건도 초등학생이 밑으로 벽돌을 던져서 사람이 죽었는데 애들을 처벌을 안 받았어요. 아무리 봐도 고의 적인데, 제가 기억을 해 보면 10 살 만 되도 내가 한 것이 잘 못 된 것인지 옳은 건지 다 알거든. 16 살이면 다 큰 건데 몸도 그렇고 생각도 그렇고 어른이 다 되어 가는데 (법이) 너무 헐렁한 거 같아요." (Interview, 4/18/2018) "As far as I know, under Korean law, if you are under the age of 14 (age 16 in Korea) then you are considered a minor and anyone under 14 won't be punished even for major crimes. Just like the incident that happened recently when an elementary student threw a brick from a building and wasn't punished for killing someone, even though the crime was intentional. If I think back on my memories, you have the ability to tell what's right and wrong when you are 10 years old. When you become 14 years old (16 years old in Korea), your body and the way of thinking are almost fully developed and the law considering a 14-year old as a minor seems too weak." (Interview, 4/18/2018)

These comments illustrate the kind of passion Sooji felt about situations that mattered to her. As she explained, she engaged in this writing activity because

> "기사보면 다양한 주제가 있는데, 예를 들면 미성년자 성폭행했는데 징역 10 년을 받았다 이런 거 보면 사람들 반응도 겨우 10 년이냐고 하는데 국회의원이나 대통령이 안 하잖아요. 그래서 속이

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터져서 기사 읽고 내가 바꿀 수 있으면 좋겠다 싶어서" (Interview, 4/18/2017) "When reading news articles, I see various topics. For example, there was a news article that talked about an incident about someone being sentenced to ten years in prison for sexual abuse of a minor, and it is common to see people complaining about the length of the sentence since it was only 10 years. However, it's apparent that the lawmakers and the president had no intent to fix this law. I was extremely upset from reading the news and I thought it would be great if I could change the law [so I engaged in this writing activity.]" (Interview, 4/18/2017)

As such, to Sooji, the diary writing on her laptop was an important space to express her ideas and opinions and to relieve her emotional tension and anger when she encountered conflicts. Interestingly, she could have shared her ideas on political issues elsewhere online, but she decided to keep them private, by writing in her personal diary.

Since this was diary writing, Sooji's audience was herself, and in that respect she also turned to self-directed letter writing. For example, she wrote a letter to herself entitled "수지가 수지에게 쓰는 편지" ("A letter from Sooji to Sooji") on a small piece of paper, which she always carried with her. On one side of the paper, she wrote comments meant to encourage herself and have faith in herself when she encountered challenges and difficulties in her school and home lives, and as a reminder to stay positive about achieving her dream of becoming a primary school teacher. On the other side of the page, she wrote "나의 다짐 (My resolution)," listing

"1. 12 시에는 잘 것 2. 숙제를 할 땐 음악을 듣지 말 것 3. 독서실 대신 도서관이라도 가자 4. 숙제 든 시험 공부 든 벼락치기 하지 말자" ("1. Get to sleep by midnight 2. Don't listen to

music while doing homework 3. Go to library after school 4. Don't cram for

homework and exam"). (Sooji's self-directed letter)

In this way, Sooji wanted to encourage herself to have an orderly and disciplined

life, both in her personal life and academic domains.

Returning to her diary writing, what was especially interesting was how Sooji

sometimes used school-based resources for such writing, notably in the diary entries:

"히틀러와 박정희는 같다" ("Hitler and Park Junghee [a former president of South Korea] are

the same") and "헤겔의 배아도 조작" ("Haeckel's manipulation of embryo drawings").

Given the private and personal nature of such writing, it was intriguing to see how Sooji

still drew upon school-based resources for such activity.

The entry entitled "Hitler and Park Junghee [a former president of South Korea]

are the same" was inspired by Sooji's interest in current events in her native country,

especially involving the county's former president, Park Geunhye's father, Park Junghee

(who was in office from 1972 to 1979). As an adolescent thousands of miles from her

home country, it was striking that Sooji paid so much attention to this national event. Her

comparison of Adolf Hitler and Park Junghee illustrates the depth of her passion on this

topic.

Sooji was very annoyed about the fact that a certain group of Korean people,

including her parents, admired the former president, Park Junghee, often considered a

dictator, because of his contributions to the economic growth and wealth in South Korea.

In response to this, Sooji argued in her diary entry that Park Junghee should not be

praised as a great leader in South Korea, and instead should be treated with the same

scorn and disapproval shown toward Hitler. For this purpose, she adjusted the normal diary-writing format to one that drew upon the techniques of an argumentative writing format of the kind she had learned in school. For example, Sooji used the standard five paragraph essay format of: (a) an introduction, (b) three 'body' paragraphs (with embedded supportive evidence), and (c) a conclusion. Because of the importance and nature of her diary entry topic, she apparently saw a need to use the school essay format rather than a more personal and private form. A sample of this more formal, academically oriented diary writing follows:

한국의 5,6,7,8 대 대통령이었던 박정희 전 대통령. 박정희 전 대통령에 대한 평가는 대체로 두 가지가 있다. 무자비하고 잔인했던 독재자였다는 평과 한국의 경제성장에 큰 기여를 한 훌륭한 지도자였다는 평이다. 박정희 전 대통령을 미화하고 찬양하는 사람들은 그것을 알고 있을까? 인류의 역사상 가장 잔인한 악마였다는 독일의 아돌프 히틀러와 한국의 박정희가 무섭도록 닮았다는 점을 말이다. 히틀러는 천하의 나쁜 사람이라고 비판하면서 박정희는 그렇지 않은 것은, 모순이 아니라면 대체 무엇일까?

잘 알려진 바로, 히틀러는 600 만 명의 유대인들을 생화학 가스와 생체 실험 등으로 학살하였다. 박정희는 어땠을까? 16 년에 달하는 박정희의 재임 기간 중, 자신의 정책과 반대되는 의견을 냈다는 이유만으로 헌법에 분명히 명시되어 있는 국민의 가장 기본적인 권리 중 하나인 표현의 자유 (freedom of speech)를 처참히 짓밟으며 셀 수 없는 사람들을 가차없이 잡아다 고문하거나 사형시켰다. 그 대표적인 피해자가 당시 야당의 의원이었던 이세규 의원이었다. 당시의 고문은 물고문, 통닭구이 고문 등 그 종류도 방법도 다양했다.

또한 나치의 사상과 반대되는 책들을 태우고, 신문, 잡지, 라디오 등 모든 형식의 언론을 통제하였던 히틀러처럼, 박정희는 헌법에 명시되어 있는 언론의 자유 (Freedom of the Press) 역시 위반했다. 1961 년 5.16 군사쿠데타 직후 "민족일보"가 폐간되고, 사장 조용수는 사형을

당하는 등 자신의 지시를 따르지 않는 언론사들을 처벌하고 폐간시키며 1962 년에는 당시

916 개에 달했던 언론사 중 81 개만 남기고 모두 문을 닫게 했다.

히틀러와 박정희의 단 하나의 차이는 전쟁을 일으켰나, 일으키지 않았나이다. 히틀러는 아우토반을

건설했고, 유대인들의 자본을 빼앗아서 군수 산업을 일으켰으며, 박정희는 경부고속도로를

건설했고, 한일기본조약으로 일본에게서 독립축하금 명목으로 받은 배상금 중 8000 만 달러를

포항제철소 건설에 사용했다. 누가 봐도 떳떳하지 않은 자금으로 한 낯부끄러운 경제

성장이었는데, 그것을 과연 옳은 것이라고 말 할 수 있을까?

한 나라를 운영하는 지도자로서 단기적 뿐 아니라 장기적으로 보았을 때 그들이 각자의 나라와,

국민과, 나아가서는 세계에 저지른 악행들은 결코 어떤 것으로도 덮을 수 없는 것들이기에, 그들은

좋은 지도자로서 불려서는 안 될 것이다. (Sooji's diary writing, 4/14/2017)

Former president, Park Junghee, was the 5th, 6th, 7th, and 8th President of South Korea.

There are generally two evaluations of the former president, Park Junghee. One is that he

was a ruthless and cruel dictator and the other is that he was a great leader who made a

great contribution to Korea's economic growth. Do those who glorify and praise Park

Junghee know the fact that Adolf Hitler of Germany, being the most brutal demon in the

history of mankind, and Park Junghee of South Korea, have a scary amount of

similarities. Criticizing Hitler as a horrible person in the world—but not Park Junghee,

what else could be more contradictory?

It is well known that Hitler massacred 6 million Jews with biochemical gases and

biological experiments. Who was Park Junghee? During the sixteen-year term of Park

Junghee's administration, he trampled on freedom of speech, one of the most basic human

rights, which is clearly stated in the Constitution, and brutally tortured or executed

countless people because they contradicted his policy. A representative victim was Lee

Sekyu, who was, at that time, a member of the opposition party. At that time, there were

various kinds of torture including water torture, roast chicken torture, etc. The kinds and
the methods varied.

Also, like Hitler who burned books against Nazi ideals and controlled all forms of media,
including newspapers, magazines, and radio, Park Junghee also violated Freedom of the
Press, which is stated in the Constitution. Right after the military coup in 1961, the
National Times discontinued and its CEO, Cho Youngsu was executed, Park Junghee
punished and abolished media companies that did not follow his instructions, and he only
left 81 and closed the rest around 916 companies in 1962.

The only difference between Hitler and Park Junghee was that whether or not they caused
a war or not. Hitler constructed the Autobahn and developed war industries out of Jewish
capitals, and Park Junghee constructed Kyung-bu express way, and spent 8,000 million
dollars on constructing Pohang iron manufacture out of the indemnities from Japan under
the guise of celebrating the independence of Korea. No matter who looks at it, it was
shameful economic growth that had been accomplished with disgraceful money. Who can
say that this is right?

As a leader who runs a nation, they should not be called good leaders with these evil
deeds they committed to their own country, to their people, and even to the world; they
didn't consider the long term and short term affects. (Sooji's diary writing, 4/14/2017)

In the body paragraphs, Sooji felt a need to support her argument about the
similarities between the two leaders. For this purpose, she used her knowledge of human
rights, "표현의 자유 (freedom of speech)" and "언론의 자유 (Freedom of the Press)." As she
explained:

"American history 를 8 학년 때부터 배우는데 헌법에 14 가지 right 라고 국민의 기본 적인 권리가

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있는데 freedom of speech, freedom of Assembly, freedom of religion… 선생님이 이게 너희들의

권리고 너희가 이거를 왜 외워야 되고 이거를 너희가 알고 있어야 지킬 수 있다고 얘기해 주셨어요."

(Interview, 5/18/2017) "We have learned this in American history since 8th grade, and the

teacher told us that we have 14 fundamental human rights in the Constitution, such as

Freedom of Speech, Freedom of Assembly, Freedom of Religion, and so on. And the

teacher told us that they are our rights and we should memorize them and further told us

that you should know them to protect your rights." (Interview, 5/18/2017)

As such, Sooji strategically used school-obtained knowledge to fit her personal needs while composing this diary entry.

In this writing, it is clear that Sooji had very strong feelings about this personally-selected topic. However, instead of expressing her emotions about the situation, with no regard for organization or style, as would be expected in diary writing, Sooji felt a need to engage in an act of persuasion, even though she was only writing to herself and already knew how she felt. In her decision to engage in a process of argumentation, she turned to the school-based knowledge and writing techniques she had acquired, and therefore she was a strategic user of the resources. Here she found a way to blend her personal and academic lives.

The other noteworthy example of her diary writing was nested in religion, which was very important to Sooji. She was learning about Darwinism at school in her biology class. This material conflicted sharply with her belief in Creationism, as reflected in her claim that:

"제가 지금 이해하는 걸로는 그 두개의 이론으로는, natural selection 과 sexual selection 가

원숭이가 사람이 될 수 있다는 거는 이해를 못해요. 원숭이도 쫌 팔, 다리가 길어지고 짧아 지고 뭐

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직립 보행을 하고 이래도 원숭이인데 그게 원숭이가 왜 사람이 되냐 고요? ⋯ 그 창조 그 책에서 본 건데 진화도 개에서 레버라도 치와와 다른 종이 나올 수 있지만 걔들도 개 잖아요.” (Interview, 5/11/2017) “What I understand now is that in the both of the theories, natural selection and sexual selection do not explain how a monkey can be a person. A monkeys' arms and legs could be lengthened or shortened, and they could walk upright, but they are still a monkey. Why does that monkey become a person? According to the book of “Creationism,” it is possible that the kinds of dogs like a Labrador retriever, a chihuahua and other species are the results of the evolution, but they are still dogs”. (Interview, 5/11/2017)

Here she was responding to material she had encountered in her biology textbook, where someone named Haeckel had embryo drawings Sooji found offensive. These drawings were tied to the theory of evolution, which was the topic of that particular book chapter. As a believer in creationism, Sooji felt that it was inappropriate to focus on evolution in a school textbook, which students were required to read. This was an extremely personal and important topic for her, which resulted in her diary entry: “헤겔의 배아도 조작” (“Haeckel's manipulation of embryo drawing”).

Interestingly, as with the topic of Park Junghee discussed earlier, Sooji turned to argumentative writing techniques instead of using her diary writing to vent about her personal ideas and opinions. Thus, she once again created grounds for moving school resources into her personal life. Though she already knew how she felt about the situation, it was important to her to write persuasively while criticizing the inclusion of Haeckel's embryo drawings in the chapter on evolution in the Biology textbook. In this way, she seemingly added significance to her critique. Perhaps it seemed more real or authentic because it employed academic conventions. The illustration of Sooji moving

school-based argumentative writing to her personal writing is clearly demonstrated as she

objectively summarized Haeckel's argument and the counterargument:

진화론의 핵심에는 독일의 생물학자 어네스트 헤켈 (1834-1919)이 1866년에 발표한

반복발생설 (Recapitulation theory)이 있다. 발생반복설은 "개체발생 (ontogeny)"은 계통발생

(phylogeny)을 반복한다"고 주장하는데 이것을 보다 쉽게 풀이하자면, 배아는 발달하는 동안에

어류, 양서류, 파충류, 포유류를 거쳐 진화한 인간의 배아의 발달하는 과정에서 조류의 부리나

어류의 아가미 등이 보인다는 것이 헤겔의 주장이다. 하지만, 이에 대한 반발도 적지 않았다.

네덜란드 레이든 대학의 생물학 교수인 Michael Richardson는 국제적인 전문가들과 세계

각국에서 수집한 39개 생물의 배아를 수집하여 연구한 결과를 1997년 9월 5일자

싸이언스지에 게재된 그의 논문 "There is no highly conserved embryonic stage in the

vertebrates: implications for current theories of evolution and development"을 통해 헤켈의

오류를 지적하였다. 그와 연구팀은 헤켈이 그림을 추가, 삭제 및 변조하는 식으로 실제 배아보다

최대 10배나 차이가 나게 조작했다고 주장했다. 오늘날까지도 많은 생물학 교과서에 실려있고

학생들에게 버젓이 교육되고 있는 헤켈의 조작된 배아도는 교육현장에서의 적합성을 의심받을

필요가 있다. (Sooji's writing in her diary entry, 6/4/2017)

At the core of evolution is the Recapitulation theory, which was published in 1866 by

German biologist Ernest Haeckel (1834-1919). The occurrence repetition theory argues

that "ontogeny" repeats "phylogeny," and to explain this further, Haeckel's argument

was that birds' beaks and fish gills appeared in the development of human embryos

which have evolved through fish, amphibians, reptiles, and mammals. However, there

was opposition to this. Michael Richardson, a professor of biology at Leyden University

in the Netherlands with other international experts collected and studied the embryos of

39 organisms from around the world. They reported the outcomes in the article, *There is*

no highly conserved embryonic stage in the vertebrates: implications for current

> *theories of evolution and development*, and published the results in *Science* [American
>
> Association for the Advancement of Science] in September 5, 1995. They pointed out
>
> the errors of Haeckel. Richardson and his research team argued that Haeckel
>
> manipulated the images up to 10 times more than the actual embryos, adding, deleting
>
> and modifying pictures. To this day, Haeckel's manipulated embryo drawings which are
>
> still published in many biology textbooks and taught to students. Its use needs to be
>
> questioned regarding its suitability in the field of education. (Sooji's writing in her diary
>
> entry, 6/4/2017)

Rather than immediately complaining about Haeckel's work in school textbooks, she adopted the argumentative approach to present an opposing argument prior to displaying the counterargument or rebuttal. For her counterargument, instead of simply expressing her own views, as might be expected in diary writing, she relied on an outside source of evidence: a book called "창조과학 (*Creationism)*" in which the author, Michael K. Richardson, reported on his research describing what he called Haeckel's fallacy and manipulation. Here, too, she used a school-based practice she had acquired for the writing of argumentative essays, one involving the use of textual sources.

Considering that she was the only audience for this diary entry, Sooji's use of in-school knowledge and skills was striking. In this purely voluntary diary writing, it would have been simpler for her to write some words of complaint about what had taken place in her biology class, but instead, she saw the value in moving what she had learned in school to her private diary writing. As such, Sooji in her diary writing employed the writing skills (argumentative writing, use of source text for evidence) learned at school

for expressing her ideas and opinions. Thus, as Sooji encountered conflicts at home and in academic material, she expressed her personal opinions by employing the writing skills she learned at school. In this sense, Sooji was a strategic user of the school resources to relieve emotional tension and navigate personal conflicts.

4.3.1.2 *Korean online community*

One more key activity Sooji engaged in at home was her participation in the Korean online community, *Naver* 지식 IN (Naver-Knowledge-In). This online community was an important space to understand Sooji's personal life. Her participation in it was understandable, as it is the most popular place to ask and answer questions among Koreans in South Korea, and she had long been familiar with it. Typically, people post their questions and then a "지식인 (knowledgeable person)" responds to the questions. Anybody can post questions, responses or evaluations of answers—by clicking among the facial expression emoticons presented, such as "좋아요 (Like)," "유익해요 (Beneficial)," "재밌어요 (Fun)," "동의 못해요 (Can't agree)," and "광고 같아요 (Like an advertisement)," and/or by clicking "댓글 (Comment)" to post an evaluative comment. In order to participate in these three activities, users are required to have a *Naver* account. In addition, there are different levels of 지식인 (knowledgeable people) depending on the quantity and quality of their responding posts.

The webpage showed all of Sooji's responses she had uploaded along with their corresponding evaluations since she first started in August 2011. Also, it displayed the number of her answers selected as *useful information*, and her social rank in this community based on her contributions. This information revealed that Sooji was an

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active and productive participant in the community, despite the fact that she was no longer living in Korea. This situation suggests that her ties to Korea remained strong as she continued building her new life in the United States. It was easy to see her commitment to this activity in her comment that "일주일에 1-2번 정도 하루에 몇 번씩 올릴 때도 있고, 지금까지 올린 답변이 1000개쯤 되고, 그 중에 491개가 채택된 거죠. 지금 등급이 "지존"인데 답변을 더 하면 다음 등급으로 넘어가는데, 뿌듯해 가지고" ("I sometimes uploaded once or twice a week or even several times a day, and I have so far posted about 1000 answers, and 491 answers were selected as *useful information*. My current rank is "top," and I will be moving to the next rank if I upload more responses, and I am proud of myself") (Interview, 5/21/2017). In this sense, she was very pleased to see her contributions to this online community. The length of her responses varied depending on the questions, from short responses with a few sentences to long responses with a few paragraphs. It is worth noting that her Korean texts were highly succinct and formal in terms of her use of academic terms and syntax. Her high-level Korean literacy proficiency enabled her to convey her knowledge acquired in school to this Korean community as an expert.

In this community, Sooji played the role of a 지식인 (*knowledgeable person*) in answering questions and by providing relevant information to people she did know. She uploaded her responses to questions related to a wide range of topics, such as "반려동물 (pet animals)," "북한 (North Korea)," "남북통일 (South-North Korea reunification)," and "화장 (make-up)." Previously, she set these keywords as her interests. She had been participating in this activity since 2011, that is, before immigrating to the U.S. Her participation in the community broadened when she felt that she had enough school

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experiences and English skills to add two more keywords: "미국고등학교 (American high school)" and "생활영어 (English in life)." In February 2016, she posted her first response to a question with the keyword, "American high school." Thus, based on her prior writing activities in this community, Sooji believed that information and commentary about her school experiences in the U.S. would be valuable to some members of the online community. In other words, Sooji saw her school knowledge as a resource, and she was well aware of how to use it in this Korean community.

One interesting part of this activity was that when her response to a question was selected as useful information by the questioner, she earned one "빈 (bean)" as a monetary reward. In the context of this community, where evaluations of commentary were part of the response process, this was an acknowledgement of her expertise. In this way, Sooji's contributions were recognized by community members as well as rewarded financially. She had accumulated these beans and donated them to particular organizations, such as shelters for abandoned dogs, or she donated Yeontan (large coal briquettes used in South Korea for cooking and home heating) to the elderly living alone in South Korea. After donating to the dog shelter, Sooji received an email informing her that they used the money to fix up the animals' living space, along with the photos of the work. As someone who enjoyed recognition, this must have mattered to her.

As already noted, Sooji sometimes employed school-related resources while participating in this online community. People who posted questions with the keyword, "American high school," were mostly middle/high school students in South Korea. During the current study, Sooji had mostly responded to questions related to the

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American academic curriculum (e.g., ESL and math classes, advanced classes: IB, AP, honors, graduate requirements), preparation for college applications (e.g., SAT, application essay), extracurricular activities (e.g., voluntary work, sports, club activities), student life (e.g., school hours, students' dress/make-up, home-coming/prom), and so on. This kind of information would be valuable to Korean students preparing to immigrate to the U.S.

For example, a Korean high school student immigrating to Hawaii uploaded her concerns to the *Naver* site, and in responding to her, Sooji drew upon her school-related resources to provide the information below:

Questioner:	제가 미국고등학교 11 학년으로 가거든요. 8 월입학인데 솔직히 아는 게 전혀 없어요. 학교에서 시간표를 짜라고 이메일이 왔는데 무슨 과목을 들어야 할지 모르겠어요 ㅠ 대학은 문과 서비스나 marketing 쪽 생각 중이고 수학 과학 진짜 못합니다. 11 학년이라 걱정도 되고 막막하네요. 하와이 대학 마노아쪽 목표인데 거기 학교입학 하려면 어떤 방법이 가장 괜찮은지도 알려주세요!!?
Sooji:	수학과 과학은 regular 레벨 수업을 들으시고요. 나머지는 graduation requirement 에 맞춰서 수강하세요. 여름에 계절학기 듣는 방법도 있습니다. 커뮤니케이션 관련 학과를 생각 중이시라면 psychology (심리학)을 듣는 걸 추천 드립니다. 말씀하신 University of Hawaii Manoa 모집결과를 보면 입학생의 평균 GPA 는 3.46, 평균 ACT 점수는 36 점 만점에 28 점, 평균 SAT 점수는 1600 만점에 1206 점이었습니다. 학점 관리하시고, ACT 나 SAT 준비하셔서 치시고, 좋은 letters of recommendation 과 기타 활동 (봉사, 스포츠나 학교 클럽 등)을 준비하시면 됩니다. 2015 년 기준 UH 의 입학경쟁률은 81%로 미국 평균보다 낮은 편입니다.

Questioner: 답변내용이 많은 도움되었습니다. (Sooji's writing in Korean online community,
                6/17/2017)

Questioner: I'm going to be in the 11th grade in an American high school. I am enrolling in
                this coming August, but honestly, I know nothing. The school sent me an email,
                requesting me to sign up for classes, but I don't know what subjects to take.
                (crying emoticon) For my higher education, I'm thinking of studying in the
                service industry or in marketing; I am really bad at math and science. Being an
                11th grader, I'm worried and I don't know what to do. My goal is to get into the
                University of Hawaii Manoa. Please tell me what is the best way to enter the
                school!!?

Sooji: Please take regular level classes in math and science. Take the rest classes
                according to the graduation requirement. There is also a way to take classes in
                summer. If you are considering a field related to communications, I recommend
                taking psychology. According to the results of the University of Hawaii Manoa
                recruitment, the average GPA of the students was 3.46, the average ACT score
                was 28 points out of 36, and the average SAT score was 1206 points out of 1600.
                You need to manage your GPA, take the ACT or SAT, prepare good letters of
                recommendation, and participate in extracurricular activities (e.g., voluntary
                work, sports or school clubs). In 2015, the entry competitiveness of UH was
                81%, which is lower than the US average.

Questioner: The answers were really helpful. (Sooji's writing in Korean online community,
                6/17/2017)

As previously stated, Sooji used her academic life as a resource while participating in this Korean online community. In this particular situation, she appeared to respond confidently and from first-hand knowledge concerning the American high school system. It was clear that she knew how that system operated. Especially noteworthy was the extensive information she had gathered about the University of Hawaii Manoa. Sooji had taken the time to go to the school's website and gather the kinds of information the questioner needed, as if this was a homework assignment she was completing where she located and cited an academic source text. Thus, it was the kind of process she knew well as a student, and she connected it to her life away from school. As such, resources from her school life enabled her to display her expertise in the Korean online community. Furthermore, there was an academic tone in the way she conveyed the information she had obtained. To this future immigrant Korean student, and others reading the exchange, Sooji looked like an "expert." Not surprisingly, Sooji's responses were categorized as *useful information* by the questioner, and she once again earned one bean as a reward.

In addition to the academic curriculum, Sooji used her academic content knowledge about the U.S. government system, which she learned at school, to respond to the following online question, as shown below:

Questioner:	우리나라 대통령제는 대통령한테 권력이 집중됐다고들 하던데, 한국 정치 체제와 비교해서 미국대통령의 권한과 국회의 권한이 어떻게 다른 가요?"
Sooji:	미국은 행정부, 입법부, 사법부 간의 삼권분립이 철저하게 이루어져 있습니다. 그 말인 즉 슨, 행정부, 입법부, 사법부가 각각 다른 권리를 가지고 있어 한쪽의 권력이 강해지면 막을 수 있는 권리가 있고 서로와 동등하다는 것입니다. 아무리 대통령이라고 하여도

Questioner: 좋은 답변 덕분에 지식 iN 이 더 풍요로워진 것 같아요! (Sooji's writing in Korean

online community, 4/1/2017)

Questioner: It says that according to our presidential system in Korea the power is

concentrated in the president. How is the power of the president in the US

different from the power of the US Congress according to the US political

system?

Sooji: The United States has *thorough* separation between the three branches of

government: the executive, legislative and judicial branches. That is to say, the

administration, the legislature, and the judiciary have different rights, so that if

one side of the power becomes strong, the rest have the right to stop and the

branches need to be equal to each other. Even if he/she may be the president, that

doesn't mean they can do whatever they want. In fact, when the US President

Donald Trump put the new immigration law into practice, the Supreme Court

suspended it, by issuing an unconstitutional ruling.

Questioner: Thanks for the good answer, I think answers like yours make this community

more enriching and informative! (Sooji's writing in Korean online community,

4/1/2017)

To answer this question, Sooji used formal knowledge about the notion of "the

separation of the three branches of the federal government" she had learned in her social

studies class, as if she was addressing a question from a teacher or writing a response as a

homework task. Her answer was informative, and her tone was once again authoritative

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and academic-sounding. She also used her knowledge of formal argument to support her statements. As such, Sooji's content knowledge acquired at school was an important resource for participation in this community. This response, too, was classified as *useful information,* and the questioner wrote her a complimentary comment ("Thanks for the good answer, I think answers like yours make this community more enriching and informative!"), thus validating her contributions to this online community.

Next, in responding to a question about the role of rote learning in the US school system, Sooji once again connected her school-related knowledge to personal, online activity, as this example illustrates:

Questioner:	한국은 반복 암기를 하잖아요. 미국 시험을 잘 보기 위해 항상 암기를 꾸준히 하나요? 암기가 차지하는 비중이 어느 정도인지 알고 싶습니다.
Sooji:	어느 나라에서 교육을 받아도 최소한의 암기는 필요하죠. 그건 미국도 마찬가지입니다. 하지만, 미국은 한국처럼 무작정 암기만 시키지는 않습니다. 문학 작품을 읽고 그걸 분석하고 자신의 생각을 덧대어 설명을 할 줄 아는 능력을 더 중요하게 여깁니다. 예를 들어 남북전쟁에 대해 배운다고 하면 전쟁이 일어나게 된 배경, 전쟁에서 에이브라함 링컨같은 인물들이 끼친 영향, 전쟁이 끝난 후 미국 사회에 끼친 영향, 그래서 최종적으로 전쟁에서 우리가 배울 점은 무엇인지 등을 배웁니다. 대부분의 미국인들이 남북전쟁이 언제였나요? 하면 음...1860 년쯤? 19 세기 후반? 이라고 생각합니다. 미국에서 중고등학교를 나온 학생의 입장으로 봤을 때, 암기와 서술(주관식)의 비율은 4:6 정도 된다고 생각합니다. 많아봤자 5:5? (Sooji's writing in Korean online community, 1/11/2018)

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Questioner:	In Korea we do rote memorization. To prepare for the tests in the US, do you constantly memorize? I want to know how much the memorization plays a part [in American schools].
Sooji:	Education in any country requires minimal memorization. It is the same in the United States. However, schools in the United States do not ask you to memorize just like those in South Korea. It is more important to analyze and explain by adding your own ideas after reading literary works. For example, if you study the Civil War, you might learn about the background of the war, the influence of characters such as Abraham Lincoln, his influence on the American society after the war, and in the end, what we learned from the war. If one is asked, when was the Civil War? Most Americans would respond "well, um ... about 1860? Late 19th century? I think". Based on my experiences, I think the ratio of rote learning and narrative supporting is about 4: 6, or at most 5: 5? (Sooji's writing in Korean online community, 1/11/2018)

This was a very interesting case of Sooji drawing on both her Korean and American school backgrounds to be an informative source in her life away from school. Instead of maintaining a rigid separation between her academic and personal lives, Sooji seemed to relish the opportunity to use her academic background in two countries as a resource bridging the two worlds. She also continued to express herself in an academic tone that once again helped her appear as an expert on the topic being addressed.

Reflecting on this overall situation of using her academic resources in her personal life, Sooji offered the following interview comments:

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"저는 육체적으로 일을 한 것도 아니고 이런데 그냥 내가 아는 거를 누군가에게 나눠 졌다는 것만으로도 이게 내가 진짜 돈 화폐 이런 것도 생기고 그거로 진짜 누군가를 어떤 도와줬다는 게 기분이 좋은 거 같아요. 저도 예전에는 Instagram 했었는데 그냥 하는게 문제가 아니라 다른 사람들은 이렇게 행복하게 살고 막 비싸고 예쁜옷 입고, 몸매도 좋고 돈도 많은데 나는 왜 이럴까 하는 생각이 들더라구요 그래서 자꾸 막 비교하게 되고 그래서 Instagram 계정 없앴어요."

(Interview, 5/21/2017) "I did not work physically in fact, but I made money just by sharing the knowledge I have with others, and I am very happy about the fact that I also helped someone with the money I have earned [by donating the beans/money to non-profit organizations]. I used to do Instagram in the past. The problem was that I kept comparing myself with others on Instagram, who were in good shape and wealthy, who wore expensive and pretty clothes, and lived seemingly happily. This caused me to wonder why I am living like this, so I deleted my Instagram account." (Interview, 5/21/2017)

Her comments suggest that Sooji was proud of herself as she operated in this 'expert' role in her personal life. Also intriguing is her self-critical comparison between her Instagram and Naver community settings. These comments draw attention to how strongly her online community activity impacted on her and thus help explain why she may have enjoyed using her academic background resources in her personal life.

One more interesting and meaningful activity in relation to the key online term, "American high school," was her engagement with a multimodal activity to present an "American high school" visually. In response to online questions about American high schools, Sooji videotaped a typical school day, capturing her classes from 1st to 8th period and the cafeteria in her school. After editing the footage into a 3-minute video, she uploaded it to YouTube and shared the link with questioners on *Naver*. In this situation,

she went to great lengths to draw from her academic world a resource of value in her personal world. This response required considerable engagement on her part and thus signifies how important it was to her to make productive use of resources available to her as she moved between her academic and personal lives. The interview comments that follow highlight the significance of this situation to her:

> "여기 학교에서 공부도 못하고 성적도 안 좋은데, 여기서는 제가 남에게 내가 알고 있는 정보나 지식을 줘서 도움을 주고, 또 기부도 하고, 그나마 이런 거라도 할 수 있어서 제가 쓸모 있고 가치 있는 사람이라고 느껴요." (Field notes, 12/5/2017) "I am poor at school and my grades are bad, but in this Korean online community, I can help others by providing information and knowledge I know and I am feeling very good by the fact that I help other and can make donations. By participating in this activity, I feel like that I'm a useful, worthy, and valuable person [although I don't have such a sense of myself at school in the US]." (Field notes, 12/5/2017)

As her comments above indicate, Sooji had a problem with self-esteem in her academic life because of her low academic achievement and sense of isolation within her school, but by participating in and contributing to this Korean online community, she thought of herself as a "useful and worthy person." In other words, Sooji was making an effort to improve her self-respect and confidence she lost in her academic life by engaging in this kind of writing activity in her personal life. Here, Sooji was well aware of how to use her in-school resources in her personal life in order to recover her self-esteem.

4.3.1.3 *Interaction with pen pals*

To increase her interaction with people outside school, Sooji had made two pen pal friends from France and Poland. Regarding this situation, she said: "pen pal 싸이트가 있어요.

그 싸이트에 가서 프로필 보고 나는 얘랑 친구하고 싶다고 내가 이멜을 보내서" ("There is a pen pal site. I went onto the site and looked at the profiles posted, and I sent them emails saying that I wanted to be their friends.") (Interview, 4/30/2017). That she took the initiative to do this sheds light on her personal life as well as her personality. To develop a friendship with them, Sooji engaged in online chatting from time to time, and on holidays, such as Christmas, she sent them post cards with small gifts. In particular, when her Polish friend wanted to visit South Korea over the summer in 2018, she created a file titled "Places to Visit in South Korea" in English on the Evernote (a mobile app for taking notes, organizing, and archiving). This included photos and a short description of worthwhile places to visit, as well as information about shopping and eating, "Nanta" shows (Korean non-verbal comedy shows), festivals, and so on. This was a considerable investment on her part in terms of time and effort and illustrates how important this pen pal involvement was to her, and she approached it as she would an important school assignment.

Regarding her French pen pal, when Sooji needed help with her school assignments in her French class, she often turned to this pen friend and initiated online chatting to ask for grammar corrections in her writing. For example, for her presentation on a situation of an overnight camping trip in a national park in France, Sooji composed nine sentences in French by herself. Then, she sent the text to her French friend and initiated online chatting to check her grammatical errors. Hence, drawing on her school resources (e.g., English, French), she was able to develop friendships with others outside her world at school. Through the interactions with her pen friends, Sooji became more interested in their culture, and this experience gave her the idea to create a pen pal project so that her

friends at school would have an opportunity to learn about other cultures, like Korean

culture, through correspondence with Korean high school students. I will further describe

this literacy event later in an extracurricular context.

4.3.2 Sooji's personal literacy activities in extracurricular contexts

As described earlier, Sooji's personal life included two contexts for the purposes of

this study: home and extracurricular contexts (after-school club activities). In this section,

I examine her activities in the extracurricular contexts, mostly around her after-school

club activities, as these were deemed part of her personal life rather than her academic

life because they addressed personal needs and purposes, even though they occurred at

her school.

One critical issue in Sooji's personal life was that she had almost no friends at

school, although she had lived in the same neighborhood and school district near her

home for four and half years since immigrating to the U.S. This was a serious problem

with which she struggled. According to Sooji, this was due to the fact that over 90

percent of the student population was white. She claimed that her school mostly consisted

of middle or upper-class white families, and thus socially, other cultures and students

with different backgrounds were not accepted easily. She further explained that the

activities related to racial minorities' cultures, such as listening to K-pop (popular music

from Korea) and watching Japanese anime or Bollywood films, were heavily looked

down upon by the majority of the students. There were almost no US-born or Korean

immigrant students like her in her school, and so Sooji felt excluded at school. Having

experienced bullying as a student in Korea, Sooji was likely especially sensitive to such conditions.

As a way to meet and interact with people, she joined various clubs at school and participated in their regular after-school meetings almost every day: Art Club (crafting) on Mondays, Korean Culture Club on Tuesdays, Culture and Diversity Club (which discussed LGBT issues) on Wednesdays, and Interact Club (helping people) on Fridays. In addition to these activities at her school, she also joined the Rotary Club outside of school to meet her peers. Among these clubs, she especially invested in the Culture and Diversity Club, Korean Culture Club, and Rotary Club.

Sooji actively participated in the Culture and Diversity Club in order to teach others about 'diversity', as she stated in an interview: "학교에 얼마나 diversity 가 있는지 좀 알려주고 싶고" ("To inform other students on the diversity presented at school"). This club was a place where she felt she was "제대로 accepted 된다는 느낌을 받아요." ("truly accepted") (Interview, 4/30/2017) by attempting to introduce Korean culture to the club members. However, she recognized that this Culture and Diversity Club dealt primarily with issues related to LGBT individuals and racism, and she saw little space there to talk about Korean culture with the members. So, Sooji felt a need to have a separate club about Korean culture that would provide a "safe-space" for students who were a part of, or those who simply wanted to enjoy, Korean culture at school.

Also noteworthy, and as will be discussed later, was Sooji's interest in creating pen pals exchanges that related to club activity. This interest was a by-product of her creation of her pen pal relationships with students in France and Poland. Her enjoyment of those

interactions led her to want to create similar activities in school in her after-school

activity. Similarly, to share her valuable experiences from the foreign exchange program

outside of school, Sooji engaged in a literacy event aimed at promoting the Rotary Youth

Exchange Program in school.

Each of these club involvements is now examined in greater detail to illustrate the

overlap between her personal and academic lives.

4.3.2.1 *Korean Culture Club*

Creation of the Korean Club was an important step for Sooji. She felt that others

excluded her at school due to a lack of representation of her Korean heritage. To

counteract this, and to add more diversity, she decided to create the Korean Culture Club.

To do so, she submitted a Club Application form (Appendix A), which was required to

provide club-related information, including the club name, applicant name, club adviser,

meeting day/time/place, club goals, club description, and possible fundraising activities.

Eventually, she began the club early in the year 2017 and operated as its leader. She later

changed the name from "Korean Club" to "Korean Culture Club," as she was the only

Korean in it. In this sense, the activities in the Korean club should be seen as her effort to

tackle one of her problems as well as pursue one of her personal goals: confronting

uniformity and promoting diversity inside the school. Here she once again chose to use

academic resources to facilitate her personal activities.

As already noted, Sooji played a leadership role in this club as its founding

member and leader. Earlier in 2017, there was a "culture fair" at school, which was

associated with the Culture and Diversity Club, and Sooji was in charge of introducing

Korean culture. She saw this as an excellent opportunity to introduce the new Korean club and to promote club membership. For this purpose, she needed Korean cultural items to display, so she sent a long email to the Korean Culture Center in New York to request artifacts she could use; she explained where she was going to use them and, surprisingly, they sent her several boxes of items (e.g., posters, calendars, magnets, and DVDs). This is an excerpt from her email to the Korean Culture Center:

한국문화와 관련된 물품을 구하기가 어려워 고민하던 중, 제 어머니가 잠깐 계셨던 콜럼버스 한국학교에서 주미대사관의 한국문화원에서 윷놀이와 같은 한국 문화와 관련된 물품을 지원받았던 것이 기억이 나 염치를 무릅쓰고 이메일을 드립니다. (Sooji's emailing to Korean Cultural Center, 2/8/2017)

While I am worried that it will be difficult to get Korean culture items, I am sending you this email because I remembered that my mother had been in Korean School in Columbus for a while, and they had received some support of Korean cultural items such as Yut Nori [Korean traditional board game], from the Korean Cultural Service in the Embassy of the Republic of Korea. (Sooji's email to Korean Cultural Center, 2/8/2017)

As the leader of the club, not only did she prepare snacks for her members, but she also designed PowerPoint slides to introduce Korean culture to the 5 to 7 club members in their regular meeting once a week on Tuesdays. While participating in my research, she created different PowerPoint slides for presentations one to three times a month, an indicator of how important this club was to her. She created each PPT with 6-14 slides, and the contents of the PPT slides varied. They included the Korean alphabet, geography of South Korea, traditional costumes, information about housing, Korean holidays, the Korean SAT exam, K-pop music, a typical day in a Korean high school, and a short video

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clip capturing the day of the College Entrance Exam in South Korea, which is an extremely important day there. Other materials included recipes of Korean holiday dishes and PPT slides showing UNESCO world heritage sites in Korea. Such activity highlighted her continuing identification with Korea and her Korean heritage, and it was noteworthy that she wanted to connect these feelings to something related to her school life. Sooji's feelings about this situation were captured in part in the following comments: "애들한테는 내가 한국을 대표하는 사람이고 그래서 더 책임감을 갖고 하는 거 같아요." ("To the club members, I'm the representative of Korea, and because of that I have more responsibility in club activities.") (Interview, 5/25/2017).

Also interesting in this case was how she transferred school-based knowledge and skills—how to develop informative and effective PowerPoint presentations—to a non-school context: the Korean Club meetings. Instead of casually sharing information verbally, she constructed elaborate PPT slides in the way she would if completing a course assignment to fulfill her personal sense of the importance of this club and her self-perceived responsibilities as its Korean leader.

Elaborating on this point, one notable presentation Sooji gave to the club members concerned the Korean alphabet, called Hangul. She was very proud of the Korean writing system, and she introduced "한글 Hangul - the Korean alphabet" in club meetings twice, once in spring, 2017, and another time in August 2017 for the new members. For this presentation, she created four slides. She introduced background information about the Korean alphabet in the first slide, then she presented the two tables of the vowels and consonants in the Korean alphabet in the next two slides. Finally, on the last slide, she

explained how the vowels and consonants work together to make one syllable. She

illustrated this by using her Korean name as an example. Her first slide was the

following:

Figure 4.1: Sooji's PPT slide on the Korean Alphabets in Korean Culture Club

To introduce the Korean alphabet, Sooji wanted to include three key pieces of

information: First, information about King Sejong, who created it; second, background

information about why he created it; and third, how the shape of the Korean alphabet was

created by copying the appearance of vocal organs. To compose the text of the slide,

Sooji drew on the following information from Wikipedia:

> The project was completed in late 1443 or early 1444 and published in 1446 in a
>
> document titled Hunmin jeong-eum "The Proper Sounds for the Education of the
>
> People", after which the alphabet itself was named. Sejong explained that he created the

new script because the existing *idu* system, based on Chinese characters, was not a good fit for the Korean language and were so difficult that only privileged male aristocrats *(yangban)* could afford the time and education to learn to read and write fluently. The vast majority of Koreans were left effectively illiterate. The Korean alphabet, on the other hand, was designed so that even a commoner with little education could learn to read and write. The Korean alphabet, on the other hand, was designed so that even a commoner with little education could learn to read and write: "A wise man can acquaint himself with them before the morning is over; a stupid man can learn them in the space of ten days." (Textual source from Wikipedia)

What stands out in this situation is how, despite its personal nature, Sooji treated it as she would if she were giving a presentation in a class. In other words, she approached it as an academic activity and so drew upon academically-oriented materials, in the process connecting her personal and academic lives. For example, she removed unnecessary words and phrases from each sentence in the Wikipedia entry, and she shortened the original text into simple sentences without changing the basic meaning. Sooji called this "paraphrasing," an activity performed for academic purposes. In this manner, she created the text that fit the genre of her presentation, and in doing so linked her personal and academic lives while utilizing what amounted to a school-based resource.

Also interesting is that Sooji already possessed the knowledge displayed in the Wikipedia entry, as she acquired this information long before as a student in Korea. According to Sooji, she needed to confirm her knowledge (e.g., the year Hangul created), by referring to a trustworthy source (Sooji seemed to believe that Wikipedia was a trusted

source). Moreover, textual borrowing helped her use formal English—not "broken English." This linguistic aspect was very important in her presentation, as reflected in her comment, "발표할 때 문법이 틀렸을 까봐 걱정을 많이 해요. 애들이 들으면서 다 평가를 해서" ("When presenting, I am very self-conscious about making any grammatical errors. Students evaluate me when listening to my presentation") (Interview, 12/14/2017). In this sense, Sooji had a degree of language anxiety, and the act of textual borrowing helped her look more professional in front of the members as well as give her confidence in her presentation. In her use of textual borrowing (including paraphrasing), the use of formal English, and the employment of trusted information, Sooji was imitating the kinds of actions normally associated with school-based academic activity.

An especially noteworthy presentation Sooji gave to the club members was about the Japanese Rising Sun Flag (RSF). According to Sooji, she was shocked when seeing students at school wearing clothes or shoes with the Rising Sun Flag (RSF), a military flag and insignia of the Japanese Self Defense Forces and military forces of Japan. During WWII, this RSF symbolized the imperialistic and militaristic behavior of Japan, much like Nazi Germany's iron cross. Sooji assumed that students in her school were ignorant about the real meaning of this material. An important backdrop in this case was something that occurred during her AP World History class in her sophomore year, where the class dealt with the similarities between two historical events: Japan's rape of Nanking and Nazi Germany's Holocaust; however, the RSF associated with Japan's horrible acts of violence against humanity was missing. This was especially troubling for her in light of Japan's colonization of Korea in the years before WWII. Thus, she

complained that the content of Korean history was completely excluded in this course. To Sooji, students wearing the RSF material was a critical issue in light of this background, and this was troubling enough to her to arrange a meeting with the school principal to discuss the matter.

 Regarding this situation, Sooji made the following comments during an interview: "저는 이런 문양의 옷을 입고 다니는 애들을 많이 봤는데 이게 사실은 역사적으로 안 좋은 일이 있었고 난징대학살도 있고, 이거 의미를 모르는 거 같다고, Hakenkreuz 를 입지는 않을거 아니에요라고 얘기했더니, 자기도 history major 인데 욱일기 잘 모른다고 하더라구요." ("[I told the principal that] I've seen many kids wearing [shirts and sneakers] with this [RSF] at school, which is actually involved in horrible historical events such as the Rape of Nanjing, and it seems that students just don't know what RSF is otherwise they would not wear Hakenkreuz. The principal told me that he studied history as a major in college, but he did not know about the RSF." (Interview, 5/9/2017).

Sooji hoped that the principal would take this issue seriously and address the students' use of the flag, but she was very disappointed to find that the principal chose not to do so.

After the meeting with the principal, Sooji felt a strong sense of duty to inform students in her school about the historical background of the flag, and she decided, first, to tell the members of the Korean Culture Club. To do that, she created six PowerPoint slides explaining why the RSF should not be used. Sooji wanted her peers to learn that the RSF represents political regimes that conducted horrible acts of violence against humanity. Below in Figure 4.2 are two slides concerning the RSF that she created:

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Figure 4.2: Sooji's PPT slides on RSF in Korean Culture Club

In her presentation, Sooji showed the first slide, containing the Rising Sun Flag (RSF),

and repeated the same question several times in order to attract the members' attention.

Then, in the second slide, she compared Hakenkreuz to the RSF by placing them next to

each other so the members could easily understand what the RSF symbolized. Based

upon their prior learning experiences at school, the club members were able to recognize

the meaning of Hakenkreuz. Sooji explained that "RSF was used by the Japanese military

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during the imperialism era and WWII" (Sooji's PPT slides on the RSF text). To present a

tragic historical event connected to this flag, Sooji moved a school resource from her AP

World History class to the Korean Culture Club, by writing that "Nanjing Massacre –

300,000 Chinese civilians murdered." For her audience, she intentionally used the Rape

of Nanking because she knew that this topic was addressed in the AP World History class

in her sophomore year. Similarly, Sooji chose to use Japanese Unit 731 (that is, covert

warfare research that the Japanese Army Unit 731 undertook to lethally experiment on

humans during WWII). She presented this to connect the RSF to another deplorable

event: the Nazis' human experiments on Jews in concentration camps. As such, in this

slide, she wanted to explain to the club members that RSF is the same as the Nazi's

Hakenkreuz. Figure 4.3 displays the visual material she then used, along with the

accompanying text:

Everyone knows what Hakenkreuz means,
and **no one** dares to use Hakenkreuz on anything.
In Germany, the use of Hakenkreuz is prohibited by
law.

But…?

Figure 4.3: Sooji's PPT slides on RSF in Korean Culture Club

While she showed these photos of the victims, Sooji told the audience that

"everyone knows what Hakenkreuz means, and no one dares to use it on anything"

(Sooji's PPT slides on RSF text). To present the seriousness of the use of Nazi symbol,

she brought it into the context of Germany, by composing, "in Germany, the use of the

Nazi symbol was prohibited by law." She then displayed the use of the RSF in popular

culture in the U.S. among large sports brands and celebrities, as presented in the slide

shown in Figure 4.4. Sooji pointed out a contradictory phenomenon here: they would not

use the Nazi flag, so why would they use the RSF? She accused the users of being

ignorant about the matter. As such, Sooji argued in her presentation that the RSF is the

same as the Nazi flag, so the use of RSF should be banned. As this took place, not only

did Sooji encourage the members to inform others in the school, but she also urged the

club members to participate in the Rising Sun Flag Awareness Campaign by sending

letters to large corporations to ask them "to refrain from using RSF on their products"

(also in Figure 4.4).

Figure 4.4: Sooji's PPT slides on RSF in Korean Culture Club

Noteworthy in this situation is how Sooji connected academic-type activity and resources with an issue that was significant to her personally. Notably, this included techniques of argumentation, just as she had done in her personal diary writing. This situation involving the RSF materials was an especially striking example of this kind of

personally motivated resource use on her part, and it also connected strongly to her

Korean identity in light of Japan's colonization of Korea and treatment of Korea's

citizens during that time. This level of engagement also draws attention to Sooji's

situatedness as an immigrant student struggling to find her place in a school setting where

her Korean background left her juxtaposed against the surrounding school environment.

Her significant investment in the Korean Club was a major way for her to address this

situation. By blaming the users of RSF, and even leading the club members to participate

in the RSF Awareness Campaign, Sooji was able to relieve her personal annoyance and

resentment, and she did so while drawing on the kinds of resources typically used for

school-base presentations.

4.3.2.2 *Pen Pal Project*

Sooji felt she was genuinely accepted in the Culture and Diversity Club, and in a

regular meeting of the club, inspired by her personal pen pal interactions away from

school, she proposed a pen pal project, one that involved pairing the students in this club

with students in South Korea. She was very excited by the fact that her idea was accepted

by the other members as well as acknowledged by the club advisor. However, she then

faced the challenge of finding a high school in South Korea willing to participate in the

project. Sooji explored promotion/information video clips about Korean high schools on

the YouTube channel, and left comments, requesting involvement in her pen pal project.

In her comments, Sooji included a self-introduction, information about the pen pal

project, its potential positive effects, and ways to communicate for further discussion.

Specifically, she placed this information in several foreign language high school

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promotion/information video clips because she knew that students in those schools were recognized for their interest and talent in English and in American culture. One student who uploaded his high school promotional short video replied to Sooji's comments and helped her connect to his school project. What follows is Sooji's initial posting within a high school promotion/information video clip and the exchange that took place between her and the student in South Korea:

Sooji: 안녕하세요 저는 미국 오하이오주의 Jason High School 에 재학중인 Sooji 라고 합니다. 저희 학교의 Culture & Diversity Club 에서 외국학교 학생들과 펜팔교류를 하는 것을 추진하고 있는데 혹시 학교에 영어에 관심이 있는 학생들과 펜팔을 할 수 있는지 알아봐 주실 수 있을까요? 양측에게 좋은 문화교류의 장이 될 것으로 확신합니다. 한국 학교 구조상 이메일은 확인이 잘 안되는 듯하여 재학생 같으셔서 직접 부탁을 드립니다. 질문이나 자세한 discussion 은 카톡 또는 이메일로 부탁드리겠습니다. 답글 달아 주시면 관련 정보를 드리도록 하겠습니다. 감사합니다!

Student: 답글 확인했습니다! 아쉽게도 저는 졸업예정자이기때문에 교류활동에 참여하지 못하지만, 국제교류관련 동아리에게 이 안건에 대해 내일 이야기해보겠습니다. 또한 작성자분의 활동을 분석해보니, 저희 학교영상 이외에도 다른 학교분들에게 연락을 취하시려고 하신 것 같습니다만, 현재 작성자분의 댓글이 모두 스팸처리 되어있습니다. 이를 해결하신다면, 더 많은 분들과 교류가 가능하시리라 믿습니다 ^^

Sooji: 댓글 감사합니다! 스팸 처리된 것은 어떤 분이 제 댓글을 신고하셔서 그런 것 같습니다. 아마 며칠은 기다려야 할 것 같습니다^^;; 조언 감사합니다!

Student: 물어보고 왔습니다! 관련 선생님 말씀으로는, 펜팔 관련해서 추가적인 정보가 필요할 것 같습니다.
 필요한 인원 및 기간, 개인적인 활동인지 club 단위의 단체 교류인지, 연락처 등을 필요로 할 것 같습니다.

Sooji: 아 네! 우선 펜팔은 저희 클럽에서 단체로 교류를 하려고 하고 있습니다. 클럽 인원은 대략

10 에서 13 명 정도입니다만 저도 선생님과 멤버들에게 디테일을 finalize 해야 할 것 같습니다.

저희가 매번 펜팔을 하려고 할 때마다 학교를 찾는 게 워낙 어려워서 계획은 있었지만 세부적인

내용(참가 인원이나 학교 지원 문제 등)은 아직 확실하게 정해지지 않았습니다... 최대한 빨리

여쭤보고 말씀드리겠습니다. 번거롭게 해 드려 죄송합니다 :(

Student: 98jkle@gmail.com 으로 해당 정보를 주시면 됩니다

Sooji: 저희가 수요일에 미팅이 있었는데 다음 주 수요일에 또 미팅이 있거든요. 그때 클럽에서 다같이

얘기해보고 말씀드려도 될까요? 죄송합니다 ㅜㅠ

Student: 알겠습니다 ㅎㅎ

Sooji: 이메일 보내드렸습니다. 확인 부탁드립니다^^

(Sooji's posting comment for pen pal project on YouTube)

Sooji: Hello I am Sooji from Jason High School (pseudonym) in Ohio, USA. The Culture and

Diversity club in our school is planning to carry out a pen pal exchange project, and we

are looking for a partnering school. Could you please check and see if there are students

in your school who are interested in English and willing to participate as a pen pal? I

am sure that it would be an excellent opportunity for cultural exchange for both sides. It

does not look like Korean students tend to use their emails, so I am posting here. I

would like to further talk through KakaoTalk (free mobile instant messaging

application for smartphones) or e-mail if you have any questions or if you want to have

a detailed discussion. Please leave your contact information here, and I will give you

relevant information. Thank you!

Student: I have checked your posting! Unfortunately, I am planning to graduate, so I cannot

participate in the exchange activity, but I will talk about this agenda tomorrow to the

International Exchange Club at school. Additionally, analyzing your activities, it seems

that you had tried to contact other schools by leaving the posting other than this video

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of our school, but all of your postings were spammed. If you solve this problem, I

believe that you will be able to communicate with more people :)

Sooji: Thank you for your comment! It seems that someone reported my posting as spam.

Maybe I should wait a few days :) Thanks for the advice!

Student: I came back! According to the teacher in charge of the international exchange club at

school, we need additional information about this pen pal project, such as the number of

students to participate, duration, whether it is individual activity or group club activity,

and contact information.

Sooji: Ah Yes! First of all, this project would be running as a group exchange in our club. The

number of our club is about 10 to 13, but I need to finalize the details with the teacher

and the members. Every time we try to lead a pen pal project, it is so hard to find a

school, so we had a plan, but the details (such as the number of participants and school

support issues) have not been decided yet. I will ask them as soon as possible, and I will

tell you. Sorry for the inconvenience :(

Student: Please give it to 98jkle@gmail.com (pseudonym)

Sooji: We had a meeting this Wednesday, and we are having another meeting next

Wednesday. Can I reply to you after discussing in the next our club meeting? I am sorry

:(

Student: I see :)

Sooji: I have sent you an email. Please check it out :)

(Sooji's posting comment for pen pal project on YouTube)

This detailed exchange shows that Sooji was deeply invested in the formation of this

project. In addition to her desire to enrich diversity at her school, Sooji was seemingly

attempting to break through the isolation she felt at school, and so she used an electronic

resource to initiate her plans. It was especially interesting to see how she reached

between her initial world of education in Korea and her current one in America, thus

bridging the two. Also interesting was her personal background as someone who had

been bullied as a student in Korea, a background she was able to put aside for this

project, thus signifying its value to her. Although Sooji's initial postings were reported as

spam, so that it took her a long time to find a pen pal partner school in South Korea, she

persisted in her effort. Once this initial break-through occurred, Sooji acted as an

intermediary or go-between by collecting and sharing important information. To pair

students up appropriately, Sooji needed to gather certain information, such as their

partner preferences, and for this purpose, she created a pen-pal exchange registration

form (see Appendix B)

In this form, Sooji asked the participants to write their name, age, gender, areas of

interests, and preferences for their partner's age and gender. She sent this form to the

students in both schools, and fifteen students in Korea sent their registration forms to

Sooji. However, there were not enough students in the Culture and Diversity Club to pair

with, so she introduced this project to the Korean Culture Club, which agreed to join.

After receiving the registration forms, though, she found it very difficult to pair up

members because their areas of interest differed too much. As she explained:

"[관심분야에 관해서] 미국애들은 movie 이런 거였는데 한국 애들은 85%가 politics 아니면

international issue 이런거에요. 다 똑같이 적어 놓으니까 진짜 어떻게 matching 을 해야 될지 좀

짜증 났죠." (Interview, 4/30/2017) "[With regard to their interest areas], [I found that]

American kids were interested in such as movies, but 85% of Korean kids' interests were

politics or international issues. As they wrote the same, I felt frustrated because I didn't

know how to pair them up." (Interview, 4/30/2017)

Based upon this experience, she modified the registration form. In the new pen pal

registration form (Appendix C), she added a section asking for contact information, such

as email address and cell phone number for "WhatsApp." She also changed the section

"Areas of Interest (at least 3)" to "Short Self-Introduction: *Minimum of 5-6 sentences

please!", in order to obtain more information for pairing of the students. During the

pairing process, which occurred by email, Sooji requested them to send their pen friend at

least two photos: a photo of themselves and another photo of their room or their house.

From prior experiences with her own pen friends, Sooji found it difficult to start

communicating or corresponding with someone completely unknown, so she assumed

that showing a picture of their room was like showing a part of their life, and this may

help partners get to know each other. Collectively, all of these details reveal Sooji's deep

level of engagement in the club and her ability as well as commitment to carry out her

duties as the leader of the project. Notable here was how isolated and uncomfortable she

felt during regular school hours, surrounded by a nearly all-white student population, but

when she shifted to this after-school activity that took place in the same location—her

school—she emerged as a different person. And while this was not a formal school

project, she was indirectly using her school as a resource to connect the pen pals.

As a part of the pen pal project, Sooji also proposed a "Culture Box Project," which

involved sending partners cultural items that represent their country and culture, such as

their national flags, postcards, school supplies, snacks, and so on. Sooji had learned about this from her participation in the Interact Club at school, which had its own Culture Box Project with its Brazilian partners. She collected all the cultural items from the participants in her school and sent them to South Korea, and she also distributed the Culture Box she received from South Korea to the students at her school. This activity required considerable commitment and activity on her part.

Sooji led this project for more than a few months, inspired by her keen desire for students of both countries to have an opportunity to learn about another culture through this exchange activity. Sooji was the only bilingual speaker in the Culture and Diversity Club, and she recognized what she could do and how to use her bilingualism as a resource to lead and give students an opportunity to learn about Korean culture and to bring more diversity to the club. Thus, to achieve her aspirations, Sooji strategically used her school resources of academic and functional literacy skills to locate a partnering school and to communicate with different people in the partner school and her own school. Given the complexity of this project, from starting it to maintaining it, Sooji made extensive use of these resources, and while doing so, she fulfilled her own personal needs, especially as a kind of cultural ambassador between her American high school and the high school in Korea. As the chapter has shown, Sooji's personal identification with Korea had remained strong, even after a few years in America, and this project embodied the strength of that identification.

Sooji's comments that follow shed light on this situation:

"제가 한국 알리는 거 좋아하고, 한국인이 많지 않으니까 애네들에게는 내가 한국을 대표하는 사람이고 내가 어떻게 행동을 하느냐 어떻게 하느냐에 따라서 이사 람들이 한국에 나중에 가 볼 수도 있고 아니면 한국에 대해서 더 관심을 가져 줄 수도 있고 이런 게 있으니까 더 책임감을 갖고 Culture Fair, Koran Club, Asian Festival, pen pal project 하는 거 같아요. 애들이 장차 뭐 한국에 갈 수도 있으니까 그러면 한국관광객으로서 돈 쓰는거 뿐 아니라 좀 더 많은 사람들이 한국에 관심을 가져주면 위안부 문제라든가 독도 뭐 영해 이런 문제도 나중에 관심 가져 주고 애네들이 커서 뭐가 될 지 모르니까 이런 거 자체가 그냥 그런 그런게 좋아서, 그냥 대부분 국제적으로 봤을 때 중국이나 일본에 비해서 한국에 대한 관심이나 지식이 적잖아요. 그걸 제가 좀 할 수 있다는 게, 나는 작은 거지만 나는 엽서 나눠주고 이런 거 일수 있지만 그걸로 인해서 애들이 이걸 기억해 주면 굉장히 큰 의미일 거 같아요." (Interview, 5/25/2017). "I like introducing Korea culture to people, and since there are not many Koreans here, to them, I am a representative of Korea. Depending on how I behave, these people could later visit Korea or gain more interest in Korea. Due to these reasons, I take more responsibility and put more effort and involvement in activities such as the Culture Fair, Korean Club, the local Asian Festival, and pen pal project. Later on, in life, not only could these people visit to Korea and spend money, but more people could give more attention to South Korea and the kinds of conflicts with Japan, such as Japanese using Korean women as sex slaves during the Japanese imperialism and claiming Dokdo (Liancourt Rocks) as their territory, and so on. Nobody knows what will grow to become. Internationally, less attention has been given to Korea compared to Japan or China. Through the actions I'm doing, they may have small influences on people. It would still mean a lot for me if a few people would remember what I have shared about Korea." (Interview, 5/25/2017)

Looking over this area of involvement, Sooji started her club activities and made pen pal friends to increase her social interaction with people, have a safe place to enjoy

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and share Korean culture, and develop friendships. That is, she began to participate in these activities to solve her own problems and fill her own needs. She felt isolated at school and had problems in her home life, especially as an adolescent growing up in a country, culture, and language that were not her own. She was, in some ways, at odds with her personal circumstances, and productive use of the resources in her personal and school lives helped her cope with the conditions she faced.

As part of this process, it was especially important for her to inform her fellow students about Korea and its culture. As suggested earlier, she hoped that her acts would have a positive impact on South Korea; she expected that some of the American students who came to learn about Korea would play a role or get involved in the resolution of some of Korea's political issues and conflicts with Japan, or at least be sensitive to them. In other words, Sooji emphasized that her introduction of Korean culture was very meaningful and important work for the future of Korea. Sooji had developed this positive and constructive idea while living in an American neighborhood and school district where Korean culture was missing. As such, Sooji strategically used her academic and functional literacy resources and skills to enrich her personal life by improving her self-esteem and confidence.

4.3.2.3 *Rotary Youth Exchange Program*

An additional activity in which Sooji actively participated in the extracurricular context was the Rotary Youth Exchange Program during Summer 2017 through the Rotary Club (www.rotary.org) in Central Ohio (www.yue6690.org). Sooji first learned about this program from the Interact Club at school. She participated in this global

network of the youth exchange program to increase her social interaction. For example, in a monthly sleep-over meeting in the YMCA building, she met her peers from other schools in Central Ohio, as well as her peer students from other countries who stayed in the same area as exchange students. Interestingly Sooji, at this meeting, was perceived as an American by the students who would be going abroad. She introduced herself as a Korean-American when meeting students from other countries. During her participation in this exchange program, Sooji stayed abroad in Normandy, France for a month in between June and July 2017, and she and her French exchange student came back to the U.S. together and stayed in Sooji's home for another month in between July and August 2017. To participate in this program, she was required to produce a few essays: "What is Rotary," "My home country, U.S.," and "My host country, France." The production of these essays involved drawing upon the resource of the writing skills she had developed at school.

For her personal need and purpose, Sooji also drew upon her school resources to promote the Rotary Youth Exchange program, especially to freshmen and sophomores in her school. As part of this process, Sooji first designed an information sheet introducing the Rotary Youth Exchange Program (See Appendix D).

When creating this information sheet, Sooji considered the audience (freshmen and sophomores in her school), the context where this information would be presented, and its purpose. As seen below, she first listed the benefits of the exchange program:

Benefits of Exchange
- What's a better way to improve your language fluency than to live in that country?

> ● Viewed very, <u>very positively</u> on <u>college applications</u>
>
> ● Rare opportunity to receive scholarships to travel, meet new people, and experience new things! (Excerpts from the Information Sheet of Rotary Youth Exchange Program)

When presenting the benefits of the exchange, she composed a text that fit the genre by providing the essential information in a bullet-point approach to persuade the students to participate in this program. In this sense, Sooji used her academic and functional literacy skills to create text that fit for her audience, purpose, and context.

Specifically, Sooji used her school learning experience to create the information sheet. In particular, she found that her foreign exchange experience was very beneficial to use for her college application essay in her college English course (English 1100 Composition I) in Autumn 2018, as will be discussed in Chapter 5. Sooji wanted to use this school experience to promote the exchange program. Relying on this school resource, Sooji informed students that this exchange program would provide unique experiences to use when writing their college application essays, especially by underlining some key words in the text: "viewed very, very <u>positively</u> on <u>college applications</u>" (Sooji' writing in Information Sheet of Rotary Exchange Program text). Considering this genre of writing, she saw a need to add visual materials, such as photos, showing the students living abroad in this program. To obtain access to several photos, Sooji sent emails to her friends in exchange programs in Japan and Finland, requesting them to send her some photos taken with their exchange students.

After creating the information sheet, Sooji first introduced this program to her previous teachers and asked for their permission to use the first 10 minutes of their class

to introduce the program to their students. According to Sooji, she visited ten classrooms for a week and gave her presentation to over 200 students in total, promoting the exchange program and its benefits. In the interview, she told me the comments she made to the students as follows:

가격이 싸다. 너희들이 가는 수학 여행에 비해서 비용이 많이 싸다. $1,000 지원을 받기 때문에, 비행기 값 해서 total $1,500 면 현지에서 1 달 살 수 있다. 대학에서는 너의 diversity 경험 많이 본다. 대학 application essay 쓰기 참 좋다. (Interview, 12/5/2017).

It is not expensive. This program costs you much less than the school field trip. You can get $1,000 scholarship from the program. With $1,500, including the plane ticket, you can stay abroad for a month. College admission committees highly value your experiences with diversity, and this experience will be very advantageous for writing college application essays. (Interview, 12/5/2017)

To promote the program, Sooji kept thinking of how to persuade students to participate in this exchange. As her comments indicate, she emphasized its cost-effectiveness to "market" the program. Also, she encouraged students to participate by underscoring the importance of the "experiences of diversity" for their college application essay writing for applying for college. As such, Sooji strategically employed her in-school resources, such as academic English and functional literacy skills and her learning experience to promote the exchange program to freshmen and sophomore students in her school. She also continued to use argumentative techniques that were a part of her academic life. She also continued to connect to her deep interest in promoting diversity within her school.

Sooji's motivation to engage in and promote the exchange program was that she wished for more international students to come and stay in her school, and that the students in her school would be exposed to various cultures through the presence of diversity. In other words, Sooji wished that students at her school would be open to other cultures, diversity, and immigrant students like her. Also, she was motivated by the belief that increasing expose to other cultures would help the student body accept them. This idea was reflected in the following explanation:

"이게 단기 프로그램이 있고 장기 프로그램이 있는데 장기 교환학생을 한 명 보낼 때 마다 외국에서 장기 교환학생 한 명을 Jason 이 host 해야 하거든요. 애들이 많이 하면 할수록 국제학생이 많이 올 수 있으니까 그랬던 것 같아요. 그러면 Jason 애들도 다양한 문화를 접할 수 있으니까요." (Interview, 10/5/2017). "There is a short-term program and a long-term program. Every time we send one long-term exchange student, Jason high school (pseudonym) also has to host one international student as an exchange. The more students we send here, the more international students we can host. Then, Jason high school students can experience a variety of cultures." (Interview, 10/5/2017).

What is interesting to note in this activity is that Sooji alone designed the information sheet, obtained teachers' permission to use their class time to present the program to students, and scheduled the time for visiting the ten classrooms; interestingly, however, Sooji asked a friend of hers who was in the Rotary Club to accompany her while traveling to the classes. This was because Sooji feared to meet a situation where she might fail to respond to the questions asked by students in the question-and-answer sessions.

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Here we once again see Sooji investing deeply in a project that spoke to her personal needs, and yet took place within the school setting. In this case, she used the school itself as a resource while acting on her personal need to establish connections with others and perhaps provide a contrast to the unhappiness she was experiencing.

4.4 Summary of Chapter 4

This chapter presents findings concerning Sooji's strategic use of in-school resources for various activities important to her personally (as opposed to academically). An important theme that emerges from this is that while doing so, she was highly adept at intertwining her personal and academic lives. Faced with considerable tension in her home life that revolved in large part around her lack of academic success relative to the expectations for such success that she encountered within her family and in her church, while also feeling isolated at school, Sooji could have given in to despair. Instead, through her out-of-school and after school activities, and assisted by resources she had acquired at school, Sooji went to considerable efforts to construct a more positive environment for herself. Confronted by challenges, she looked for ways to stand up to them and overcome them, especially by making use of the school-related resources she possessed.

Collectively, all of this resource use was tied to addressing personal needs she felt as a struggling adolescent immigrant student, both at school and in her home life. Here another important theme that emerged was her motivation to act in purposeful ways, such as her careful use of academic argumentative techniques to communicate with herself in her diary writing. In this respect she proved to be not only adept at utilizing in-school

resources to meet personal needs, but highly strategic as well. That is, she recognized

opportunities to make school-based resources beneficial for personal purposes and

possessed the skills necessary to do so in strategic ways.

CHAPTER 5: Sooji's Use of Resources for Academic Purposes

5.1 Overview

This chapter shifts the focus to Sooji's use of resources to meet her academic needs and purposes. However, as with Chapter 4, it is important to remember that, for her, the boundaries between her personal and academic lives were fluid as opposed to clearly demarcated. Also, as explained in Chapter 4, the current study focused on her use of resources to help her mediate the challenges and needs she experienced as an adolescent immigrant student adjusting to a new culture, new educational system and academic setting, and a new set of what might be called life circumstances. Here the notion of 'resources' is also fluid, ranging among experiences, emotions, and physical artifacts. The purpose was to see how various resources were used to help her cope with situations she encountered in her life at school and away from school. In this chapter, the emphasis is on out-of-school resources Sooji drew upon as she completed various school assignments.

5.2 Sooji's Academic Life

5.2.1 Background information

According to Sooji's parents, she was very academically successful during her three years of middle school; she maintained close to a 4.0 grade point average and worked very hard. They further indicated that Sooji's investment of time and effort seemed to be

valued within the evaluative criteria used in her middle school. Thus, Sooji was able to make her initial transition to life in the United States under favorable conditions. However, this situation changed in high school, with her receiving B and C grades in the year before the current study, and then even lower grades during the current study. Thus, her academic performance declined, even though she had then spent more time in the United States.

While explaining this change, Sooji noted that her course load was heavy, especially since it was dominated by advanced level classes that required many reading and writing assignments and where the performance expectations were high. Among them, AP World History, Honors Biology, and Algebra II were identified as the most challenging. She often did not meet the assignment deadlines for the classes mentioned above and had to retake some exams due to failing grades on them. This was especially surprising for her given her Korean educational background where, as she explained: "한국에서는 출석만 하면 졸업이 되는데 엉엉 (In South Korea, school attendance is the only requirement for graduation [making crying sound])" (Field notes, 4/18/2017). Thus, this new situation constituted a dramatic change for her. However, Sooji "무조건 Honors 3 개는 들어야 되 (decided to take at least three honors classes)" (Interview, 4/30/2017) because this was recommended to her at a meeting regarding the high school curriculum for freshman students and their parents. As an example of the situation she was in, Sooji expressed regret over taking the advanced courses, because she earned a 2.87 grade point average for the 2017 spring semester, the lowest grade point average she had ever received in her school life.

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Sooji was, then, experiencing many challenges during this period, and the remainder of the chapter looks at how she utilized various resources especially those outside school, to cope with this set of circumstances.

5.2.2 Profile of Sooji's academic life

The nature of Sooji's literacy activities in some of the courses she took during the current study are shown in Table 5.1:

Courses	Key Writing Assignments
Spring 2017: *Honors English* (0.5 credit)	Reading 2 required novels and 4 major writing assignments: Explore-a-scene and analysis, Timed Thinking (expository writing), Janie's letter, Sophomore Summative Project (creating a video)
Autumn 2017: *College English 1100* (1 credit)	1) College Application Essay, 2) Critique an article provided, 3) Writing with Research, 4) Annotated Bibliography
Spring 2018: *Public Speaking* (0.5 credit)	Speeches: Bag speech, Review speech, Informative speech, Memorized-speech, Demonstration Speech, This-I-believe speech, Oral Interpretation speech, Persuasive speech, Impromptu speech

Table 5.1 Sooji's Course Information and Key Writing Assignments

During my data gathering period (from the middle of April 2017 to the middle of April 2018), I decided to focus on these three courses for the following reasons. One was

that the English Language Arts and Public Speaking courses were graduation

requirements, which meant it was especially important for Sooji to perform well in them.

The other was that these were the courses where she was most likely to use her literacy

skills and thus represented the best opportunity to observe her movement of resources

within her academic life, particularly her out-of-school resources. Each of these courses

is now introduced briefly to provide context for the rest of the chapter.

5.2.2.1 *Honors English in Spring 2017*

The graduation requirement for English was to earn a total of four credits, and Sooji,

in her sophomore year (10th grade), took the "Honors Sophomore Literature and

Composition" course (1 credit for the academic year) to help meet this requirement. For

Sooji, as a nonnative speaker of English still adjusting to the American educational

system and its nuances, this was an especially interesting course choice. This course

required students to showcase their writing ability relative to the specifications of the

Common Core State Standards for 10th grade students. For the Spring semester, the

students were required to read these two novels: *The Great Gatsby (*by F. Scott

Fitzgerald), and *Their Eyes Were Watching God* (by Zora Neale Hurston). Related to

these novels, there were four major writing assignments to submit, including the

"Explore-a-Scene and Analysis Project," "Timed Thinking" (expository writing), "Janie's

letter" (writing a personal letter as Janie to her imaginary future child), and the

"Sophomore Summative Project" (creating a video). For these writing assignments, a

rubric for each activity was provided. Additionally, the students were required to read

assigned chapters of those novels at specified points in time for in-class group

discussions. Reading the novels was essential in order to participate in the various assigned activities, yet Sooji hardly read these novels, as it took her a great deal of time to read each chapter of them. Instead, she heavily relied on some out-of-school online sources (e.g., Lit Charts, SparkNotes) to obtain information about the storylines and the key issues in each of the assigned chapters. In addition to these literacy-related activities, the classroom activities for the semester included a presentation on English grammar (e.g., use of italics and underlining), a weekly vocabulary quiz, and 10-minute expository writing quizzes.

5.2.2.2 *English 1100 Composition in Autumn 2017*

During the academic year of 2017-2018, Sooji took the college level English 1100 (Composition I) course in Autumn 2017 and English 2367 (Composition II) course in Spring 2018. These, too, were interesting choices for her as a second language reader and writer. According to her, while she had already taken Honors English courses in her freshman and sophomore years, it would also be advantageous, for college admissions purposes, to take a high level English course, such as "AP English," "IB English," or "College English." However, instead of taking the "College English" sequence in her senior year, when she might have been better prepared for it, Sooji chose to do so during her junior year. One of the reasons for taking these courses was to avoid an oral exam called "oral commentary" that was a requirement of the AP English course. This oral exam would have required Sooji to present her knowledge of literary devices (e.g., figurative language, allusion, diction), and this exam was too challenging for Sooji, as she shared below:

"12 학년 때 하는 건데, 선생님이 뭔가 text 를 주면 거기에 있는 literacy device 를 다 찝어내야되요. 이건 simile 이고, 복잡한 게 엄청 많죠. 전 배운 거 기억도 잘 못하는데 지금도 헷갈리는데 그거를 2 분동안 계속 말해야 되고 그 담에 선생님이 질문하는 것도 해야 되고 전 그건 못하겠다 싶어서요." (Interview, 5/16/2017) "[The oral commentary] should be done in the 12th grade. When the teacher gives me a text, I have to clarify all literary devices employed in text such as simile. There are a lot of complicated ones. I am not good at remembering what I learned, and I am still confused with them. In the exam, I have to keep identifying them for two minutes, and after that I also have to respond to the teacher's questioning. I don't think I can do this." (Interview, 5/16/2017)

One more motivation for taking these college courses during that academic year was that she was able to earn two high school credits by completing English 1100 in Autumn and 2367 in Spring. Hence, she was able to complete the graduation requirement for English in her junior year. That is, if she passed these two college level courses, it was not necessary to take an additional English course in her senior year, and she was not interested in taking more English courses during her final year of high school. Furthermore, the two credits she earned in these courses could also be counted as six college credits at many universities in the U.S, and the grades earned for these courses would appear on her college transcript, provided she earned a grade of at least C- in the courses.

As a junior, for Sooji the writing assignments of the English 1100 course, which was the course I focused on in the current study, were in fact a great challenge, but they were manageable according to her statement that "honors English 나 고등학교 수업은 해야 될 게 너무 많은데, 이 수업은 큰 거 4 개만 하면 되니까 생각할 시간도 많고 다듬고 고칠 시간이 많아서 저한테 잘 맞는

거 같아요." ("There are too many assignments I have to do for the high school English courses, but for this course, I have only the four large assignments. So, I have plenty of time to think, and to fix and revise my draft. I think this course is very good for me") (Interview, 12/22/2017). The major writing assignments of the English 1100 course were these four writing projects: 1) College Application Essay, 2) Critique an Article provided, 3) Writing with Research, and 4) Annotated Bibliography, which will be further elaborated later in the chapter.

5.2.2.3 *Public Speaking in Spring 2018*

The subject "Public Speaking" was a graduation requirement. When developing a 4-year academic plan at the high school Sooji attended, it is generally preferred to complete the requirements of the non-core subjects earlier, such as "Physical Education" (0.5 credit), "Health" (0.5 credit), "Public Speaking" (0.5 credit), and "Art" (1 credit). Although there was enough room to schedule the "Public Speaking" course during her freshman and sophomore years, Sooji postponed this course until her junior year because she felt most vulnerable when giving a presentation in the classroom. Her comments below reflected her concern about taking this course:

"public speaking 싫은데, 왜냐면 내 말하기 실력을 평가하는 거고 내가 얼마나 말 하려는 거를 logically 하게 정리를 할 수 있느냐 평가하는 거 잖아요. 애들이 내가 잘 못하는 거를 알고, 애들이 말은 안 해도 속으로 다 평가하고, 안 그런 애들도 있겠지만 비웃는 애들도 반드시 있을 거고 그게 너무 싫은 거죠." (Interview, 1/26/2018). "I hate public speaking because it's evaluating my speaking skills and it's evaluating the degree of how much I can organize logically what I am trying to say. The class students know that I don't do well on this. They do not even say

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it, but inside they evaluate what I am doing. Some students won't do this, but there must be some students who are laughing at me, and I really hate this." (Interview, 1/26/2018)

As indicated above, her high degree of self-consciousness about speaking in the classroom was the core problem with this course, which was an ongoing source of stress for her. This challenge was quite different from those of the other activities that she encountered in her academic life, as they could be done privately instead of publicly, so this course was included in this study to enrich the understanding of Sooji's use of her out-of-school resources to manage this new challenge.

The assignments for the "Public Speaking" course involved making nine speeches in the classroom, and the requirements of the speeches varied. Sometimes the students were asked to videotape their practicing of the speech at home and then upload the video to the Schoology[1] site, and sometimes they were required to prepare a full written draft or just an outline of their speech. Other requirements varied greatly across the speeches. Some of the speeches Sooji gave were the "bag" speech (bringing a bag to class and displaying three items that represented important aspects of her life), review speech about the movie "Annie" (2014), memorize a speech based on a John F. Kennedy speech, and demonstration speech (she chose doing laundry). Later I will show how Sooji drew on out-of-school resources to help with her bag speech.

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[1] Schoology is an online platform where teachers post their classroom materials, assignments, assessment, and grades, and students submit their assignments and receive announcement and feedback.

5.3 Sooji's use of out-of-school resources in her academic life

    To examine Sooji's use of out-of-school resources systematically, in this section I examine, separately, the courses she took during the current study. Table 5.2 provides a breakdown of key activities and a reference to the kinds of out-of-school resources employed; thus, it elaborates on information presented in Table 5.1.

Courses	Key Writing Assignments	Out-of-school Resources Employed
Honors English	Janie's letter	Biblical knowledge, Lived experience (conflicts with her parents)
	Summative Project: Writing script & Creating a short video clip	Lived experience (conflicts with her parents, vicious life cycle, tendency of being addicted to smartphone, feeling of being marginalized)
College English 1100	College application essay on these themes: 1. Living abroad 2. The battle to discover true self	Lived experience (Rotary Exchange Program, language broker, immigrant background life)
		Lived experience (conflicts with parents, Korean church community), Information from self-sponsored reading (Einstein's quote, monkey's/fish's worlds),
	Writing with research: Why racism and racial discrimination is still thriving	Lived experience of racial discrimination,
Public Speaking	Bag speech: Three items in the bag	Lived experience (school life in South Korea, diary writing practice, participating in Rotary club, writing cards to her exchange friends)

Table 5.2 Sooji's Use of Out-of-school Resources for Literacy Practices in Her Academic Life

5.3.1 Use of out-of-school resources in the "Honors English" course

In her "Honors English" class, there were two notable activities where Sooji drew upon out-of-school resources to enrich her academic life and its related needs and to cope with the expectations she encountered.

One of the activities that stood out in the data gathered involved the novel *Their Eyes Were Watching God*, which Sooji was required to read for this course. Given that Sooji had an active church life outside school, it was not surprising to see that for her, work connected to this religiously-oriented novel was meaningful and led to more additional engagement on her part. It also created a natural bridge between her academic and personal lives. The course activity involved writing a letter as "Janie" (the main character of the novel) to her future child through which "she wants to impart on her own child a sense of clarity and direction through strong advice on how to live," including "choosing between a son or daughter" and "giving that child a patronym" (from the course rubric for the "Janie's Letter" assignment).

Sooji chose to write to a female child, as she believed that she would be much more familiar with and feel comfortable writing through the lens of her own gender. As for a name, she drew upon her prior knowledge of the Bible and decided to choose the name of "Deborah" among the women appearing in the Bible. When I asked her who Deborah was, she told me that "선지자 에요 똑똑하고 용감하다는… 제가 모태 신앙에 교회를 몇 년 다녔는데 그 정도는 알죠." ("She is a prophetess with the meaning of smart and brave… Since my mother's womb and how many years I've been to church, I know the bible to that much I need to know.") (Field notes, 4/30/2017). She knew that the name Deborah is often

shortened to Debby, so the letter began with "Dear Debby" (See Appendix E for "Janie's Letter"). Her Biblical knowledge also told her about the meaning of this name ("smart and brave"), and it was another reason for using the name Deborah. The explanation she provided in her assignment was described as follows:

> No matter how much the wind in front of you is strong and painful, I believe that you'll be able to overcome any of them bravely just like prophetess Deborah from the Bible, whom I named you after, under the guidance of the Lord. Don't forget that the morning is always to come eventually after a long, dark, shivery night. (Sooji's writing in her "Janie's Letter" text)

In this way, Sooji used her prior Biblical knowledge as a key resource for the writing assignment where she named Janie's future child and further employed the meaning of the name, describing how and why she named the child Deborah in the last paragraph of the letter. Here she was able to make a meaningful connection between her out-of-school knowledge (Biblical knowledge) and her academic needs.

Sooji's use of resources became even deeper and richer when she drew from her personal circumstances involving her out of school relationship with her parents. As noted in Chapter 4, she was always at odds with her father about the issue of her participating in the Friday youth Bible study in their church as well as her committing more deeply to her school work. Instead of having arguments with and hearing what she perceived as nagging from her parents, she wanted to hear some words of encouragement and love from them, as shown in the interview segment below:

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"내가 부모에게서 듣고 싶은 말은 네 인생 다른 사람 거가 아니라 니거고 그냥 복잡하게 생각하지 말고 그냥 너가 하고 싶은 대로 하고 후회는 하지 말라고. 여기에 (편지에) 이렇게 쓰고 싶었어요 *I want to tell you the things I've learned in my life so that you won't make the same mistake I made, because I love you just as much as the Lord loves us.* (부모에게서) '내가 살아오면서 이런 경험을 했는데 나는 내가 배운 거를 내가 너를 너무 사랑해서 너는 이런 실수를 안 했으면 좋겠어서 이걸 주는 거야' 라고 표현하면 좋겠는데, 그럴 리가 없으니까 하하하⋯. 저는 진짜 애를 만약에 낳는다 하면 '정말 네가 소중한 거고 내가 살아보니까 물론 공부를 잘하면 너가 원하는 것들을 좀 쉽게 할 수 있을 거야. option 이 더 많아 질 거야. 근데 내가 살아보니까 공부 못한다고 다 못사는 것도 아니고 공부 잘 한다고 다 잘 사는 것도 아니더라. 너가 하고 싶은 거를 찾아서 그걸 열심히 하라고' 저는 그렇게 할 거 같아요." (Interview, 4/30/2017)

"What I want to hear from my parents is that your life is yours not others, so don't think too much, and just do it as you want and don't regret on what you did. I wanted to write it (in this letter) in this way that *I want to tell you the things I've learned in my life so that you won't make the same mistake I made, because I love you just as much as the Lord loves us.* I wish my parents to express for me that 'I had had the kinds of experiences in my life, and I would give you what I learned in my life because I love you so much and that I don't want you to make the kinds of mistakes that I made' but they would never say so [Laughing sound] If I gave birth to a child, I would tell him/her that 'you are very precious, and from my life I learned that if you are good at school, you will be able to make things easier, and more options will be available. But life doesn't go the way that: if you're good at school, then you are well off, and if you're not good at school, you are not well off. So, I would say that find out what you want to do and keep working hard on it." (Interview, 4/30/2017) [italics added]

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This was clearly a very important personal situation for Sooji, one where she saw no hope of resolution regarding the conflicts with her parents at home. Due to these conflicts and her sense of hopelessness about them, she exploited the "Letter to Janie" assignment to express what she wanted her parents to do for her. This is reflected in the following excerpt from the first paragraph of the letter she wrote in the Honors English course:

> Dear Debbie,
>
> I can't tell you how much I'm proud of my little girl. I just want to tell you the things I've learned in my life so that you won't make the same mistake I made, because I love you just as much as the Lord loves us.
>
> Be no fool wishing for your life to always be a blossoming pear tree like your mama did. No tree in this world can bloom forever. Hurricanes, people trying to chop you down, mad dog trying to bite you, and more and more will come to you to get you. You just stand firm and endure that winter, and spring will come and you'll be able to bloom as the most beautiful tree in the world. (Sooji's writing in her "Janie's Letter" text)

Here, Sooji moved her resource of a lived experience outside school to the writing assignment in school. In writing to this imaginary future child, "I can't tell you how much I'm proud of my little girl," she strategically used her personal desires to meet a literacy-based assignment requirement while drawing on her Biblical knowledge. In the subsequent paragraph, Sooji tried to give encouragement to the imaginary child in the letter, by stating, "No tree in this world can bloom forever… You just stand firm and endure that winter, and spring will come and you'll be able to bloom as the most beautiful tree in the world." As stated earlier, due to the conflicts with her parents and her

low achievement at school, Sooji was seriously in need of emotional support during this time, and it appeared that she used this assignment to encourage herself, thus co-mingling her academic and personal needs. This was a powerful utilization of out-of-school resources to address an academic need—the letter assignment—and a personal need (for support and encouragement) at the same time. Thus, Sooji strategically moved an out-of-school resource to the "Honors English" course to relieve her emotional tension over how upset she felt in the relationship with her parents. For this writing assignment, Sooji earned 47 points out of 50 points, a high score that may have resulted in part from her especially deep level of personal engagement with the task. She was highly invested in the task and so drew effectively from her out-of-school resources as a result of this intense level of motivation.

The other noteworthy class activity in the "Honors English" course involved the "Sophomore Summative Project," which entailed sharing a compelling story that focused on a topic or an issue tied to the major works of the school year (i.e., *Big Fish*, by Daniel Wallace; *Of Mice and Men*, by John Steinbeck; *The Great Gatsby*, by F. Scott Fitzgerald; and *Their Eyes Were Watching God*, by Zora Neale Hurston). This project involved creating a video in a group of three students that included writing a script for the video, shooting a video 5-7 minutes long, and presenting it in the classroom. Each group was required to shape their story within one of the following options: a professional looking documentary, a short movie, a film of a dramatic creation (play), and a film of a poetry reading of their own creation. Each type of video had different requirements, such as including one primary source interview for a video of the professional looking

documentary. Sooji's group chose to create a short movie that was required to have characters with spoken/acted lines along with filmmaking strategies.

For this final class project, Sooji once again moved the resource of her personal experiences at home to an act of writing for school (the movie script). In this case, the topic she chose from the literary works was addiction, and she (with her two group mates) related it to the John Steinbeck novel, *Of Mice and Men*. I asked Sooji why she chose this topic, and she answered as follows in the interview segment below:

Hyon Ju: 왜 중독에 관심이 가지게 된 거야?

Sooji: 선생님이 요즘에 issue 가 되는 사회 문제를 각자 5 개씩 적어와라 이래서 너희가 좋아하는

topic 을 적어와라 해서 group 정해 줄게 했어요.

Hyon Ju: 그래서 왜 중독하게 된 거야?

Sooji: 원래는 technology 하려고 했는데 제가 거기 좀 addiction 이 있거든요. 그게 사회에 중독이 많이

있는 거 같아서 handphone 이나 이런 거 저도 없잖아 그런 경향이 좀 있고

Hyon Ju: 너는 어디에 있는데?

Sooji: 핸드폰 한 번 잡으면 시간 가는 줄 모르고, 그래서 2G phone 썼는데 너무 불편해요 카톡도

못하고 text 도 한글은 지원이 안되니까 그냥 스마트폰으로 하고 제가 좀 조절을 하는 것으로

바꿨어요. (Interview, 4/25/2017)

Hyon Ju: How come are you interested in the topic, addiction?

Sooji: The teacher asked us to bring 5 social issues nowadays, and then the teacher asked the

class submit one topic you are interested in, and then I will make a group.

Hyon Ju: And that you decided to choose addiction?

Sooji: I intended to do technology in the beginning as I have some addiction to it. It seems

that there are many types of addition in the society such as smartphones, and I also have

a tendency.

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Hyon Ju: What do you have?

Sooji: Once I get on my smartphone, I never stop it, and that I changed it to 2G phone, but it was very inconvenient as I couldn't do the Kakao Talk and it didn't not support Korean for texting. So, I got back my smartphone and I tried to control myself not too much on it. (Interview, 4/25/2017)

As her comments indicate, Sooji was experiencing her own battle with addiction in relation to her smartphone, and she saw an opportunity to move this lived experience to the course assignment. In this way, she was able to confront her personal situation while at the same time meeting the demands of the course assignment, where she and her group members wrote about three and a half pages of a movie script. As for Sooji's participation, she reported on the course's Schoology site that, "I wrote the basic storyline for about half of the script. Later, I went back and edited the script to make them as natural as possible" (Sooji's online submission to the teacher, 5/9/2017) when the teacher requested a summative update of each member's contribution to the group work. Before she submitted this to her teacher, I asked what part of the movie script she wrote, and this is what she indicated:

"[주인공이] 겉도는 애 에요 소위 나쁜 애들이 너 우리 랑 파티 할래? 하니까 좋아하고 엄마 아빠 보드카를 들고 나온 거예요 그리고는 파티하고 (다른) 애들은 걔를 이용해 먹는 건데 얘는 소속감을 느끼니까 계속 파티하고 이러니까 새벽까지 놀고 그러니까 학교에서는 당연히 자고 성적도 떨어지고 이러니까 계속 악순환이 되는 거죠." (Interview, 4/27/2017) "[The main character in the movie] is an outsider at school, and kind of bad guys came to her and said "having a party with us?" And she said "yes" and took her father/mother's vodka with her and had parties. The guys are making use of her, but she felt a sense of belongingness while being around them.

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Keeping parties and hanging out until dawn get her fall asleep at school and her grades drop, and this becomes a vicious cycle." (Interview, 4/27/2017)

While listening to her describing the setting in the interview, I recognized that the story of the main character's (Becca) behavior, including having a party until dawn, falling asleep at school, and her grades dropping, overlapped significantly with Sooji's "vicious cycle" of life at home (e.g., YouTubing and watching Korean dramas late at night). This portion of the script, contributed by Sooji, reflects the overlap between her "vicious cycle" and that of Becca:

<div style="border:1px solid;">

Setting: Becca has depression because of not fitting in at school. A group of students ask her to come to their party. Becca gladly accepts the offer and steals his dad/mom's vodka. Becca "feels" happy and continue her life of partying and drinking. As Becca goes to parties and drinks until late hour, she starts falling asleep during class and her grades drop. This makes Becca's depression worse—making her drink and party even more. Her teacher notices change in Becca and makes her talk to her counselor. Becca tells the counselor about her problems and the counselor helps Becca through her problems. Becca begins to improve mentally and physically. Becca is getting better grades. (Sooji's writing in the movie script text)

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Thus, Sooji transferred her personal lived experiences to her academic world to meet the requirement of the literacy activity at school. Intrigued by this, I asked her to elaborate on the situation in one of our interviews:

Hyon Ju: background/setting 에 너의 얘기가 좀 영향을 준게 있어?

Sooji: 그 쪽으로 빠지는 계기 중에 하나가 아빠하고 불화 거든요. 물론 걔는 종교적으로 쪼이지는

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않는데 막 성적으로 너는 왜 이렇게 공부를 못하냐 완전 you're failure 이런 식으로 말하는

파트가 있어요. 애가 막 집에서도 편한데가 없고 편한데가 없으니까 편한데를 찾고 싶고

그러니까 이제 alcohol 로 빠지는 거에요. 거기서 애들하고 술 마시고 하면 "나는 편안하니까

거기 있는 애들은 나를 좋아해. 다른 데는 날 안 좋아해" 이러니까요 그러니까 나는 아빠가 내가

어떤 극적으로 나가야 아빠가 좀 날 이해를 할지

Hyon Ju: 너가 집에 있기가 싫은거?

Sooji: 밥 같이 먹는 것도 싫어요. 그런 게 여기에 좀 나온 거 같아요. (Interview, 4/30/2017)

Hyon Ju: Is there a part that your personal life impact on your writing the background/setting?

Sooji: One reason that Becca became addicted to alcohol was having trouble with her father.

Of course, she is not pecked by religion, but in terms of grades, there is a scene that her

father says that why you are so poor at school work and you're a completely failure.

She was not comfortable at home, and that she wants to look for a place for being

comfortable, which leads her to be addicted to alcohol. In the party, from drinking and

hanging out with the guys, "I feel comfortable and the guys there like me, but in the

other places, they don't like me." So therefore, I don't know how much I would go

worse, and then my father would understand me.

Hyon Ju: You don't like staying home?

Sooji: I hate eating with him. It seems that such things are reflected in this movie. (Interview,

4/30/2017)

When I first asked her whether her lived experiences impacted on the writing of the

setting for the film, Sooji explicitly stated, "One reason that Becca became addicted to

alcohol in the movie was having trouble with her father," and she further indicated that

"she was not comfortable at home, and that she wants to look for a place for being

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comfortable, which leads her to be addicted to alcohol" (Interview, 4/30/2017). In addition, Sooji changed the topic from talking about Becca as the subject to talking about herself: "나는 아빠가 내가 어떤 극적으로 나가야 아빠가 좀 날 이해를 할지" ("I don't know how much I would go worse, and then my father would understand me") (Interview, 4/30/2017). As a result, she moved her lived experiences with her father to the movie setting, as reflected in her script writing (Scene 2) below:

<Scene 2>

Becca's dad is angry with Becca's grades and yells at her.

Dad: Why are you so stupid? You're such a failure!!!!

(Becca starts crying)

Dad: Great. (walks out, slamming the door)

One requirement of this group activity in the "Honors English" class was presenting a short video clip in the classroom that involved the group members recording their acting out the scripts, and Sooji intentionally took the role of Jenny, who is helping Becca in this movie. As noted in Chapter 4, Sooji felt that she was often marginalized at school, and that making friends and developing friendship was an issue in her personal life. However, instead of complaining about this, she exploited this assignment of writing a script to express her own desire for friendship by creating a scene where she wanted to have a friend like Jenny who cared about her. This is reflected in Scene 4 below:

<Scene 4>

1.1 Jenny kicks Becca and says: Becca! Becca! Wake up.

1.2 Becca's eyes open and says: Where am I?

1.3 Jenny: you drank too much again and passed out.

1.4 Becca: uh…

1.5 Jenny: Becca, you should get some help, this is not healthy.

1.6 Becca: I don't care. No one cares about me. At least I feel good when I'm drinking with

my friends.

1.7 Jenny: No, Becca. I care about you. I will help you.

1.8 (Jenny helps Becca up and gives her a glass of water.)

1.9 Jenny: After school on Monday, let's go and talk to our counselor. I bet she will help you.

1.10 Becca: But I don't want

1.11 Jenny: It's going to be okay, Becca. Please, just once? I will come with you.

1.12 Becca: Fine!

In the script above, where she wrote, "I care about you. I will help you… It's going

to be okay," Sooji strategically used her personal desire to hear those words from a friend

like Jenny in order to meet the requirement of the writing assignment. Thus, she

vicariously satisfied her own need for an understanding friend by taking on the role of

Jenny and thus constructed another powerful link between her personal and academic

lives.

Sooji's use of her lived experiences outside school for this course assignment

became more significant and meaningful when she drew on her personal problems in

Scene 5 below:

<Scene 5>

2.1 It is Monday after school and Becca and Jenny walk into the counselor's office.

2.2 Counselor: Hello guys. Have a seat. (Becca and Jenny sit down. Becca grumbles.)

2.3 Counselor: Now what has brought you here today?

2.4 Jenny: My friend here has a drinking problem and it's pretty bad. She would like to fix it, but we need your help.

2.5 Counselor: Okay, Becca. Why did you start drinking?

2.6 Becca: (anxious but acts as if she's bored) I just… feel comfortable and happy when I'm drinking. No one at the party nags at me like my dad or my teachers do.

2.7 Counselor: (takes notes) I see. Has something happened recently in your life that has caused you to do that?

2.8 Becca: My dad has always verbally abused me and everyone at school ignored me. So, I lost all of my self-esteem, and I don't know, school started getting really boring. I stole some of my dad's vodka and drank it myself. I loved the feeling I got when I drank. When I took the vodka to the party, everyone there welcomed me and it felt so great. Drinking made me forget all of my problems. I wanted to achieve that feeling more but the more I drank, it was harder to get. I would drink more and more and then eventually black out.

2.9 Counselor: Becca… It seems like you've been going through a lot. None of them is your fault. But I don't think trying to forget about them by drinking will solve your problems, right? I will help you with anything.

2.10 Becca: (sobs) Thank you.

2.11 (counselor hugs Becca and Becca hugs Jenny next)

This scene was the highlight of the movie, as it showed a reason for Becca's being addicted to alcohol. For this scene, Sooji first created an appropriate situation by having an expert who readily listened to Becca's problems. As evident in the writing of the

script, "My dad has always verbally abused me and everyone at school ignored me. So, I lost all of my self-esteem," she used the resources from her lived experiences with her father at home and her experience in relation to students at school in order to meet the requirement of this writing assignment. That is, she drew on that personal pain to guide her academic writing.

Also, she drew on the lived experience of her tendency of being addicted to a smartphone outside school to express this feeling in the movie script: "I loved the feeling I got when I drank. Drinking made me forget all of my problems." Furthermore, Sooji strategically expressed through the voice of the counselor in the movie what she desired to hear from someone in her own life: "you've been going through a lot. None of them is your fault." Powerful, too, is how the scene ends in line 2.11 (counselor hugs Becca and Becca hugs Jenny next). These lines suggest how Sooji was drawing on personal experience in this academic setting to project her own need for the hugs she references and was using the script writing to indirectly satisfy that need.

Through this writing assignment, Sooji saw an opportunity to move her own problems in her personal life into what she needed for her academic assignment by depicting a fictional character experiencing the same kind of anger and frustration that she knew so well. By presenting her intense desire to hear comforting words and hugs through the characters in the drama, Sooji attempted to relieve her own frustration and annoyance, as well as console herself. Thus, in this assignment and in her "Letter to Janie's child" writing, Sooji strategically drew upon and transferred her out-of-school resources to her school life to complete the school writing assignments while

simultaneously venting her own deep frustration and providing comfort for herself. For this assignment, her contribution was recognized, and she earned an A grade.

5.3.2 Use of out-of-school resources in the "College English" course

In the "English 1100 Composition" course in Autumn 2017, there were two noteworthy writing assignments where Sooji moved out-of-school resources to the school setting to enrich her academic life: a college application essay and a writing with research task.

5.3.2.1 *College Application Essay*

This assignment involved selecting one prompt from the 10 prompts provided in the syllabus or choosing an essay prompt from one of their college applications. Sooji chose this prompt from the syllabus: *Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others*. As stated in the syllabus, this writing involved "telling a story" pitched toward a particular angle that "helps you gain college admission." To meet the requirements for the task, Sooji intentionally used her lived experiences outside of school to make herself stand out and reveal her best qualities while seeking academic success, thus bridging her personal and academic lives. What was especially compelling was how personal her writing once again became as she engaged in an academic activity. Instead of writing about achieving some form of academic success and experiencing subsequent personal growth, which college admissions evaluators might see as particularly relevant, Sooji was drawn to her personal challenges and what they revealed about her growth. She told her story within two themes that, for her, ultimately overlapped: living abroad and the battle for the

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discovery of her true self. Each is explored separately in the subsections that follow. (See Appendix F for her entire college application essay).

<u>Living abroad</u>

As noted in the previous chapter, Sooji stayed abroad in France for one month during a summer vacation through her participation in the Rotary Youth Exchange Program. She considered this experience outside school as a great achievement: "고등학생이 이런 외국경험이 있다는 거는 대단한 거예요." ("It is amazing for a high school student to have such a foreign exchange experience.") (Fieldnotes, 9/1/2017). To create a story she believed would be most appealing to the audience, a college admissions committee, she used her foreign exchange experience to compose the introduction on the theme of "living abroad":

Living Abroad

Spending a month abroad in Normandy, France as part of the Rotary Youth Exchange program in the summer of 2017 was inevitably one of the best choices I've ever made in my life. When I first learned about the program, it immediately sparked the feeling of excitement inside me. I have always been interested in different cultures and lifestyles around the world. I didn't want to miss an opportunity especially since I knew that as a junior, I would not get another chance to participate in a foreign exchange while I still was in high school. (Sooji's writing in her "College Application" essay)

Sooji's choice of the foreign exchange experience was interesting in part because, as an immigrant student, she was already participating in a living abroad type of experience in America, but here she identified a different experience of that type, one

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where she apparently felt she had achieved more personal growth and could feel proud of herself.

To build her story, she then shifted to a theme of personal challenge to further develop her essay, and once again drew upon a source of frustration in her home life, which was serving as a 'language broker' for her parents in addition to the difficulties associated with the application process for the overseas trip:

> Youth Exchange scholarship is prestigious and thus very competitive to win. The application process which felt like an eternity with endless paperwork and the interviews were overwhelming. Having to go through a formal process as such for the first time in life was another challenge to me. As I've always done in the past, I had to take care of a lot of matters by myself because my immigrant parents face difficulties in taking lead in issues like this due to their language barriers. (Sooji's writing in her "College Application" essay)

In this portion of her application essay, Sooji was, in part, making use of an ongoing and difficult experience in her life: that of being an immigrant student, which appeared to be a burden to her. As she explained: "이 [Rotary] 모임에서 제가 미국인이고 out-bound 에 속해요. 전 진짜 미국인도 아닌데, 그래서 여기 지원할 때 걱정했는데 coordinator 가 미국은 이민자들의 나라고 너는 Asian immigrant 도 미국의 한 부분을 나타내는 거다. 사실 나는 백인 미국인이 아니어서 내 프랑스 애나 그 가족에게 좀 미안하죠." ("In the meeting [Rotary], I am an American and belong to the category of out-bound students who would be going to abroad. I am not a 'real American', so I was worried about this when applying for the program. The coordinator told me that America is the country of immigrants, and you, Asian immigrant is also a part of America. In fact, I am not a real white American, so I'm feeling very sorry to my

French exchange student and her family.") (Fieldnotes, 5/21/2017). Sooji used this concern about her physical appearance and her Asian background as a participant in this program to write the following comments in her essay:

> At one point, I became paranoid that my immigrant heritage and physical appearance as a racial minority might act as a barrier on blending in with the local culture and community. (Sooji's writing in her "College Application" essay)

In addition to her concern about her immigrant background, something that led to a feeling of paranoia, Sooji saw positive aspects to include in this essay. First, she presented the challenges that she faced while living in France, and then she reflected on the positive aspects of that experience by composing these points:

> Naturally, I was forced to speak, eat and even think in a completely different way as I met my host family and became part of their family and life. Every second of each day was filled with new challenges and discoveries. It was then that I finally started to appreciate my background as an immigrant, as having survived the phrase of cultural adjustment already made things much easier. Even better, I felt more comfortable and confident in meeting new people and trying new things. Within the first week, my language skill and my understanding of the French culture had improved remarkably. (Sooji's writing in her "College Application" essay)

In this portion of her essay, Sooji began comparing her two immigrant experiences—the short-term experience in France and the longer-term experience in America—seemingly as a way of better understanding what she had gained by living as an immigrant student in the United States, as reflected in her powerful statement, "I

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finally started to appreciate my background as an immigrant." This was reiterated in the final paragraph on the theme of "Living Abroad" in her application essay:

> My exchange provided me more outcomes than I could have ever imagined. I learned that only if I put in a minimum effort to learn from my surroundings, whether that is a school classroom or a foreign city, I become a better version of myself. The exchange not only provided me an opportunity to become more independent but also taught me new life lessons such as becoming more understanding towards other people. (Sooji's writing in her "College Application" essay)

While serving an academic purpose, this writing, drawn from her lived experiences as an immigrant, was deeply personal in nature, thus enabling Sooji to once again build bridges across her academic and personal lives by using a resource that came from beyond school. Also noteworthy was the positive tone she projected, in contrast to the personal pain that emanated from the movie script writing experience shown earlier, especially her declaration that she could become a "better version" of herself. Here Sooji appears as a deeply reflective adolescent striving to make sense of herself while melding her academic and personal lives.

The battle for the discovery of her true self

Under the same writing prompt (*Discuss an accomplishment or realization that sparked a period of personal growth and a new understanding of yourself*), Sooji continued developing her college application essay to tell the story of her growth under another theme.

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As stated earlier in this chapter, Sooji, during her sophomore year, struggled with the management of her course load in core-subjects ("AP World History," "Honors Biology," and "Honors English," along with the general classes of "Chemistry" and "Algebra II"), resulting in much lower academic results than she had experienced in middle school. Around this time, she was extremely frustrated and stressed about her low academic achievement, and this led to her on-going conflicts with her parents at home, especially her father. At one point, she became involved in a conflict with her father so serious that she even called the police. This was, clearly, an extremely difficult period of her life, as reflected in the beginning paragraph of the second theme subtitled as "the battle for the discovery of my true self."

> The battle for the discovery of my true self
>
> I sat and cried in my room, which was destroyed by my dad. The police had come and left, but the feeling of unsafety was never gone. It was the winter of my sophomore year. I was having a difficult time with my studies at school, and the stress lead to severe fights between me and the rest of the family that occurred almost every day. It was a never-ending cycle of both. No place could provide me the support and the sense of comfort that I desperately needed. Cornered in a dead-end street by anxiety, depression, pain and stress, I lost hope. (Sooji's writing in her "College Application" essay)

As the initial move in an essay about personal growth, this was a powerful opening derived from Sooji's lived experiences. The details are the kind that many adolescents might not wish to share in a school assignment, and yet for Sooji, these excruciating family conflicts she referenced were part of a story she seemed to feel compelled to tell.

Perhaps because she was so deeply invested in what had taken place, Sooji could look back on her past and use her problems and lived experiences as valuable resources to meet this writing assignment's requirements. At the same time, the assignment seemed to be allowing her to engage in a process of trying to make sense out of what had occurred in her recent past. In that respect, the academic assignment had a kind of cathartic effect on her.

As she continued developing her essay, Sooji reached into her personal life from another direction, as revealed in the following paragraph of her essay:

> With a very low self-esteem, I've never considered myself as standard. Being raised in an Asian community with people whom the society stereotypes as 'obsessed to appear intelligent and successful', I grew up being frequently compared to my peers who were doing better academically. Advice that started out as a gentle, 'it's okay. I know you can do better', became 'You should be able to do this! You're just not pushing yourself hard enough!' I felt pressured to deny my weaknesses and limits. (Sooji's writing in her "College Application" essay)

Of particular note in this situation was the pressure to meet certain high academic standards, not just within her family, but also within the surrounding Korean cultural context Sooji found herself in, including her local Korean church, as reflected in the following comments she made about the experience of being compared at church with her peers in terms of school grades and test scores: "교회에 재은이는 ACT 시험에서 36 점 다 받았는데 너는…" ("Jaeeun in the church earned perfect score, 36 points on the ACT, but you're …") (Field notes, 4/30/2017). In her college application essay assignment, Sooji

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carefully laid out these conditions she operated within. However, she also showed how

she was eventually able to cope with those circumstances in her next paragraph,

beginning with an important outside of school reading experience she had, as depicted in

Figure 5.1:
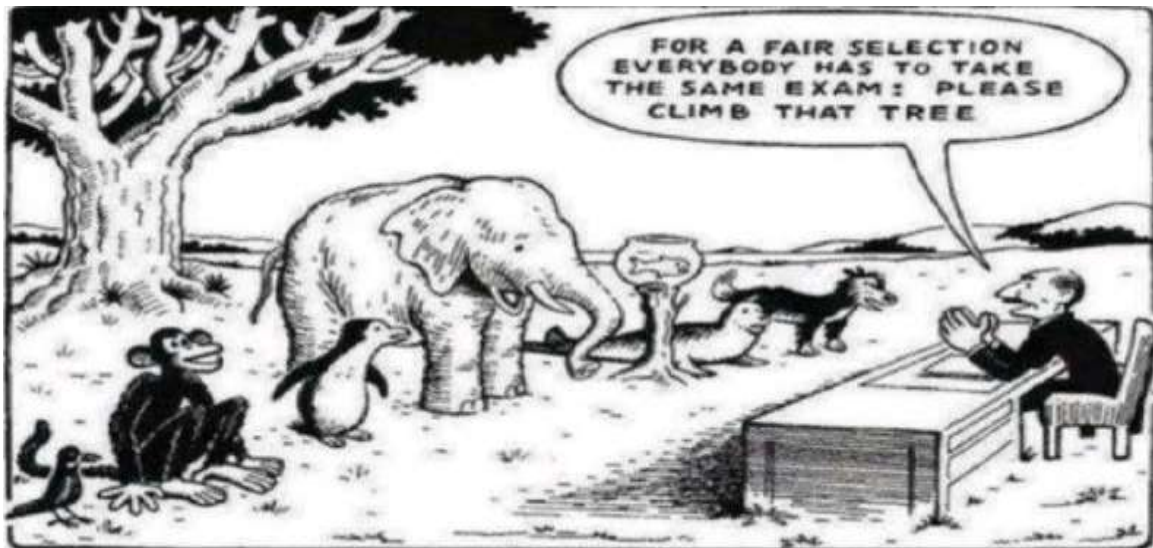
Figure 5.1: Sooji's Self-sponsored Reading

During some personal, or self-sponsored, online reading, Sooji had come across this

cartoon (Figure 5.1) entitled "Our education System." In the cartoon, there is a tree, and

animals lined up in front of the tree, with the teacher in the cartoon telling the animals,

"For a fair selection everybody has to take the same exam. Please climb that tree." Sooji

shared this cartoon with me and communicated her thoughts about it:

"누가 주입식 교육을 비유한 것이 있는데, 앞에 있는 나무를 올라가 봐라 했을 때 원숭이가 젤 잘 오를 거 아니에요. 그렇다고 다른 동물들이 못났다 거나 뭐 멍청하다 거나 그런 거 아니 잖아요. 그냥 한 가지 방식으로 만 교육을 시키면, 원숭이만 부각이 되고 나머지 애들은 넌 멍청한 게 되는 거죠. 사람이 쌍둥이도 같이 않은데 너무나 다른 사람들을 한 가지 방식으로 만 가르친다는 게 문제가 있다고 생각해요. 너는 나무를 못 오르니까 가치가 없어 멍청해 쓸모 없어 그런 분위기잖아요 사회가. 뭐 암기를 못하면 성적도 안 나오고 좋은 대학도 못 가고 그러면 job 도 못 얻고 ⋯근데 어떤 애는 암기를 잘 할 수도 있고 어떤 애는 뭐 분석을 잘 할 수도 있고 이런 게 있는데." (Interview, 4/27/2017)

"Someone used a simile for rote learning in the cartoon. When told to climb the tree, the monkey would be best at it. However, that doesn't mean the other animals are not as good as the monkey or they are stupid. If educated in a single way, only the monkey will be recognized as the best and the rest will be considered as failures. Even twins are not the same. I think that it's a problem to teach so many different people with a single way. You can't climb the tree, so you are stupid and useless. This is the mood of the society. If you do not memorize, you will not get good grades and cannot go to a good university. Then you will not get a job. But some of them may be good at memorizing, some of them might do well at analysis, and some of them good at other things." (Interview, 4/27/2017)

As her comments indicate, Sooji was highly inspired by the message the cartoon conveys. In particular, Einstein's quote sounded relevant to her life. She used the quote in her essay and made use of the framework of the monkey's and fish's worlds in relation to this quote that she found on the Internet to reflect on her own plight in life. Accordingly, Sooji used this out-of-school resource to write the following essay paragraphs:

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Like this quote of Albert Einstein, "*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid*". I felt like the fish living in the monkey's world. I had grown up my entire life just watching people climbing up the trees, while not being aware of my ability to swim. But there was no way to show my ability since it was solidly judged based on the ability to climb. I had to be—or at least I tried to pretend to be—flawless. Whenever I attempted to question this belief, I scourged myself to at least follow how the others were doing, since I knew that I wouldn't be able to get ahead of them no matter what because I've always considered them as average and normal and myself as below average.

Little did I know, that the standards that appeared to be normal were just not the right fit for me. Once I came to this realization, it suddenly felt as if a giant weight had been lifted off of my shoulders. Soon, I found out that the monster was nowhere to be seen. I had won the beast. I wasn't armed with fancy armor and weapons. All I did was simply recognizing myself for who I really am. It was then I realized that the beast wasn't real from the beginning; I was fighting with my own self. I decided to trust myself and go on an adventure of taking a path that is a little bit different from the others. I knew that there would be risks and countless more battles on the way, but I wasn't afraid because I had learned that being different doesn't mean failure. (Sooji's writing in her "College Application" essay)

Here we see a triumphant Sooji as she continues her narrative of personal growth derived from an important out-of- school experience while connecting her academic and personal lives. Especially striking is her use of the images of the "monster" and "beast." She declared that she "won the monster"—not by improving her ability of climbing

through "fancy armor and weapons," but by looking at her life from a different perspective, where she recognized that the "beast wasn't real from the beginning. I was fighting with my own self. I decided to trust myself." Consequently, she perceived that her problem was a lack of faith in herself and her personal worth, and this understanding led to her discovery of her true self.

Sooji announced in the essay that she decided to go on a different path from others, by arguing that "being different doesn't mean failure." Sooji made this statement to the admission committee and to herself as an effort to break apart her self-perceived lack of worth. As such, Sooji strategically used her out-of-school resources to meet the requirements of the assignment and its storytelling orientation while simultaneously unraveling her complex relationship with herself.

Sooji continues the upbeat conclusion to her story in the final paragraph of her essay as follows:

> The next school year, which was my junior year, I signed up for less advanced classes, not to slack off but to provide myself with the best learning environment that I can be comfortable in. This little change brought my life a much more peace and happiness. It was not the smoothest road I had to walk in the journey of life. I got wounds and scars from the battles I have had to fight on the way, but I also learned very valuable lessons as the reward. I am proud of my accomplishments. (Sooji's writing in her "College Application" essay)

Compared to the Sooji we saw in writing earlier in this chapter, where she was engulfed in conflict, pain, and self-doubt, these final paragraphs tell a remarkably

different story, especially in the powerful final words: "I got wounds and scars from the battles… but I also learned very valuable lessons as the reward. I am proud of my accomplishments." Just as striking as her declaration of pride over what she had achieved during this battle inside herself is the way she strategically used her out-of-school resources to perform this school-based essay writing. By narrating her own lived experiences, she was able to tell a story that was academically as well as personally effective. Had she chosen a different prompt and attempted a more conventional academic type of application essay, she might not have produced such a powerful text. Through this school-based task, she succeeded in finding a way to make meaningful connections between her out-of-school resources and her academic needs. She received a grade of B+ for this assignment, and she expressed satisfaction with this evaluation. For Sooji, there was a deeper sense of achievement in completing the assignment, and that was in the way she had made use of a deeply personal experience outside school while negotiating a challenging academic task.

5.3.2.2 *Writing with Research*

One more noteworthy writing assignment in the "College English 1100 Composition" course was a project that involved research-based writing. According to the rubric for this project, the students were required to "formulate a question and develop an answer to that question by reflecting on their own experiences and observations." More specifically, it explicitly required students to address three elements: 1) explain the question, 2) describe the reflecting/researching process, and 3) provide an answer to the question. Additionally, it required the inclusion of a works cited page and

in-text citations using the MLA format, which meant that the students were also required to find suitable sources to develop their essay. This writing project was combined with an annotated bibliography assignment, and the students were required to first submit a list of 10 sources, including both texts and video clips, that they would use to complete their research project. Compared to the "College Application" essay assignment and its story-telling orientation that Sooji was comfortable with, the nature of the college-level research paper task was daunting to her, as she had never attempted this kind of assignment before. This made it especially important for her to find a way to cope with the demands of the task.

Sooji chose the topic of racism for her project, and her motivation for selecting this topic came from a lived experience involving her father, who had been racially discriminated against in the handling of a car accident. In an informal interview with her parents during that summer, I learned that her father had been involved in a car crash several years earlier. According to him, a white police officer made an official report stating he was responsible for the accident (and thus liable for the damages), although the other driver, who was white, was negligent and caused the crash. Her father was very resentful about this, and he even pursued a lawsuit to address this injustice. This accident eventually caused significant economic damage to her family, and Sooji and her parents remembered this accident as a case of terrible racism.

Sooji then used this lived experience outside of school to create a personal connection with the requirements of this assignment, thus helping her stay focused on the task and engage in this research with passion and enthusiasm. In other words, a

personally oriented out-of-school experience opened the door for her to meet a challenging academic requirement and make the task manageable, thus bridging her personal and academic lives. Also noteworthy was how an experience involving her father, who had caused her so much anguish, as shown earlier, could once again be a catalyst for meeting an academic need.

For this project, Sooji formulated the following research question: "Why is racism and racial discrimination still thriving?" I wondered how she came to create this question, especially with the focus on "why," and asked her for an explanation. According to her: "racism 을 없애기 위해서는 먼저 원인이 뭔지 알아야 할 거 같아서, focus 를 왜에 더 무게를 둬야 할 거 같아서" ("To get rid of racism, I think that we first need to know what the cause is, so I placed the focus more on 'why'") (Interview, 11/28/2017). This answer suggested that Sooji was also using this assignment for a type of personal exploration of a topic that mattered greatly to her. Indeed, it was as if she had no choice but to select this topic, as the following segment from one of our conversations suggests:

Hyon Ju: 백인 dominant school 에서 이 topic 으로 한 거 참 대단하고, 결국 해냈네.

Sooji: 이런 거 말고는 제가 할 수 있는 게 없어요 엉엉… 이게 제 경험도 있고, 제일 아는 것도 많고, 미술 선생님이 말씀해 주신 게 있거든요. 네가 작품을 만드는데 왜 하는지 모르면, 하지 말라고, 안 하는게 낫다고. 뭘 할거면 왜 하는지 알고 있어야 된다고, 사진을 찍든 그림을 그리든 뭘 하든지 무조건 내게 의미 있는 거를 해야 돼요. 나한테 의미 있는 거 해야 내가 할 맛이 나고 motivation 이 되니까 좋은 결과물이 나오고 그래요. (Field notes, 12/22/ 2017).

Hyon Ju: It's incredible of you to choose this topic in white dominant school, and eventually, you made it.

Sooji: There is nothing I can do other than this (crying sound). I have my own experience, and

I know many things on this. My art teacher told me that, if you don't know why you're

making, it would be better off not doing it. If you're doing something, you should

know why you're doing. Taking a photo or drawing, no matter what do to, it must be

meaningful to you. Whatever I do, it must be meaningful to me. That way I feel like

doing it, and get motivated, which leads to a good result. (Fieldnotes, 12/22/ 2017).

These very emotional remarks shed valuable light on the complex relationship Sooji had

as she navigated her personal and academic lives. On the one hand, she felt a powerful

personal need to draw upon her own lived experiences as a motivational tool. On the

other hand, she was simultaneously dealing with a practical need: to achieve "a good

result" in the form of a grade. This was especially important for her as a high school

student in light of the decline in her academic performance since leaving middle school.

This assignment became one in which she brought those needs together.

However, unlike her "College Application" essay, which was rooted in an account

of her own experiences, for this assignment she took a more conventional academic

approach to completing the project, and so the writing of her paper will not be described

in detail. The project entailed a great deal of effort on her part in order to locate relevant

sources, extract appropriate information from them, create a plan for writing the essay,

and then draft it. She often found the reading of source texts difficult, and finding ways to

bring together all of the material she had gathered was challenging. What made this

assignment relevant for the purposes of the current study was how her lived experience of

racism operated in the background as a crucial source of motivation and focus.

Witnessing racism in her own life was a powerful out-of-school resource that guided her through the assignment.

A telling example of this background influence is seen in the way she approached the first requirement of the research paper, which wa*s* "Explain the question" that the essay would attempt to answer. To meet this requirement, Sooji cited the lived experience of her father outside of school to create the narrative below:

Why Racism and Racial Discrimination is Still Thriving

As first generation immigrants, my family and I had numerous personal encounters of both verbal and nonverbal racism and racial discrimination. Not the least of which was my dad, who is an Asian American, being involved in a car accident and falsely accused by a white police officer against a person who was white and had caused the crash. I decided to base my research on the question of "Why is racism and racial discrimination still present, thriving in the United States?" because I was able to feel personal relevance. (Sooji's writing in her 'research on racism' essay)

Sooji placed this text in italics at the top of the first page of her research paper, which signifies the importance she attached to making a connection to this significant out-of-school resource: her father's experience with racism. She wanted to foreground that very personal information. She also used the first person voice in this narrative. This written account of the event helps the audience learn of Sooji's background and her motivation for choosing this research topic. Hence, the audience would be eager to read her writing given the nature of the experience she referenced and her feelings about it. At the same time, while conducting her research and writing her paper, she was able to

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confront, and perhaps relieve, her resentment and anger related to the issue of racism in her personal life.

Another example of this connection between her out-of-school life and resources and her assignment completion is seen in a conversation she had with her teacher while struggling to address the second of the paper's sub-tasks: "Describe the reflecting/researching process." Not knowing how to meet this requirement, Sooji eventually went to the teacher to ask for help, and she explained that "우리 가족과 내가 이런 거 겪었고, 그래서 이거 하는데, 두 번째 거 어떻게 해야 할지 모르겠다고 했더니." ("My family and I experienced this, so I'm doing my research on this question. But I don't know what to do to meet the requirement in the 2nd part.") (Interview, 11/28/2017). Here it was interesting to see that she wanted the teacher to be aware of her driving purpose in selecting the topic of racism, and her statement illustrates how important this focus was to her personally.

One other noteworthy aspect of this assignment occurred when Sooji chose not to participate in the required activity of reading her essay draft to the rest of the class. Sooji asked her teacher for a waiver from this requirement, explaining that "반애들이 백인이라 읽기가 불편하다." ("I felt uneasy to read my writing because the classmates are white.") (Interview, 1/9/2018). While Sooji had a fear of speaking in front of classmates, as will be discussed shortly, the real issue here was her very real and painful experiences with racism. To reveal this side of herself, especially in connection to being victimized by white racism, to a predominantly white audience was simply too much for her. This request she made illustrates the risk involved in utilizing an out-of-school resource for a formal academic assignment. She had benefited from this movement between the

personal and the academic while writing her "College Application" essay, while in this case that movement had been both beneficial in helping her meet the requirements of the assignment and problematic in terms of how her classmates may have perceived her following her illustration of white racism. Considering Sooji's situation, the teacher granted her request and waived the requirement of reading her essay to the classmates.

From a practical perspective, she received a grade of B+ for her paper and expressed satisfaction over that outcome. As with the "College Application" essay, she felt a sense of achievement over this outcome. At the same time, she was able to make productive and satisfying use of out-of-school resources to meet her personal desires.

5.3.3 "Public Speaking" course

As stated early in this chapter, the "Public Speaking" course was a graduation requirement, and this placed Sooji in a very difficult position, as she was afraid of speaking in the classroom but had to take the course. In particular, she was highly concerned about her classmates' evaluations of what she believed. Addressing her concerns about the course, Sooji said, "그냥 정보를 제공하는 PT 는 그나마 괜찮은데, 내 생각을 얘기해야 하고 평가를 받아야 하는 거는 self-conscious 가 심해요." ("A presentation for just providing information is okay with me, but when I need to present my opinions and get evaluated about my thoughts, I'm very self-conscious.") (Interview, 12/14/2017). This self-consciousness was magnified by the nature of the task, the very personal "bag speech," which would require her to make certain revelations about herself to her peers, as shown in the following description of the assignment: "Give other students insight into

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you as a person using a bag and three items that symbolize important aspects of your life"

(rubric for "bag speech").

Regarding the approach to the speech, students could choose from two prompts: "1)

three items that represent three of the most important things in your life, or 2) three items

representing your past, present, and future (one item for each phase)." During the speech,

the students were asked to display a bag or other container to hold their items, as well as

the three items one at a time as they explained the significance of each. Also, this activity

required a written draft of their presentation to the class, including introduction and

controlling statement, three paragraphs of supporting ideas (one for each item), and a

conclusion. Sooji chose the second prompt for her bag speech.

As shown earlier in the chapter, Sooji was comfortable with sharing very personal

details from her life, and indeed had made good use of those personal resources when she

only had to engage in the private act of writing that would be read by her teacher. The

situation changed dramatically when public sharing was involved, as when she was faced

with making a class presentation about her racism project. As already explained, she

succeeded in having that requirement waived.

However, this "Public Speaking" course assignment also allowed Sooji to once

again engage in the strategic use of out-of-school recourses to meet the requirements of

an academic assignment, thus once again bridging her personal and academic lives. In

this case, that was a necessity, not an option, given the nature of the task, but there was

still the matter of which resources she would utilize and how she would do so. Thus, this

assignment also sheds light on Sooji's transfer of out-of-school resources to the academic

domain, especially with respect to the items she selected, as will be shown shortly. What was striking was not only the items themselves, but two themes she had also developed in her "College Application" essay: (1) her achievements and (2) becoming a better person, which were perhaps closely related to each other. That these reappeared in this assignment signifies their level of importance in how Sooji viewed herself. The themes emerge in her introduction and controlling statement for the paper she wrote for her presentation:

Introduction: Each person chooses to walk on a different type of path with his/her own unique reasons, goals and values. For me, my past—the road I have walked so far—reflects on what kinds of things I have achieved in the past. The road I am walking on right now, which is my present, is simply a cycle of making different choices every day. The mysterious road that lies in front of me, in which I haven't set my foot in yet, is my future.

Controlling statement:

Everything I have learned from my past, present, and plans for the future have influenced me to become a better person. (Sooji's writing for her "bag speech" presentation)

Moving to the items she selected, the first two she introduced were noteworthy because they represented important links to her past in Korea, where she had lived a very different life than the one she was experiencing in America. This is an important reminder of how much that background meant to her. She introduces and explains as follows:

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Support #1: To represent my past, I brought my old school bag and my old journal here with me. I used this bag when I used to go to an elementary school in South Korea. My school was 5-story building with 6 grades in total. And because the school didn't like the bags with wheels just like mine, I had to carry it up and down the stairs and around the school all day, every day. The more steps I took with this bag, the more disciplined I became, and the more disciplined I became influenced me to develop patience and perseverance. With my journal, I still enjoy going back through its pages and reading about myself of the past from time to time. Reading about things I have accomplished in the past and learning how much I have grown gives me a sense of pride and assurance of my ability to make the right choices. (Sooji's writing for her "bag speech" presentation)

That Sooji had kept these very personal items and carried them across thousands of miles and into a new and very different world and life was in itself noteworthy, as was the fact that she wanted her classmates to see them. As her writing indicates, these were significant items to her, partly as mementoes from a past she missed and valued, and partly because they reminded her of past achievements, which mattered greatly to her. Sharing such extremely important personal possessions with her classmates to meet an academic requirement was a potent illustration of her desire and ability to use resources while moving between her personal and academic lives. The school bag Sooji chose met the "bag" requirement of the speech, while also making a connection to her past, while the diary was her first of the three items required for display.

The second personal item she introduced to her classmates (i.e., her blazer), one used to comment on her present life, was also notable, as revealed in the next part of her written version of her presentation:

Support #2: Whether we're in school or not, we encounter someone new every day. All first encounters can be very nervous, awkward, or exciting. I think of building relationships as constructing a building, because the available tools will become useless unless someone—takes the initiative of using them. It is a tedious process but if you're willing to take the initiative, you're able to build great things. For example, this blazer here is full of the pins I have received from my friends who are exchange students here in the U.S. from different countries. Of course, they were total strangers just like anyone else in the beginning but after I put myself out to them first, they have become some of my most treasured, closest friends now. Recently I wrote a card to every single one of my exchange-student friends for Christmas/New Year's Day, hoping that it'll help them with the homesickness and loneliness they're feeling right now, mid-way through their exchange. Writing 10 or so cards was overwhelming and even frustrating, but I did so because I knew that my small action is able to bring a powerful impact on them. I continue to go to the monthly meetings to see them and even when I'm outside of the meeting, I continue to communicate and to build our friendship more day by day. (Sooji's writing for her "bag speech" presentation)

The selection of this blazer was an extremely interesting and telling decision on Sooji's part. First, it sheds light on how important friendship was in her personal life. Second, all of the friends she referenced were, in essence, young people like her: those who had left their home country for an experience elsewhere. Thus, they could share the

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kinds of emotions Sooji likely experienced, most notably "the homesickness and loneliness they're feeling right now." Her awareness of such feelings on their part suggests that Sooji was intimately acquainted with this dimension of life. Third, the effort she made to reach out to them in her writing of holiday cards to all of them, despite it being an "overwhelming and frustrating" experience for her, draws attention to Sooji's need to have connections with others, especially those like her.

Meanwhile, her point about how "my small action is able to bring a powerful impact on them" reveals not only her sensitivity and generosity toward others, but also an implication that such a "small action" was actually an important one for Sooji as well. Knowing she had done this was important to her sense of herself as someone seeking to become a better person as well to others. Finally, it is noteworthy that Sooji wanted her classmates to understand these aspects of herself by choosing to share the blazer with them. She wanted them to see her as someone capable of caring deeply about others, as well as someone who felt loneliness and homesickness as an immigrant student.

The blazer was an artifact from Sooji's participation in the Rotary Youth Exchange program, which was clearly an important out-of-school resource for her, as evidenced by the fact that she had also drawn from that participation while writing her "College Application" essay. She presented this jacket to once again display a form of achievement in her life, this time by developing her global connections and friendships and to introduce herself as a warm-hearted and caring person. In doing so, Sooji strategically used this out-of-school resource to also illustrate how she was becoming a better person.

This is where the use of this out-of-school resource to fulfill an academic requirement was especially compelling.

To meet the requirement in the prompt concerning her future life, Sooji brought her passport as her third personal item. This is how she wrote about it:

> Support #3: As I go through each day, I rely a lot on my vision of the future to keep myself inspired and motivated. A vision can be anything, anywhere that you dream of doing in the future. It is full of endless and limitless plans, goals, and anticipation. Now, we all know that everyone has a different vision, something that they look up to each day - especially when we're going through difficult times. For the students and the teachers, it might be a long upcoming break. For me, the thought of traveling to different places in the world to visit my friends is what gives me energy. No matter what kind of hardship draws how much energy out of me, when I think of my vision, I feel as if my energy is being charged just like an electronic device that is plugged into an outlet. That's why my passport here represents my future. One of the top goals I have in my bucket list is like I mentioned before, visiting different places and eventually filling up every page of my passport with passport stamps—which will eventually be part of my past too, providing me with more memories of accomplishment. (Sooji's writing for her "bag speech" presentation)

Here Sooji has once again tapped into a significant theme for her: the importance of friends and friendship, as well as her ongoing theme of accomplishment by filling her passport with stamps showing where she travelled. This was presumably a reference to her Rotary Youth Exchange program friends, as they would likely have returned to their home countries in Sooji's future. If so, she was once again foregrounding the magnitude

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of having friendships with young people whose experiences she could understand, and who could likewise understand her and her experiences in ways her classmates at school probably could not. They were all in a similar boat as outsiders, and Sooji wanted to retain connections with them, as well as to see them in their home countries, where she could interact with them under the circumstances most familiar and natural to them and thus learn about them in a different way. In this writing, Sooji once again utilized an out-of-school resource to address her academic needs.

The conclusion of Sooji's written form of her speech is also worth seeing:

Conclusion: The items I have introduced today are all deeply related to me and they all represent different critical stages of my life. Through looking at my past, focusing on my present, and planning for the future, I have learnt and will keep learning to become a better person. (Sooji's writing for her "bag speech" presentation)

Through these close remarks, Sooji reiterated her ongoing theme of becoming a better person, which was also an indirect reference to her theme of achievement, as being a better person would signify a kind of success. At the same time, ending on such a positive, reaffirming note may have been her way of coping with the anxiety she felt about speaking to her classmates. While doing so, she once again located these themes through her out-of-school lived experiences that she was able to apply to completion of a school-based task.

5.4 Summary of Chapter 5

This chapter shifted the focus of the current study to some of Sooji's assignments at school and her use of out-of-school or personal resources to meet the academic demands

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she faced. As such, it serves as a complement to the previous chapter by contributing to the development of the larger picture of Sooji's attempts to strategically bridge her personal and academic lives. The chapter shows how Sooji recognized elements of her personal life as valuable resources in her academic life as an immigrant high school student. What was especially interesting was how certain themes resonated across her personal and academic lives, especially her drive to become a better person and the importance of a sense of achievement in her life, which was to some extent associated with the quest to be a better person. Indeed, the findings in this chapter suggest that this personal improvement might have been her most noteworthy achievement as she saw it. She also associated achievement and becoming a better person with an additional theme, which was the importance friendship played in her life, especially friendship with others who could relate to her experiences and emotions as an immigrant student. The chapter also shows how adept Sooji was at making these important connections, through out-of-school resources, between her personal and academic lives in order to cope with the academic challenges she faced.

CHAPTER 6: Discussion and Conclusion

6.1 Overview

The largest population of second language (L2) learners in educational settings in the U.S. is adolescents, that is, 7th-12th graders (Harklau & Pinnow, 2009), and students with linguistic and cultural diversity have become "today's New Mainstream" in the 21st-Centry classroom (Enright, 2011, p. 80). Research shows that these adolescent immigrant students encounter a number of challenges, of varying types and degrees, as they attempt to navigate the new educational and social setting they have entered, which may differ significantly from their native language (L1) and educational background. An important issue for anyone facing new and challenging conditions is the resources they choose to use to cope with the demands they face, as well as their strategic application of those resources. Regarding the L2 adolescent population that was the focus of the current study, research has not addressed the topic of their resource use, despite the important roles such resources can play. This study was conducted to address that gap in the scholarly literature, with an interest in out-of-school resources (e.g., funds of knowledge) and in-school resources (e.g., academic content knowledge) used for both personal and academic purposes. My underlying assumption guiding the study was that such students' use of resources is strategically oriented to help them manage the various circumstances faced in their lives.

To carry out this study, I employed an ethnographic longitudinal single-case study approach to produce a thick description of a Korean immigrant high school student, Sooji, and her experiences with resources. I looked in particular at her use of in- and out-of-school resources in the bidirectional movement between her personal life and her academic life, as Sooji was an adolescent who often struggled in each of these domains. In her circumstances, where she needed to resolve various personal problems and issues, I believed it was important to identify the resources she selected and to examine how she used them, especially as she crossed between her personal and school lives. Doing so would allow me to gain deeper understanding of how an immigrant adolescent student like her attempts to cope with the intricate transition from a former life in a native language and setting to a new life requiring use of an additional language, especially during the complex years of adolescence.

In this study, the key distinction made was between resources directed at fulfilling personal needs and those fulfilling academic needs. Under these circumstances, the same location could serve different purposes. For instance, Sooji participated in clubs at school (meetings after school), but her club activities were meant in part to respond to personal needs she felt, not to achieve academic goals. In looking at these different kinds of needs, the study drew heavily on the notion of "funds of knowledge" (Lee, 2000; Moll, 1992), which refers to the various sources of information and knowledge a person possesses, such as, in Sooji's case, what she had learned previously while living in her native country, South Korea, with respect to language, culture, education, politics, as well as many "lived experiences" she had in Korea and especially in the U.S. "Academic

knowledge," on the other hand, refers to information and skills acquired in school to perform academic tasks and meet academic expectations. I looked at Sooji's use of both categories of knowledge as providers of resources available to her.

Regarding the findings of the study, I previously presented Sooji's strategic use of in-school resources to meet personal needs (Chapter 4) and her strategic use of out-of-school resources to meet the needs of her academic life (Chapter 5). The following research questions guided my inquiry:

1. What in- and out-of-school resources did the participant, Sooji, use in the movement between her personal and academic lives?

2. What were the notable features of Sooji's use of in-and out-of-school resources as she moved across her personal and academic lives?

3. What factors influenced Sooji's use of in- and out-of-school resources within her personal and academic lives?

In this chapter, I present a discussion of the findings of this research in order to interpret what these findings reveal and in relation to the findings reported from other, relevant research studies. Following the discussion of the findings, I discuss implications and contributions that emerged from the findings of this study, followed by a look at the limitations of the study and recommendations for future research.

6.2 Discussion

In this section, the study's key findings are briefly summarized and discussed relative to the research questions they address.

6.2.1 Research Question #1

What in- and out-of-school resources did Sooji use in the movement between her personal and academic lives?

Chapters 4 and 5 showed that Sooji drew upon a wide array of resources—personal and academic—as she moved across these domains in her adolescent life and dealt with various issues and challenges she faced. For example, as reported in Chapter 4, the kinds of in-school resources Sooji used for her personal life, that is, in response to her personal needs, included:

● academic English literacy skills (genre knowledge, use of source texts, argumentative writing, especially in the five-paragraph essay mode);

● academic learning experiences (academic curriculum, information about college entrance preparation, college admission essay writing);

● academic content knowledge (human rights, Civil war, US governmental system);

● theme/topic (evolutionism, Haeckel's embryo drawings, Hitler, WWII, Nanjing Massacre).

There has been little research in this area. One exception is a study of a Korean-born adolescent, Jihee (Yi, 2010), who used her school experiences, such as a teacher's feedback on her writing and a writing assignment, for her personal diary writing. As shown in Chapter 4, Sooji also transferred school-based knowledge to her diary writing, especially in the context of the use of argumentative writing techniques necessary for

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certain school assignments. Since she was writing only to, and for, herself, Sooji's decision to apply this formal academic writing knowledge to her diary writing was an important finding in this study, and in the process enriches knowledge of the links between in-school resources and personal needs. By writing persuasively to herself in these diary entries, Sooji was engaging in an especially interesting self-directed dialogue that extended beyond how diary writing is often conceived.

According to Jonassen and Kim (2010), "argumentation is the means by which we rationally resolve questions, issues, and disputes and solve problems" (p. 439). This conceptualization helps us understand why Sooji chose to use this academic type of writing in her diary composing to manage her frustration and irritation and help her make sense of the difficulties she faced at home and at school. This was a strategic use of this formal resource for personal purposes, and it exemplifies both her ability and her willingness to engage in this type of transfer from one domain to another. To see her do so in the context of this very personal, and private, form of writing was especially interesting.

Regarding out-of-school resources used in her academic life, here, too, Sooji proved to be an active user of resources, as shown in Chapter 5. Here she drew upon a wide range of such resources, with a particular interest in powerful and intense lived experiences she had. It was striking to see how Sooji took advantage of these resources to meet her academic needs and how aptly she used these resources to respond to different challenges and demands from her courses. She was performing well below expectations in some courses and needed to be creative in order to improve her performance, which

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would in turn lift her self-esteem. One noteworthy example of this in Chapter 5 was how she transferred intense family circumstances into her completion of school-based assignments

Previous studies on the connections between in- and out-of-school literacy practices have identified a variety of out-of-school resources transferred to school purposes, such as students' funds of knowledge from home (e.g., Moll, 1992; Moll, Amanti, Neff, & Gonzalez, 1992); language forms and discourse structures of social contexts of African-American hair salons (Lee, 2000; Majors, 2000); media materials (Dyson, 1999); students' popular culture (Gee, 2004; Morrell, 2002; Moje et al., 2004), such as video games, magazines, television shows (Xu, 2008), rap lyrics (Weinstein, 2007), popular films (Brass, 2008), and digital writing tools (Nobles & Paganucci, 2015); multimodal writing techniques (e.g., Vandommele, Branden, Gorp, & Maeyer, 2017); and social tools (Facebook, Twitter) (e.g., Elola & Oskoz, 2017). In addition, some studies of disciplinary literacy activities have revealed immigrant adolescents' use of out-of-school resources in connection with these activities, such as a repertoire of personal and community literacies (Villalva, 2006a; Enright, 2011); prior educational experiences in home country (Park, 2014); L1 literacy skills and culture (e.g., Enright, 2013; Franquiz & Salinas, 2011); lived experiences (Enright & Gilliland, 2011; Franquiz & Salinas, 2011); and media resources (Franquiz & Salinas, 2011).

The data of this study confirmed what this previous research has shown while also adding a new and intriguing dimension: how Sooji utilized her personal problems, frustrations, and resentments as resources in the academic domain. They became assets

for her in her academic life and made that life much richer for her in the process because of the connections made with her personal life. Instead of concealing these complexities in her personal life and trying to sort them out privately, as many adolescents would do, Sooji was willing and able to employ them as tools intended to strengthen her academic performance. This is where the current study departs from previous research in this area. That is, this personal connection did not stand out in other research as it did in the current study.

6.2.2 Research Question #2

What were the notable features of Sooji's use of in-and out-of-school resources as she moved across her personal and academic lives?

Analysis of the data shown in Chapters 4 and 5 revealed that several features stood out while looking at Sooji's journey across her personal and academic lives.

One of those features was Sooji's <u>ability to identify transferable resources that were beneficial to her</u>. Effective, meaningful movement across her personal and academic lives would not have been possible if Sooji was unable to recognize which resources mattered most. Perhaps the most noteworthy example of this is one discussed in connection with Research Question #1: Sooji's diary writing. We have already seen that this writing was essential for her in coping with her complicated life in the U.S. What was striking was the way in which Sooji saw the value of argumentative writing techniques from school and transferred them to her personal diary writing. Instead of seeing argumentation as strictly a tool to be used for school purposes, Sooji perceived in it potential to help her address, systematically, the personal issues and questions she

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explored in her diary writing. As previously discussed, her transfer of argumentation enabled Sooji to conduct structured, internal dialogues with herself. This would not have occurred had she looked at argumentation more narrowly. This was somewhat analogous to the participant Luis in a study by Schultz (2002), where Luis adopted a school-based literacy skill, "a critical stance," when composing poems at home. Sooji extended this line of research in the way in which she applied a standard, argumentatively-oriented five-paragraph essay format and used secondary textual sources for evidence in her diary writing. This link between argumentation and diary writing was, as noted earlier, one of the most intriguing findings that emerged from the current study.

Another notable feature was Sooji's relationship with the dominant languages in her life, Korean (L1) and English (L2), and her use of literacy resources related to them. This has been an important topic in other research on adolescent, immigrant students. For instance, multilingual students in their online contexts (e.g., Yi & Hirvela, 2010; Lam, 2000; Black, 2007) primarily used English (literacy) skills as the major resource during their interaction in those contexts. In one study, the Korean adolescent student, Elizabeth, in Yi and Hirvela (2010), subverted English grammatical practices, relying on colloquial language on her Xanga weblog diary. The Chinese adolescent student, Almond, in an important study by Lam (2000), largely drew upon English literacy skills while creating and maintaining his home page about a popular Japanese singer. Indeed, it was this personal use of English that helped him cope with English proficiency issues he was encountering at school.

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Interestingly, Sooji was someone who was able to strategically use each of the languages at her disposal, depending on the circumstances at hand. For example, she rarely used English in her literacy practices in her personal life unless she had to (e.g., pen pal interactions), which was notably different from previous studies of multilingual students' voluntary literacy practices at home. For instance, the Chinese, Korean and Spanish bilingual students in various studies (e.g., Black, 2005, 2006, 2007; Lam, 2000, 2004; Yi, 2010; Yi & Hirvela, 2010; Sanchez, 2007) used two languages (L1 and L2) and codeswitched between them in their use of the languages at their disposal. By contrast, Sooji relied on Korean in her literacy practices outside school. This was attributed in part to her audiences (diary writing, Korean online community), who were all Koreans. Another reason was likely her high level of proficiency in Korean as well as her language anxiety in her use of English, which had developed while participating in a school environment where she was a distinct minority with respect to ethnicity. This latter situation left her feeling insecure and exceptionally sensitive about her use of English in the expectation (based on actual experience) that the students around her would notice her mistakes and judge her negatively as a result. Thus, she was extremely reluctant to use English when it was not necessary to do so. By contrast, Korean was the language she had grown up with and identified with.

However, in extracurricular contexts (i.e., after-school club activities), the story was quite different. Here English now became important. For instance, there was Sooji's use of academic English literacy skills (e.g., using source texts, creating PowerPoint slides) for the Korean Culture Club activities and her use of academic and functional literacy

skills for the literacy events for her "pen pal" project and promotion of the Rotary Youth Exchange Program. While English was the only language of choice because of the non-Korean membership in this club, it appeared that Sooji embraced her use of English because these activities meant so much to her personally. As shown in Chapter 4, she was highly invested in them, much like Almond in the Lam research cited earlier, and this context seemed to open her to English.

This situation shows that, when the use of English was required, Sooji was not only able to use that language, but engaged in its use to a significant degree. Thus, she was adaptive in her use of resources. In the voluntary, after-school contexts, it may have been the case that Sooji no longer experienced the English-related anxiety that affected her attitude toward English when she was required to use it for school purposes. It appeared that the club settings, which Sooji chose to enter, were, from her perspective, safer zones in which she felt more comfortable. Here she was personally invested in her activities, and her use of resources and language was influenced positively by this investment, just as her use of Korean for, say, the Korean online community, reflected investment and a comfort zone for her.

The third feature that emerged in the current study was that Sooji drew heavily on her lived experiences across writing contexts ("Honors English," "College English," and "Public Speaking" classes). It was clear in those findings that Sooji was a reflective adolescent who liked to explore what she was experiencing, such as in her diary writing. At the same time, she once again displayed a strong ability to identify a significant and beneficial resource and transfer it from one domain to another, in this case from her

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personal life to her academic life. In this regard, she understood that she had numerous lived experiences available as a resource to utilize as she encountered different circumstances. This included dipping into her more distant past, such as her school life in South Korea that still resonated strongly within her in her new immigrant world. There were also more recent situations, such as her just completed foreign exchange experiences. The findings showed that Sooji was adept at accessing and using those lived experiences in relationship to academic purposes and contexts, such as writing with research on racism and her speech about three items in the bag she carried them in. In short, instead of locking them away in her private, she conceptualized them as useful resources to work with.

In this regard, the study's findings concerning Sooji align with some previous research (e.g., Danzak, 2011; Franquiz & Salinas, 2011; Park, 2014). For instance, Enright and Gilliland (2011) observed immigrant students' use of their own lived experiences in the Health classes at school when writing their responses to the prompt, "how to deal with excessive drinking in their family and friends?" after watching a video about underage drinking. The authors pointed out that in classes without high-stakes assessments, such as Health classes, it was possible to design the curriculum for authentic communication purposes, and students could make personal connections as a result. Enright and Gilliland further argued that in a high-stakes educational environment, it was "rare" for this kind of content to be meaningful to students (p. 193). Likewise, most previous studies showed students' use of their lived experiences in the contexts of ESL classes (e.g., Danzak, 2011) and a sheltered World History class (e.g., Franquiz &

Salinas, 2011). However, the current study identified Sooji's personal connection to the advanced English courses. It is worth noting that Sooji's use of the funds of knowledge in the school-based writing activities allowed her to have authentic and relevant literacy experiences in her academic life, which has previously been seen largely in voluntary literacy practices (e.g., Mahiri & Sablo, 1996).

To elaborate on the point just made, in her "Honors English" and "College English" courses, which were advanced level classes, Sooji strategically utilized her lived experiences to express her points of view in very different contexts. For example, to complete the Summative Project in the "Honors English" class, she employed her lived experiences (her tendency of being addicted to a smartphone, her vicious life cycle) to make an argument in the drama she helped create that "trouble makers at school have reasonable causes that made them seek comfort in a wrong way, and they can be cured if their problem(s) are resolved" (Sooji's summative update to the teacher, 5/9/2017). For this activity, Sooji revisited and reflected on her lived experiences to argue that if she received some sort of affection/support from her parents and developed friendships outside and/or inside school, she would escape from her addiction to the smartphone and be more committed to school work. Hence, Sooji's personal connection to the "Honors English" course allowed her to look back on her life and have an authentic literacy experience in her academic life.

Also noteworthy here was the "Janie's Letter" task, where Sooji took on the role of a parent writing to her future child. She described the encouragement and comforting words she desired to hear from her own parents in real life. Instead of criticizing her

parents directly, she engaged in this activity as a future parent to indirectly provide the emotional support she craved in her present circumstances. In this way, she alleviated her depression and consoled herself. This was also the case in the "College English" writing course, where Sooji used her problem with self-esteem in order to tell a compelling story of her personal growth to complete a college application essay assignment. Thus, her lived experiences in her personal life were a rich resource for meeting demands in her academic life.

The most significant and most challenging literacy activity in Sooji's academic life was her research paper on racism for the "College English" course. In this case, she dealt with a unique combination of (a) the task demands she faced and (b) her deeply personal and painful connection with the topic that made it an especially noteworthy assignment for her. This combination also made her research for the assignment particularly important and meaningful to her and allowed her to bridge her personal and academic lives in a powerful way. She had seen how racism affected her own family deeply, but she converted the trauma of that deeply personal experience to something she needed academically for her racism paper. Also notable in this case was how the opportunity to educate her mostly white classmates about racism while also sorting through her own feelings about the experience with racism had a motivating effect on her. In this situation, as with the Japanese Rising Sun Flag after-school project discussed earlier, the context was one that spoke especially deeply to Sooji and thus generated a particularly strong degree of investment in the research paper work, as if she were completing a personal mission.

To summarize, and in response to the second research question, it could be said that, in line with some previous research, Sooji was a "broker" (Wenger, 1998) or a "negotiator" (Dyson, 1999) who was able to identify and adapt relevant resources as she moved across her personal and academic lives. This process required that she be perceptive and skillful as she strategically utilized appropriate resources to fit her purposes. The findings shown in Chapters 4 and 5 provide considerable evidence of her ability to act in such ways.

6.2.3 Research Question #3

What factors influenced Sooji's use of in- and out-of-school resources within her personal and academic lives?

The answers to the first two research questions suggested strongly that a key element in Sooji's navigation across her personal and academic lives was her resourcefulness. She was not complacent as she encountered various personal and academic issues. Instead, she displayed a kind of agency, a willingness to work hard to cope with the challenges in her life. In this respect, she was similar to Korean adolescents Yi (2010, p. 24) characterized as "self-sponsored, self-reflective, and self-expressive" in nature. At the same time, Sooji could also be described as self-assertive, critical, and judgmental. While she suffered from low self-esteem, Sooji was not passive in the face of difficulties. This disposition may have enabled her to be strategic in her identification and use of the resources available to her. Against this backdrop, analysis of the data indicated that there were two overlapping factors that stood out in her behavior: motivation and marginalization. That is, she was often highly motivated in her use of resources, and a

sense of being marginalized—away from and at school—appeared to fuel her motivation to use her resources to meet challenges. Much of the activity shown in Chapters 4 and 5 can be traced to these two factors.

The relationship between motivation and marginalization was manifested in various ways. First, though, it must be remembered that Sooji had serious conflicts with her parents at home, had poor educational outcomes at school as well as a lack of friends, and was an outsider among the U.S-born Korean youth in her Korean church. Thus, there was an ongoing sense of isolation, especially at school, that Sooji had to cope with. Overall, her life was extremely frustrating, and under these circumstances, low self-esteem and a sense of being marginalized were perhaps inevitable.

To counteract this situation, Sooji looked for some other contexts where she felt accepted and her contribution and efforts were recognized. Such circumstances had a motivational effect for her. One was her involvement in the Korean online community, *Naver*, where she was deeply invested and where she developed an expert ("knowledgeable person") identity in the judgment of other community members. Here she could rely upon her native language and Korean identity and interact with others who shared her Korean cultural background while also using some knowledge and resources from her American life, especially her school life. That she achieved recognition within that community was an important contrast to the low self-esteem she experienced in connection with other dimensions of her life.

Another example was the Korean Culture Club, which Sooji had created and where she was able to construct a leader's identity for herself. In this sense, she was aware of

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how/where her school resources were valued as knowledge, and how/where her efforts and contributions were recognized. As shown in Chapter 4, she used the platform of this club in various ways to promote Korean culture and to gain a sense of recognition for herself as its leader. Her motivation to make the club succeed helped her identify and utilize various resources to promote club activities and to escape the marginalization and isolation she so often felt in other circumstances. She also constructed a sense of herself as a leader through her active participation in the Culture and Diversity Club via her creation and implementation of the Pen Pal project with a school in Korea.

Also worth noting was her presentation on the Japanese rising sun flag (RSF) situation. As shown in Chapter 4, Sooji was distressed to see students wearing clothes and shoes with the RSF symbol in school, and this sense of distress arose from her Korean heritage. It was through this heritage that she was keenly aware of the difficult historical situation between Japan and Korea, one that led to enormous suffering among the Korean people. She could not let go of her anger and dismay over that historical context and so was highly motivated to use various school-based resources in this after-school club activity that was important in her personal life. This intense personal motivation enabled her to make extensive use of skills she had acquired in school. She took this situation personally and was deeply invested because of her Korean heritage. At the same time, Sooji's active involvement in this situation may also be attributed to her seeing an opportunity to present a different image of herself to her peers at school: someone who was focused, in control, and effective. Feeling isolated and under-appreciated at school, this kind of opportunity helped motivate her behavior.

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In her Rising Sun Flag project, Sooji was similar to immigrant students in a study by Franquiz and Salinas (2011). These students created identity texts in response to injustices in a lesson they created on the Mexican Civil Rights Movement. That is, they presented themselves as knowledgeable about different aspects of this situation. Sooji was much the same during her extensive involvement in the Rising Sun Flag project, including reaching out to the school principal. In all this activity, motivated by genuine desire to correct a problem she observed, Sooji overcame her low self-esteem and sense of isolation within a school where she was a distinct racial minority.

One of the most salient points that emerged in the current study was Sooji's positioning in her school environment, where there was a dominant white student population, and it was difficult for Sooji to find others like herself. This situation mattered greatly to her. Looked down upon by the majority of the students in the school, and struggling to perform well academically, she could not help feeling a sense of isolation, on the one hand, but this experience of isolation motivated her at the same time. Sooji was convinced that this dominant white population at school was ignorant about other cultures and ethnic minority cultural artifacts (e.g., Japanese animation, K-pop, Bollywood films), and she took it upon herself to address the situation in the ways already described. Other studies have depicted similar conditions. For instance, Korean adolescents in a study by Yi (2007) participated in a local online community called "Welcome to Buckeye City" (Yi, 2007), where they shared various forms of writing. Likewise, in a study by Lam (2004), two adolescent Chinese girls who felt marginalized

in school both from native English-speaking students and Chinese American peer students participated in a Chinese-English bilingual online chat room.

In her responses, Sooji was similar to an immigrant student, Nanako, in Black's work (2005, 2007). Nanako constructed multiple identities in her voluntary literacy activities. She earned the status of "expert" while performing as a "cultural consultant" in an online fanfiction community. She also developed a fanfiction authorial identity with a significant group of readers and followers. However, Nanako utilized resources drawn from fanfiction writing communities (e.g., examples from other fanfiction authors), rather than in-school resources within her own school-related experiences. Sooji, by contrast, was self-directive in knowing which resources from her own school and personal lives to utilize.

In Sooji's case, then, she constructed a complex response mechanism through her sense of isolation that, while contributing to low self-esteem, also motivated her to take action. She was agentive in her use of in-and out-of-school resources as she moved across her personal and academic lives.

6.3   Implications and Contributions of the Study

While the current study focused on just one research participant, its findings and interpretations carry value for scholars in the field of adolescent literacy and for teachers who work with adolescent immigrant students. These implications, along with the findings produced, represent the major contributions of the current study. This section discusses those implications.

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6.3.1 Implications for Adolescent Literacy

Adolescent literacy research about immigrant and "generation 1.5" students who are not part of the mainstream population in American schools has generated an increasingly rich body of scholarship over the past two decades. However, there is still much to be learned about how adolescent immigrants like Sooji respond to the circumstances in their lives, especially when those circumstances are difficult ones, including how they utilize the resources available to them. Adolescents struggle through "a phase of life filled with problems, tensions, and dilemmas" (Moje, 2002, p. 216), and that situation is compounded when another language and another cultural as well as educational background are involved.

What made Sooji's story a compelling one, and a useful one for adolescent literacy scholars, is how she moved between her personal and academic lives and strategically used resources at her disposal to address challenges she faced. Instead of seeing them as separate, and perhaps even competing, parts of her life, she found ways to connect her personal and academic lives. She was living a very unhappy life but somehow proved to be resilient and resourceful in ways described earlier, such as reconstructing isolation as a source of motivation.

Perhaps most interesting of all, and of the greatest potential benefit to the adolescent literacy scholars, is how she converted some of the most challenging aspects of her life, such as her family conflicts and the emotions related to them, into productive resources to meet the needs of her academic life. At the same time, she proved to be highly adept at transferring various kinds of school-based knowledge to situations she

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faced in her private life. More specifically, Sooji utilized literacies to resolve her resentment and conflicts both in her personal life (PPT slides on RSF, diary writing) and in her academic life (e.g., writing drama script, Janie's letter, writing with research on racism). While doing so, she appeared to increase her self-esteem both in her personal life (participating in the Korean online community, leading the Korean Culture Club) and in her academic life (e.g., college admission essays, bag speech) by building bridges that connected those different domains. In the final analysis, to Sooji, literacy resources in these different domains were "tools" (Moje, 2002, p. 216) to be used, and during the current study she proved to be skillful at orchestrating their use as she connected her personal and academic lives.

The kinds of challenges Sooji faced—isolated and marginalized both in and outside school, regarded as an academic failure, facing ongoing and deep conflicts in her family life, etc.—were not unique to her. However, previous research has not looked closely at such circumstances. Thus, the current study, though focused on just one individual, has implications for adolescent literacy research by expanding its boundaries. In particular, it suggests that such research should consider both the academic and personal sides of adolescent students' lives instead of just one of those domains, and it should look at the roles played by various resources in those domains, especially as coping devices.

Moreover, through my examination of Sooji's experiences with resources, this study expanded the notion of "funds of knowledge" by comprising academic English literacy skills, academic learning experiences, academic content knowledge, themes and topics that were acquired from schooling and academic contexts in the U.S. It also encompassed

not only personal issues and problems (e.g., low self-esteem, isolation) but also emotional aspects, such as resentment and frustration. In addition, this study broadened the notion of "resources" by including in-school resources Sooji acquired from schooling in the American school. The findings of study suggested an extension of the notion of out-of-school resources by adding personal problems and emotional aspects.

Furthermore, this study provides some meaningful food for thought for adolescent literacy scholars with respect to transfer processes. Transfer in its various forms (e.g., near and far transfer, low-road and high-road transfer, adaptive transfer) was not part of the data analysis in the current study, but it was clear that Sooji engaged in considerable transfer of resources across her personal and academic lives. Transfer is present, but not directly addressed, in some adolescent literacy research, such as a longitudinal study by Kibler and Hardigree (2017). What the current study found with respect to Sooji's story suggests some intriguing implications for transfer-related research. That is, Sooji's experiences with resources suggested that transfer is a significant component in the studies of the connections between in- and out-of-school contexts. This study revealed that Sooji's transfer of resources across her personal academic lives can be regarded as a social practice.

On the whole, there is an ongoing need for rich, in-depth individual stories of adolescent immigrants' engagement with the circumstances they face and the experiences they have as they undergo the transitions that are part of their lives. The current study has produced one of these stories, and in the process has contributed to the adolescent literacy

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field by expanding its potential to fully capture what happens in the personal and academic lives of these individuals.

6.3.2 Pedagogical Implications

While this study was not conducted with pedagogical implications in mind, it does suggest a few of such implications for the people who work with immigrant students, such as ESL teachers, L2 writing instructors, and curriculum designers. These implications begin with making greater efforts to understand the dilemmas that students like Sooji face. As already shown, Sooji experienced a deep sense of isolation as an Asian student inside a nearly all white student population. She could not look around and find many other students who looked, talked, and acted like she did. Furthermore, she encountered humiliation when the students mimicked mistakes she made in her spoken English, leading her to be highly reluctant to speak at school, or at least during school hours, as she underwent a transformation in her after-school clubs. That she would then go home to an environment filled with conflict compounded Sooji's situation, and she would not be alone in this regard. Thus, teachers can make more effort to learn about such students and reach out to them. What they learn can be an important first step in developing curricula and pedagogy that is beneficial to these students.

Also, the findings of the study suggest literacy educators should acknowledge that immigrant adolescent students are resourceful, and they have the potential to apply and/or adapt their resources in one context to another. Such an acknowledgement could lead to the creation of assignments that help such students look at the events and difficulties in their lives as resources to be used to meet academic needs, while academic literacy tools

(such as argumentative writing elements) can help them make sense of the conflicts and challenges they face outside school. In other words, these educators can become more aware of a resources-oriented pedagogy.

For example, in a source-based writing task, teachers may prompt students to create an inquiry related to a problem or an issue that they have, such as eating disorder, depression and stress management, ADHD, a tendency toward addiction (e.g., smartphone, computer games), and balancing family life and school life. While these are sensitive topics, and students should not be forced to write about topics they deem too personal, this kind of personal connection to the curricula promotes opportunities to increase students' engagement, elicit the use of their own lived experiences, and help students relate school-based literacy to the literacies they have already developed beyond the classroom.

Likewise, teachers can be creative in their use of major literary works (e.g., *Of Mice and Men* by John Steinbeck, *To Kill a Mockingbird* by Harper Lee) students are assigned to reads so that immigrant adolescent students can write about them in ways meaningful to them. For example, they might make connections to literature in their native language, or they might use them as a starting point for writing stories of their own. These stories could draw from their own lived experiences and cultural perspectives, and they can be used as meaning-making resources for students like Sooji.

6.4 Limitations of the Study

The most significant limitation of the current study was the fact that it had just one participant. While this approach had the advantage of allowing especially rich data

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gathering because there was no need to study other participants as well, it prevented any kind of meaningful generalization.

Also, while researching Sooji's school-based writing tasks in her academic life, this study only included her engagements with the major homework assignments of the courses. There may have been more to be learned by looking at other assignments and tasks. In addition, I did not conduct on-site school observations, so I was unable to actually see Sooji's interaction with her school environment. The same limitation applies to her after-school activities. As Chapter 4 showed, her participation in those clubs was clearly very important to her and beneficial for her, but I had to rely on her accounts of what took place. Furthermore, I did not interview her teachers, who may have provided some important information and insights concerning Sooji. Nor did I conduct interviews with people in her personal life, such as members of her Korean church community. Moreover, I wanted to take a deeper look at transfer in Sooji's movement across her personal and academic lives, but I was prevented from doing so by the lack of a suitable model of transfer that would account for the research context I worked in.

6.5 Recommendations for Future Research

Given the findings and limitations of the study, I propose some possible directions for future research. One is to conduct studies of longer duration, such as Kibler and Hardigree's (2017) 8-year longitudinal study of a Spanish-English bilingual student throughout her high school and college years. Studies of that particular length are not necessary, but there are obvious benefits to more prolonged engagement with research participants. A participant like Sooji, in the midst of complex adolescent and life

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circumstances, could well undergo changes, and it would be beneficial to have more time to study the journeys of individuals like her. This could include research on the transfer of resources from high school to college, as in the Kibler & Hardigree study, or other contexts affecting adolescent immigrant students. As pointed out in the "Implications" of this chapter, transfer itself merits more direct consideration or foregrounding in such research.

Second, it would be helpful to capture the full range of literacy experiences and resources in adolescent immigrant students' lives. I was aware of this in Sooji's case. For example, in the French course II, Sooji wrote a script in preparation for her presentation on a situation of an overnight camping trip in a national park in France. Then, she initiated online chatting with her French pen friend to ask for feedback on her grammatical errors in her text. In the Honors Biology course, to acquire particular content knowledge (e.g., photosynthesis, Hardy-Weinberg equation), Sooji drew on the resource of the YouTube channel instead of reading the book chapters assigned. For the Short Answer Question (SAQ) writing assignment in the AP World History course, she relied on a Korean online encyclopedia to learn about the historical background of the poem, *White Man's Burden* by Rudyard Kipling and to read the poem in Korean. Students like her may well turn to an even wider array of resources than those described in the current study, and they are part of the picture as well. Thus, it would help to create data gathering procedures geared toward more comprehensive data gathering.

Additionally, future research should look into the use of an appropriate model of transfer for studies like this. To capture the dynamic aspects of adolescent students'

literacy practices across in- and out-of-school contexts, there is a need to locate or

develop a relevant model of transfer for this type of research.

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Appendix A: Sooji's Korean Culture Club Application

Club Name: Korean Club

Student Name: Sooji

Club Advisor: Mrs. Anderson

Meeting Day & Time & Place: Every Tuesday, after school from 3:15 p.m. to 4:00 p.m. @ Room 245

Club Goal: This club's goal is to help students at Jason High School break their 'Jason bubble' by offering a chance to be engaged in Korean Culture and raise awareness about current situation of human rights abuse in North Korea.

Club Description: This club is open to anyone who is interested in Korean culture. We will explore various parts of Korean culture, including Korean language, K-pop, K-drama, food, game, etc. In addition, we will try to find a way to be engaged in a direct interaction with Korean students in South Korea, probably

Appendix B: Sooji's Pen-Pal Exchange Registration Form

Pen-pal exchange registration form

Name: **Age:**   **Gender:**

Areas of Interest (at least 3):

Preferred partner's age: 15 16 17 18   I don't care

Preferred partner's gender: (list here) _____   I don't care

Appendix C: Sooji's Modified Pen-Pal Exchange Registration Form

Pen-pal exchange registration form

Name: **Age:**   **Gender:**

Personal email address:

Cell phone number (for WhatsApp):

Short self-introduction: *minimum of 5-6 sentences please!

Preferred exchange partner's age: (list here) _____   I don't care

Preferred exchange partner's gender: (list here) _____   I don't care

Appendix D: Information Sheet of Rotary Youth Exchange Program Sooji Created

Rotary Youth Exchange District 6690   Rye6690.com

Benefits of Exchange
- What's a better way to improve your language fluency than to live in that country?
- Viewed very, very positively on college applications
- Rare opportunity to receive scholarships to travel, meet new people, and experience new things!

Choose from over 30 countries - France, Spain, Germany, Italy, Finland, Belgium, Netherlands, Slovakia, Turkey, Brazil, Argentina, Chile, India, Taiwan, South Korea, Japan, Thailand **and many more!**

1. Short-term: 4-6 weeks in a foreign country (host family) + 4-6 weeks in the US (your family)
    Estimated net cost: ~$970 (excluding personal expenses)
2. Long-term: full school year(10-11 months) with typically 3 different host families
    Estimated net cost: ~$5000 (excluding personal expenses)
* All host families must pass background checks plus interviews by Rotary International

< - Fukuoka, Japan>   < - Normandy, France>   < - Kuopio, Finland>

Last Student-Parent Meeting of the year   * All applications are DUE by October 25, 2018!
Saturday, October 20-21 in Grove City - come meet current foreign exchange students too!
For details, go to http://rye6690.com/events/list/

Questions?
                              (Short-term) **OR**   (Long-term)
Feel free to reach out to rebounds   or   as
well!

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Appendix E: Sooji's writing on Janie's Letter

Dear Debbie,

I can't tell you how much I'm proud of my little girl. I'm sorry I can't protect you long enough in this world that's like "a great tree in leaf with the things suffered" (p.8). I just wanted to tell you the things I've learned in my life so that you won't make the same mistake I made, because I love you just as much as the Lord loves us.

Be no fool wishing for your life to always be a blossoming pear tree like your mama did. No tree in this world can bloom forever. Hurricanes, people trying to chop you down, mad dog trying to bite you, and more and more will come to you to get you. You just stand firm and endure that winter, and spring will come and you'll be able to bloom as the most beautiful tree in the world.

Around your age, I was forced into a marriage with an old folk by my Grandma, who I called Nanny, because she though a wealthy marriage was all that mattered. That's what she wasn't to do as she was borned in slavery time. It was part of her, so it was all right. Of course I didn't want to, I was such I simply thought that I would love him after we were married, and since that "...Nanny and the old folks had said it...it must be so" (p. 21). After my marriage, I waited and waited until white and green season came and go. Nothing changed.

When I met your dad, it was then when my soul was finally released from a jail that is filled with my guilt and people's expectations. I was free! Everyone thought that he was dragging me around, but I decided that since "Ah done lived Grandma's way, now Ah means tuh live mine" (p. 114) and followed my heart to be with him.

No matter how much the wind in front of you is strong and painful, I believe that you'll be able to overcome any of them bravely just like prophetess Deborah from the Bible, who I named you after, under the guidance of the Lord. Don't forget that the morning is always to come eventually after a long, dark, shivery night.

With love,

Mama Janie

Appendix F: Sooji's writing: College Application Essay

Prompt: Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

Living Abroad

Spending a month abroad in Normandy, France as part of the Rotary Youth Exchange program in the summer of 2017 was inevitably one of the best choices I've ever made in my life. When I first learned about the program, it immediately sparked the feeling of excitement inside me. I have always been interested in different cultures and lifestyles around the world. I didn't want to miss an opportunity especially since I knew that as a junior, I would not get another chance to participate in a foreign exchange while I still was in high school.

Youth Exchange scholarship is prestigious and thus very competitive to win. The application process which felt like an eternity with endless paperwork and the interviews were overwhelming. Having to go through a formal process as such for the first time in life was another challenge to me. As I've always done in the past, I had to take care of a lot of matters by myself because my immigrant parents face difficulties in taking lead in issues like this due to their language barriers. Despite how excited I was, the fact that I would be going abroad alone and live with a family that I haven't known before for an

entire month intimidated me. At one point, I became paranoid that my immigrant heritage and physical appearance as a racial minority might act as a barrier on blending in with the local culture and community.

Hearing the news of admission into the program wasn't the end. I was still required to go through the monthly trainings until the day of my departure. I went through a constant cycle of excitement and fear. It wasn't until I set my feet in Paris that things stopped feeling surreal. Naturally, I was forced to speak, eat and even think in a completely different way as I met my host family and became part of their family and life. Every second of each day was filled with new challenges and discoveries. I was then that I finally started to appreciate my background as an immigrant, as having survived the phrase of cultural adjustment already made things much easier. Even better, I felt more comfortable and confident in meeting new people and trying new things. Within the first week, my language skill and my understanding of the French culture had improved remarkably.

When I first receive the news that I will be spending 4 weeks of summer in a small French countryside village, I was quite disappointed. I was still excited about going to a new country, but I was secretly hoping to be placed in a big, well-known cities like Paris or Lyon. However, the more time I spent with my host family, I eventually became grateful for the opportunity to be with them in a small unknown town. I realized that I gained experiences of true immersion, which would be nearly impossible for a normal tourist. I put in every bit of my effort to be in the moment and to enjoy them. I focus on creating beautiful memories rather than constantly posting pictures on social media.

My exchange provided me more outcomes than I could have ever imagined. I learned that only if I put in a minimum effort to learn from my surroundings, whether that is a school classroom or a foreign city, I become a better version of myself. The exchange not only provided me an opportunity to become more independent but also taught me new life lessons such as becoming more understanding towards other people.

The battle for the discovery of my true self

I sat and cried in my room, which was destroyed by my dad. The police had come and left, but the feeling of unsafety was never gone. It was the winter of my sophomore year. I was having a difficult time with my studies at school, and the stress lead to severe fights between me and the rest of the family that occurred almost every day. It was a never-ending cycle of both. No place could provide me the support and the sense of comfort that I desperately needed. Cornered in a dead-end street by anxiety, depression, pain and stress, I lost hope. I was beginning to believe that death, perhaps, was the only to escape. I was too overwhelmed. Some people around me tried to help, but their actions didn't lead to any definite outcomes, which tortured me even more than there being no attempts. I was lost in a complete darkness, in which I couldn't even recognize myself.

With a very low self-esteem, I've never considered myself as standard. Being raised in an Asian community with people whom the society stereotypes as 'obsessed to appear intelligent and successful', I grew up being frequently compared to my peers who were doing better academically. Advice that started out as a gentle, 'it's okay. I know you can do better', became 'You should be able to do this! You're just not pushing yourself hard enough!' I felt pressured to deny my weaknesses and limits. Like this quote of

Albert Einstein, "*Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid*". I felt like the fish living in the monkey's world. I had grown up my entire life just watching people climbing up the trees, while not being aware of my ability to swim. But there was no way to show my ability since it was solidly judged based on the ability to climb. I had to be—or at least I tried to pretend to be—flawless. Whenever I attempted to question this belief, I scourged myself to at least follow how the others were doing, since I knew that I wouldn't be able to get ahead of them no matter what because I've always considered them as average and normal and myself as below average.

Little did I know, that the standards that appeared to be normal were just not the right fit for me. Once I came to this realization, it suddenly felt as if a giant weight had been lifted off of my shoulders. Soon, I found out that the monster was nowhere to be seen. I had won the beast. I wasn't armed with fancy armor and weapons. All I did was simply recognizing myself for who I really am. It was then I realized that the beast wasn't real from the beginning; I was fighting with my own self. I decided to trust myself and go on an adventure of taking a path that is a little bit different from the others. I knew that there would be risks and countless more battles on the way, but I wasn't afraid because I had learned that being different doesn't mean failure. Everyone is different and that's what makes each person unique. The next school year, which was my junior year, I signed up for less advanced classes, not to slack off but to provide myself with the best learning environment that I can be comfortable in. This little change brought my life a much more peace and happiness. It was not the smoothest road I had to walk in the

journey of life. I got wounds and scars from the battles I have had to fight on the way, but

I also learned very valuable lessons as the reward. I am proud of my accomplishments.

Appendix G: Sooji's writing: Writing with Research on Racism

Why Racism and Racial Discrimination is Still Thriving

As first generation immigrants, my family and I had numerous personal

encounters of both verbal and nonverbal racism and racial discrimination. Not the least

of which was my dad, who is an Asian American, being involved in a car accident and

falsely accused by a white police officer against a person who was white and had caused

the crash. I decided to base my research on the question of "Why is racism and racial

discrimination still present, thriving in the United States?" because I was able to feel

personal relevance.

The action of grouping people based on their differences is not racism but simply

a part of human's natural instincts according to psychology professor Eric Knowles

(Wan). However, humans take the idea even further, out of the natural boundaries by

believing that certain race is superior than others, and by treating individuals or groups

unfairly based upon their skin color. Policies and laws that once supported racial

discrimination has been made illegal in the U.S., yet it is still clearly present in our

society and culture through different forms such as stereotypes, slangs, commercials,

racial profiling, police brutality, inequality in employment and education - which are

often caused by incorrect interpersonal biases. The Supreme Court may have ruled racial

segregation illegal decades ago in the case of *Brown and Board of Education* of 1954, but

different racial groups still remain segregated in many parts throughout our country. Racism is a different issue from achievement of racial diversity. The reducement of racism requires the effort of an entire society.

The pack of white supremacists, including neo-Nazis and Ku Klux Klan, chanted slogans like "You will not replace us" and "White Lives Matter" as they marched through Charlottesville, Virginia in August earlier this year. Thom Robb, the leader of Ku Klux Klan, stated " … we still have a right to preserve our heritage and culture and give that to our children" (Khazan). How is this any different from Nazis passing down the practice of genocide to their descendants? The truth is that hatred and violence cannot -- and should not -- become a part of a culture. In fact, a group of psychiatrists have been trying to have extreme bigotry and racism classified as a mental disorder since the civil rights era, despite facing multiple rejection from The American Psychiatric Association. The association's officials argued that because so many Americans are racist, even extreme racism is normal, and that it is a cultural problem rather than an indication of psychopathology. Dr. Alvin F. Poussaint, who is a professor of psychiatry at Harvard Medical School, counterclaimed "Clearly, anyone who scapegoats a whole group of people and seeks to eliminate them to resolve his or her internal conflicts meets criteria for a delusional disorder, a major psychiatric illness" (Poussaint) in addition to mentioning other mental diseases such as schizophrenia and bipolar disorder that can occur as a result of extreme racist delusions. A person who suffers such delusions is usually found to be socially isolated, well known as the lone wolf. Poussaint also claims that most people carry implicit biases and prejudices that they don't express in public but

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their desire to belong in a group ignites those ideas into a form of physical violence when sparked by the white supremacist ideology.

Fliers proclaiming "Make Edison Great Again" with the word "Deport" printed on the pictures of two Asian American school board candidates were delivered around the mailboxes in Edison, New Jersey in early November this year. The news shocked the entire nation, especially because the township of Edison has a majority population of Asian Americans over white people. The distributed flier also stated, "Chinese and Indians are taking over our town… Enough is Enough!!" which clearly presents the sense of victimhood. Sociologist Mitch Berbrier found that it is the main reason why white supremacism continues to thrive in our country, in addition to being used as a powerful psychological mechanism by the white supremacist groups. Using the sense of fear, the white supremacist groups make their members believe that in reality, whites are victims of discrimination, that they are stigmatized if they express pride of their heritage, and that they will be eliminated [by other racial groups] unless there is racial segregation, "the ultimate safe place in which to breed only among your own people" (Khazan).

CNN journalist Sara Sidner and New York University psychology professor Eric Knowles share the same stance; by not specifically criticizing neo-Nazis and white supremacists publicly, President Trump is giving out a powerful message -- a message that racial and ethnic fears are okay to express. The same idea applies to any other influential groups or individuals because of the massive amount of power they have as public figures -- whether they are in a big favor of the public or not -- that just a single line of comment is able to influence the public's opinion significantly that it eventually

affects politics of our nation. Regardless of one's social status, every American has a role to play in ending bigotry and hate. However, the unchanging truth is that It is no more the responsibility of minorities to end racism than it is for women to end sexual discrimination and violence. The victims are not responsible for the perpetrators' behavior. It is " … an abdication of the moral obligation of being an American," to believe "that racism is someone else's problem to solve" (Senecal). Anyone who claims to love this country and the promise of freedom and equality that it stands for, should be able to object such beliefs. It is the group to which the perpetrators belong that holds the principal burden of correcting behavior within that group, which in this case, are the white supremacists. Racism has repeated itself in American history. The environment for racism is still there. Unless that is changed, it will be impossible to reduce, or eliminate racism from our society. Psychologists suggest that the basic task for our country to make a further progress is in reducing racism, we need to have more of our society needs to be more of quality and justice, and that we should break down of false racial prejudice through interactions because "You never really understand a person until you consider things from his point of view … until you climb into his skin and walk around in it" (Lee, p. 30). The achievement of more segregated society will only be possible if the whole society come together and put in social, political, and economical efforts throughout the various areas within itself.

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[Sooji's citation of her research on racism]

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