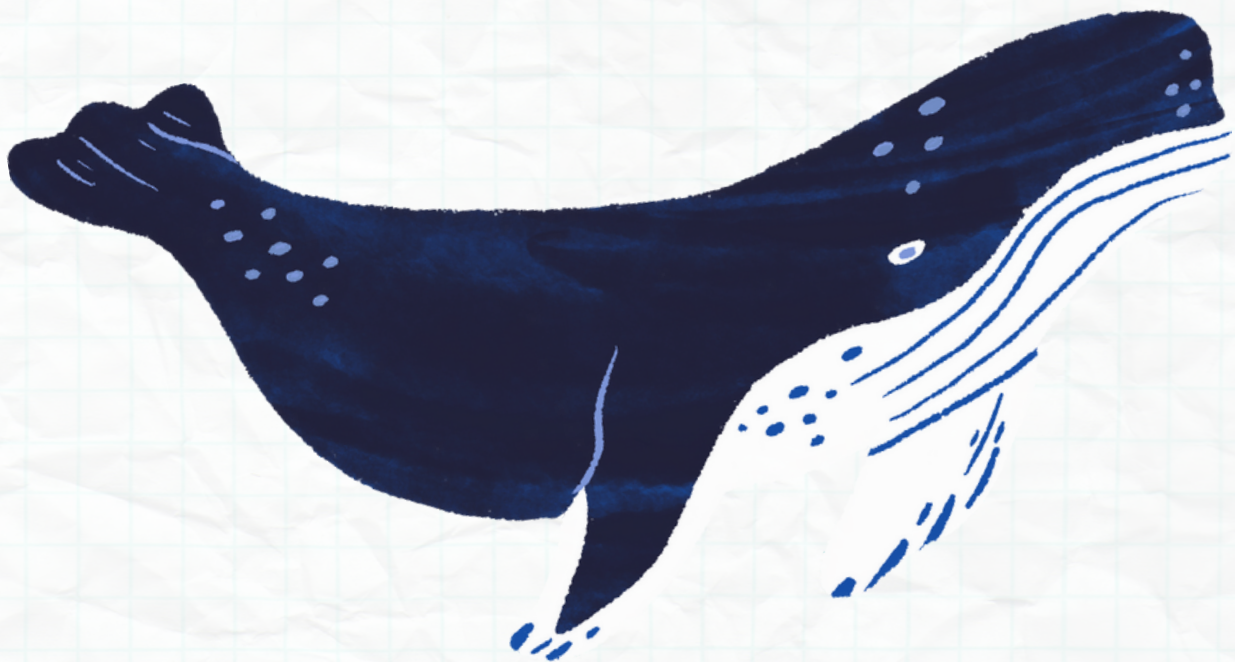


educ 275:
final
Portfolio



Irene E. Kim 12/20/24

I. *intro.*

Kelly, your description of “submergence” as a feeling that Emergent Multilingual Learners tend to experience in the classroom stuck with me throughout the entirety of *EDUC 275*. It’s the first word that comes to my mind when I think about the education of EMLs. As I mentioned in DP #3, “when you’re unable to speak the language nearly everyone else around you seem to be speaking, it feels like you’re underwater.”

One of my favorite novels and films, *52-Hertz Whales*, written by Sonoko Machida, illustrates a story using the metaphor of the 52-Hertz whale. Known as the “world’s loneliest whale,” unlike most whales that communicate at frequencies between 10 and 30 hertz, 52-hertz whales call at a much higher hertz. As a result, despite its constant signing, no other whales are able to hear its calling and respond. There’s a scene in the film where the protagonist Kiko Mishima, neglected and abused by her family, moves to a seaside town in Japan. There she meets a young mute boy, Mushi, who reminds Mishima of her past. In an attempt to communicate with him, she pulls out an audio recording of a calling of a 52-Hertz whale and listens to it with him. They bond over the cry of a 52-Hertz whale. Machida in an interview mentioned that she “felt compelled to write about those who cry for help but are met with silence.”

The metaphor of 52-Hertz whales reminds me of the idea of “submergence.” I believe a large part of supporting EMLs is acknowledging their emotions and struggles and providing time, grace, and a safe space in which they can feel heard, seen, and welcomed without having to feel compelled to constantly vouch for themselves.

2. artifact #1

- linguistic autobiography -  (click!)

Revisiting my linguistic autobiography, I realized it had a similar focus to my individual inquiry project - food! For both assignments, I gravitated towards what I find comfort in and brings me happiness.

Reading through my linguistic autobiography I realize how much I've learned and was able to grow through *EDUC 275*. I don't think I've ever quite had a formal processing or closure of my experience as an EMLL. I'm not sure if it's due to this lack of closure but my feelings surrounding my childhood and my time as an EMLL were always clouded with confusion and bitterness. I internalized a lot of the emotions I had as an EMLL and kept them tucked away in a corner of my heart. Writing the linguistic autobiography, in the best way possible, forced me to tug those emotions out and reflect upon them. During and after my time as an EMLL, I had the mentality of "tuck it away and move-on." As such, I've always felt the sense that I needed to frame my experience in a positive manner. I felt as though if I didn't do so, my times of struggle would define who I was - would take away from how I viewed myself. I can see hints of that in my linguistic autobiography. But I recognize that this was the beginning page, the first step of me stepping away from that mentality and approaching my past with honesty and a genuine hope to understand myself better and allow myself to heal and attain closure.

I don't think I would approach this assignment differently if I were asked to complete it now. I now understand that it's okay to recognize that my experience as an EMLL wasn't entirely positive. But these experiences coupled with my time in *EDUC 275*, has gifted me closure and growth. I'm happy with the steps I've taken and am taking to reflect upon and understand my emotions and experience as an EMLL.

3. artifact #2

- praxis assignment #3 -  (click!)

The Praxis assignments overall acted as checkpoints for me throughout my time at the Folk Arts-Cultural Treasures Charter School (FACTS) in Chinatown, Philadelphia. In the first couple of visits before Praxis #1, I found myself going into autopilot mode, observing and experiencing from a student's perspective rather than an educator's perspective. The Praxis assignments gave me structure and in a way a set of instructions on what to focus on in the classroom and take note of. In particular, Praxis #3 allowed me to tie-in class concepts (from EDUC 275) with what I was seeing at FACTS. It was helpful to see class concepts that seemed abstract from a distance come to life in the Stars classroom. For example, I had previously thought that language and content objectives were simply part of the procedure of putting together a lesson plan and only "useful" for educators. But seeing Teacher A put the objectives up on the whiteboard for the students to also see helped me gain insight into the value of language and content objectives and the role it plays for both educators and students in a classroom setting.

Praxis #3 also allowed me to learn more in-depth about FACTS, Teacher A, and the Star students. Observing the weeks-long Social Studies project the students were working on helped me understand how Teacher A scaffolds learning and chunks it up in digestible yet informative ways over time. The project allowed for the students to build upon their knowledge, share their insights with peers, and create a product that they would be able to share with individuals outside of the FACTS community. I appreciated seeing such an approach.

A question that lingers is: *is there room for more peer collaboration in EMLL classrooms, particularly in students' native languages, to enhance both content and language acquisition?*

4. artifact #3

- dp #3 -  (click!)



Language is personal autonomy and resistance

by **Austen Morris** - Sunday, 22 September 2024, 5:20 PM

To me, language is a form of personal autonomy and resistance. In this context, personal autonomy means to become live authentically and independently without being inhibited by dominant and oppressive systems. Language is inherently political. Language has been used to colonize, to enforce imperialism. Language has been used to suppress those seen as "less than", and dominant groups have sought to eradicate languages they deemed "inferior". By taking away language, people become more vulnerable, easier to control. Language has been used as a barrier to personal autonomy, to prohibit self-governance. To be in control of and speak one's language is akin to needing oxygen to breathe. So using one's language in the face of linguistic resistance. Language is a medium to express identity, share opinions, beliefs and values, connect with those who you share culture and identity with. Language is essential for freedom, to unite a movement of resistance, to communicate expectations and demands. Language is necessary for self-expression, which is often resistance of hegemonic norms set by those in power.

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Re: Language is personal autonomy and resistance

by **Irene Kim** - Sunday, 22 September 2024, 6:13 PM

hi austen,
i appreciate and resonate with your point that language is a form of personal autonomy. i especial like how you mentioned that "by taking away language, people become more vulnerable and easier to control." i lived in south korea for half of my life and one point of korean history that i found horrifying was how during japan's colonization of korea they attempted to eradicate the korean language and thus the korean peoples' autonomy and ability to resist. a 'only speak, learn, and teach japanese' policy was enforced, often in a violent manner, and that was one of the ways the japanese government attempted to exert power and prohibit personal autonomy and self-governance. another historical example that i personally found shocking, was that to differentiate korean versus japanese people living in japanese villages during the colonization, japanese soldier would line up people and force everyone to speak a certain word that is particularly difficult for korean people to pronounce and enact violence based on how well they pronounced it. you make really great point that language is essential for freedom and self-expression -- i'm curious to see how we can bring this conversation in connection to emergent multilingual learners in u.s. schools

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Re: Language is personal autonomy and resistance

by **Jan Zheng** - Sunday, 13 October 2024, 12:53 PM

Your reflection powerfully catches the complex, political nature of language in its duality to be both a means and a tool for autonomy and resistance. I agree with your view that language is, by its very nature, identified with identity, self-expression, and freedom. For it is not just the words that are h each time some dominant powers try to eliminate or suppress languages but an attack on the very autonomy and cultural existence of the people speaking them. It is deep in the connection with resistance; preservations and uses of one's native language become an act of defiance against colonial and oppressive systems.

I loved this discussion thread. As a Political Science major, I appreciate Austen's point that "Language is inherently political."

My first exposure to the importance of education and its intersection with politics - my consciousness raising per say - was in 4th grade when I wrote an essay on Dokdo. Dokdo is an island that is historically part of South Korea's land but has been an area of dispute with Japan over the ownership of the island. During my elementary years in Korea, and still to this day, there's controversy surrounding Japan's K-12 history textbooks indicating that Dokdo has historically been and is a part of Japan. In this essay, I wrote about the toxic cycle of education and ways in which children are taught to believe certain perspectives and then continue to hold these through adulthood leading to a never-ending polarization between Japanese and Korean people.

This discussion thread stood out to me as a moment throughout *EDUC 275* as it reminded me of the poignant intersection between education, politics, and language and how there are larger structures at play that has made language and education a double-edged sword.

5. artifact #4

- individual inquiry project -  (click!)

I absolutely loved every step of the individual inquiry project. I loved and appreciated the creative freedom, the breadth of our topics, and the way in which we went about sharing our projects with one another. If the linguistic autobiography was an opening thought, the individual inquiry project was a closing thought - it allowed me to reflect upon all I've learned this semester and, in a sense, make the learning "my own." My inquiry started off with an interest in spreading awareness about selective mutism then branched off into recognizing the lack of children's literature on the experience/feelings of EMLLs and resulted in a combination of the two: a mini children's book (more so like a zine) that illustrated the experience of selective mutism and being an EMLL in a relatable, metaphorical manner. My goal was to initiate interest amongst those unfamiliar with the journey of EMLL's and to create a product that EMLL's would be able to resonate with and see themselves in.

I can't emphasize enough how much I appreciated the opportunity to share my project with my peers and listen to them presenting theirs - it was truly a privilege. I was blown away by all the amazing work and the sheer variety of topics my peers chose to focus on. All of their feedback was incredibly sweet and helpful - a reoccurring one being including a more definitive ending (closure) to the story. I very much agreed with this piece of feedback and, after the presentation, went ahead and added a definitive end to tokki's journey.

I'm left with mixed feelings. While I feel content with where I am right now with my project, I'm wondering what next steps I could take. Although I recognize that my mini children's book is lacking in various areas and is no where near professional, I'd like to take the opportunity to share it and make it accessible to EMLLs. I'm not quite sure how to make that happen and where I would need to start but I'd like to, with the feedback my peers have shared, take another step in ensuring that my project reaches its intended target audience. Perhaps my continuous inquiry will take another direction but as of now it stems from this project and I hope that I can continue learning, growing, and sharing the experience of selective mutism and being an EMLL with others.

lovely feedback from my peers that
quite literally brought me to tears:

This was so beautiful
and so well done. I loved
the invitation to draw
on the book + think this
could help so many
EMUs feel less alone.
Thank you for making
this + sharing it w/ us.

1. I love that you
connected this to your own
experience, & the book is so
beautiful!

2. Is there a way to have
one page in the book showing
folks & new understanding
food together?

Irene! I love how creative your
artifact is! The children's
book is well written and I
love the way the text and
images are placed on the page.
I wish this was a published
book!

I feel like the artifact is
already so good so don't
feel like you need to do
more work, but if you did
maybe add one conclusion page?

① This is amazing! your
explanation of wanting people
who have been through
similar things to be able
to connect in media ^{way to really}
② As discussed, ^{perhaps} consider
adding more personal
anecdotes (connecting to story
or to your life)?

a little agenda note
from presentation day:

This is the coolest
thing in the whole
world. It's hard to
choose, but I think
my favorite part is
the concept & how
well you turned
your experience into
a story & the premise
of the planets

1. greet - hello!

2. explain my project:

L some context: born & raised in the U.S.

immigrated to Korea when 10

L experienced selective mutism

L noticed lack of lit. around sm & exps. of
emu kids as a whole

I wanted to create a mini children's book

+ food helped me learn about Korean

culture & the language

- also helped me communicate + build

relationships when I had sm & so lots of food

3. read through + color it you'd like! ^{elements + comfort +}
Lett backg. write ^{food recipes! (descrip.)}

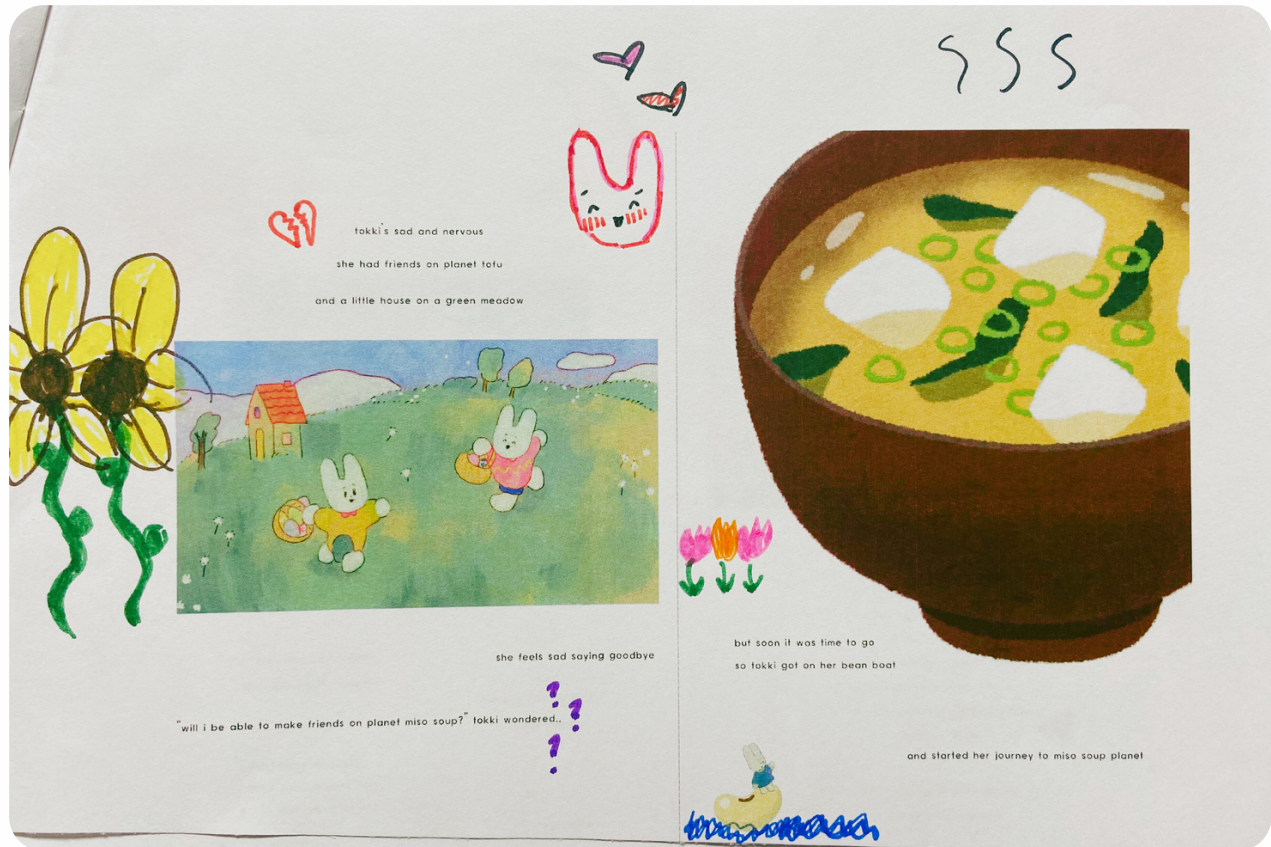
4. welcome any feedback ^{ty! yes! designed it}
and put it tgt but I

did x draw the graphics

5. ty! ^(crayon)

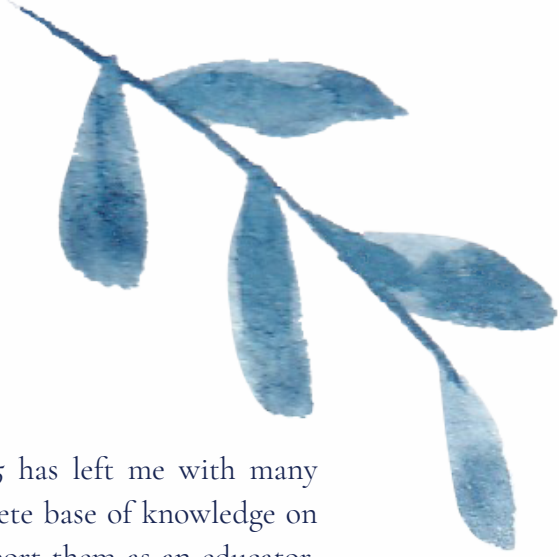
6. artifact #5

- class artifact -



During my inquiry project presentation, I encouraged my classmates to use colored pencils and markers to draw on the mini children's book as a way to engage with the text. This selection stood out to me as an important moment for my understanding of EMLL education for two reasons: 1) this embodied the collaboration and community that made *EDUC 275* shine and is an element that I believe EMLL classrooms should continue to encourage; and 2) Teacher A from FACTS noted that in her handouts she likes to include majority images and drawings over text as text can often be overwhelming for EMLL students. This approach not only caters to the diverse learning needs of EMLLs, but also emphasizes the power of visual support in enhancing comprehension. Such a method of learning/teaching further shows how a more creative, interactive method of engaging with content can help bridge linguistic gaps and make learning more accessible. This was a pivotal moment for me because it reinforced the idea that EMLL education doesn't simply focus on language development through text alone, but also through multisensory and multimodal methods that value diverse ways of learning and expression.

7. conclusion



I am leaving this course feeling hopeful and grateful. *EDUC 275* has left me with many lessons. Through the readings and discussion, I now have a concrete base of knowledge on how to approach EMLL education and various ways I could support them as an educator. Through my fieldwork at FACTS, I've gained insights into ways in which one can help build a safe, inclusive, and welcoming learning environment where EMLLs can thrive emotionally, socially, culturally, and mentally. Through the various assignments in this class, I've been able to reflect on my personal journey and connect it to bigger pictures and larger themes. Through connection and collaboration with Kelly and my classmates, I've been able to grow as a classmate, student, and individual. Furthermore, I've been able to gain a clearer picture of where I want to go from here and what I hope to do in the future. This course has inspired me to pursue an Education minor and build upon my knowledge of education. This course has fueled my hopes of studying education law and policy and making structural changes that will allow for educational support systems to meet the needs of EMLL students. I'm filled with gratitude on how much I've been able to learn and grow as a person. It is without a doubt I say, that this has been one of my favorite classes throughout college - it's left me emotionally and intellectually curious and excited to continue exploring the intersections of education, language, and equity.

With that, I acknowledge that I have yet to scratch the surface. I still have much to learn, much to read, much to experience and much to take-in. I hope to continue examining ways in which we can build learning environments that help EMLLs feel seen and heard and foster connections between education, neuroscience, language, policy, and law. A question I leave with is: *What can I do next to create impact? How can I bring together what I've learned in this class, build upon it, and work towards making a difference in a meaningful manner?*

I hope to continue learning, growing, maturing, and questioning the possibilities. Thank you Kelly for a wonderful semester.

With much love & care,
Irene 12/20/24

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* although i didn't in-text cite the sources above throughout my portfolio, they fueled my individual inquiry project so i thought it would be appropriate to include them here for clarity.