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Exploring Refugee Students' Second Language (L2) Motivational Selves through Digital Visual Representations

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Exploring Refugee Students' Second Language (L2) Motivational Selves through
Digital Visual Representations

by

Nhu Le

A dissertation submitted in partial fulfillment
of the requirement for the degree of
Doctor of Philosophy
with a concentration in Technology in Education and Second Language Acquisition
Department of Teaching and Learning
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July 31, 2020

Keywords: augmented reality, ideal L2 self, learning experiences, learning goals, ought-to L2
self, visual arts based research

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DEDICATION

to Mom and Dad

to academy family, friends, acquaintances, strangers

who believe in me,

to my personal and professional self

to refugee students

and

to others

whose voices

not yet heard...

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Pursuing a Ph.D. is an arduous yet rewarding journey. Without question, I would not reach its destination had I not received countless support from various sources. First, my family has always been a source of love, care, and comfort for me to lean on in times of uncertainty, stress, hopelessness, or literally in any time. My mom would frequently video call to make sure I was well and healthy. My dad would seldom call but would always ask mom if I was doing okay. My brother would never call but would occasionally share funny posts to my social media account to cheer me up. I am, therefore, forever grateful to being a daughter of my parents and a sister of my brother.

My Ph.D. journey, like everyone's life, has ups and downs, full of the known and unknown. When difficult times arrived, I was and will always be thankful to the source of support, encouragement, and guidance I received from my knowledgeable professors, especially my committee members. I recalled numerous meetings with my major professor, Dr. Lontas, who provided constructive feedback to the very first draft of my proposal, going through every single page I wrote to help me with editing and ideas, who gave me some of his published papers so that I could gain more insights on the topic, who was firm yet caring for the success of every student, to whom I can never say 'Thank you' enough. I have known Dr. Phil Smith since I first started the program for as long as I have known Dr. Lontas. Working with Dr. Phil Smith in an ESOL office and discussing my teaching performance as a Teaching Assistant (TA) was always a blessing. Both in and out of classroom contexts, Dr. Phil Smith stays humble, understanding, and supportive to all of his students. Being informed of the tutoring program I have been

involved in to assist refugee students with their schoolwork, he has helped spread the word to other students in his classes, and some of them joined the WOKE family to contribute to the good cause. Once we talked about a new year of Rooster, and it turned out he was the same age as my dad, which popped up this thought in my mind “Oh, seems like those who were born in this year are all nice people.” Silly as it sounds, Dr. Phil Smith is certainly one of the nicest people I have ever met in my life and I feel blessed for having an opportunity to study and work with him. I had not had a chance to know Dr. Sara Smith until taking her class in Fall 2017. Every time I left her class, I would feel smarter for gaining more knowledge of the topic discussed that day. Every time I left her office, I would feel better for receiving supportive feedback and brilliant ideas with her expertise. Dr. Sara Smith was also the one who suggested I look into Dörnyei’s second language motivational self system as a theoretical framework for my study. She was like the light I found at the end of the tunnel, the light I will carry along my Ph.D. journey and other upcoming ones. Last (but not least important), I am forever grateful to Dr. Richards for her continued care, support, and guidance in both my academic and personal life. When I took her Academic Writing class in summer 2018, I sent her my draft and received her detailed feedback within a couple of days. Taking her Arts-based Research class was a once-in-a-lifetime learning experience I will never forget: We came in with various backgrounds; yet, we came out as a whole academy family, learning and presenting together. Dr. Richards also would share me titles of books, articles, and resources she thought I might find helpful for my study. She is straightforward. She is unstoppable. She is always there for her students. She would never hesitate to lend those in need her hand; her hands might be cold, but her heart is made of gold, warm as the Sun in a wintery day.

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ABSTRACT

While the ‘travel ban’ immigration executive order, ‘build a wall’ proposal, and ICE (Immigration and Customs Enforcement) raids under the Trump administration are still *hot-button* issues, the United States (US) is urged to maintain its leadership in addressing a rising global refugee crisis with over 65 million (70.8 million updated from United Nations High Commissioner on Refugees (UNHCR)’s website, <https://www.unhcr.org/en-us/figures-at-a-glance.html>, as of April 2020) individuals displaced all over the world (Khurma, 2017). Millions of refugee families have fled from life-threatening conditions in their homelands, making perilous journeys to reach host countries in search of a better life. While settling into a new environment, refugee students face challenges including emotional, social, and economic struggles as well as ‘language barriers’ (Lee & Walsh, 2015). Despite these challenges, they often are a *forgotten* population at schools even when they have extreme needs such as academic support, social integration, and financial aid (Dryden-Peterson, 2015). In the present dissertation, I employed Dörnyei’s (2005, 2009) tripartite Second Language (L2) Motivational Self System (L2MSS) as a theoretical framework and Visual Arts-Based Research as a guided method to explore how five secondary (grades 8 to 12) refugee students (ages 13 to 17) perceived their L2 motivational selves (i.e., their ideal L2 and ought-to selves) using visual representations. Through the study, I sought to gain a better understanding of this group’s learning goals and their *peak* learning experiences in various learning contexts (i.e., at schools and tutoring sessions). Over a 10-week period, I collected the data through the students’ drawings and photographs enhanced by their self-selected videos along with informal interviews and observational field

notes. Regarding data analysis, I used thematic coding to identify significant themes emerging from the image- and language-based data (i.e., students' drawings, photographs, avatars, self-selected images and videos, along with their written and oral descriptions from interview transcripts). Discoveries of the study indicate a strong correlation between the students' L2 self visions and their learning motivation. The more vivid these images are, the higher level of intended effort and motivational behavior the students display toward their L2 learning. The study, therefore, has contributed to the pertinent literature on how to motivate L2 refugee students by helping them visualize their various second language selves (i.e., actual, ideal, and ought-to L2 self) as well as describe their peak learning experiences through arts in two educational settings (i.e., at schools and tutoring sessions). In addition, educators and tutors of refugee students can have a better understanding of the adaptive journeys of this particular group so that they find suitable ways to not only boost their students' motivation but also make timely accommodations to meet their affective, cognitive, and linguistic needs. With these accommodations, the students will hopefully gain a clearer vision on how to bridge the gaps between their current and future selves and effectively implement the action plans to achieve their learning goals. Last, visual arts including drawing, and proper integration of technology show educational potentials in breaking 'language barriers', especially for those who find it hard to articulate or express themselves in words.

Keywords: digital visual representations, drawings, ideal L2 self, L2 motivation, L2 motivational self system, learning goals, ought-to L2 self, peak learning experiences, refugee students, secondary level, visual arts based research

CHAPTER ONE: INTRODUCTION

*[...] But trouble started
as soon as Valeria and Vittorio
got to Maryland.
They went to high school,
but they spoke no English.
They didn't fit in.
Worst of all,
after all these years,
they did not know their parents. [...]*

An extract from “Valeria and Vittorio” by Joseph Narusiewicz

Rationale for the Study

Traditionally, the United States (US) has resettled more refugees than any other host countries and contributed a big share of United Nations High Commissioner on Refugees (UNHCR)’s budget (Kerwin, 2018). Historically, the country has played a leading role in big refugee crisis following the World War II, the Cuban revolution, and the Vietnam conflict (Kerwin, 2018). Regardless of Trump’s efforts to close the nation’s door to this population in his early administration, the US earned the number one donor of the United Nations (UN) agency, followed by the European Union (EU) and Germany, as of September 2016 (Khurma, 2017). Nevertheless, recent statisticians have reported the lowest number of refugees in the program’s long history: only approximately 22,000 refugees have been admitted to the country in the 2018

fiscal year, which ended on September 30, compared to the Trump administration's cap for the year of 45,000 (Hansler, 2018) and the global refugee statistics of 68.5 million (70.8 million updated from UNHCR's website, <https://www.unhcr.org/en-us/figures-at-a-glance.html>, as of April 2020) individuals who have been forced to flee their homelands as a result of war, violence, persecution, conflict, and human rights violations (UNHCR, 2019). In the same report by UNHCR (2019), in the academic year of 2018, only about half of 7.1 million refugee children are enrolled to schools: 63% of them to primary level, 24% to secondary level, and 3% to higher education, compared to 91% primary enrolment, 84% secondary school enrolment, and 37% higher education enrolment, globally (see Figure 1).

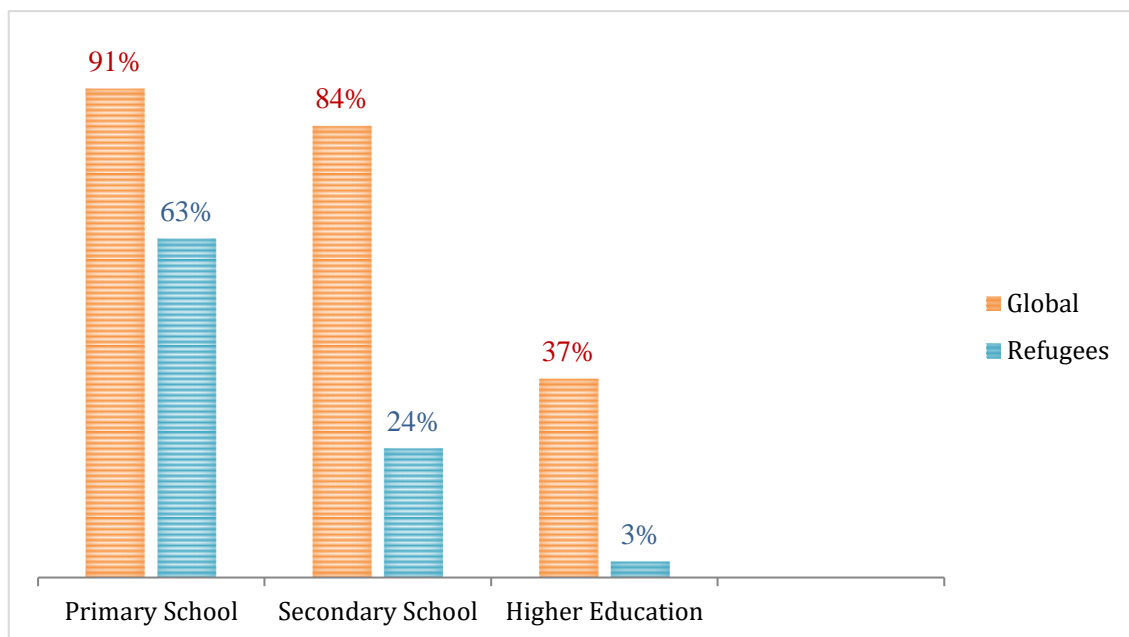


Figure 1. Enrolment of refugees in education compared to that of the world.

Clearly, there are big gaps between the enrolment of refugees and that of the world across three levels of education. According to the 1951 UN Convention Relating to the Status of Refugees, article 1A(2), a refugee is any person who:

owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. (UNHCR, 2010, p. 14)



Figure 2. Refugee crisis in the US.

Accordingly, the refugees are unlikely to return to their homes. They have to leave their homelands because it is not safe for them to stay there no matter whether they are Syrians or Iraqis fleeing the effects of severe American wars, El Salvadorians, Guatemalans, or Hondurans running away from violence, or Africans seeking for a brighter future in their former colonists (Khurma, 2017). As depicted in Figure 2, due to the war, a group of refugees has to leave their homes alongside their land, families, memories, and part of their identities behind, trying to reach a new land with hopes for freedom, justice, and peace. Some could make it to arrive in the host country safely; the others could not. This group therefore is usually granted refugee status

with protection in a country of asylum. However, asylum brings other problems: the refugees experience emotional and economic crisis as they try to adapt to a new environment. They also face ‘language barriers’ when they move between countries, which leads to disruptions in their schooling (McBrien, 2005, 2015; Suárez-Orozco, Suárez-Orozco, & Todorova, 2008).

Young refugees living in host countries such as the Democratic Republic of the Congo, Pakistan, and Bangladesh find it hard to attend official schools and follow recognized curricula (UNHCR, 2019). A range of host countries, however, have made significant progress in providing refugee students more access to schools and resources. In particular, tailored programs in Turkey, Mexico and Ecuador offer special support to refugee students to catch up on missed schoolwork or to improve their language proficiency, make school timetables more flexible, and train more teachers to help their students in both academic and social life (UNHCR, 2019). A number of researchers have suggested after-school programs (ASPs) are one feasible way to bridge the gaps in academic skills and knowledge for students with limited or interrupted formal education (SLIFE) (Falk-Ross, Dealy, Porcelli, Hammond, & Evans, 2017; Gast, Okamoto, & Feldman, 2017; Lumsden, 2003; McBrien, 2015). Indeed, such programs can provide a safe place for refugee children and youth to participate in both academic and social activities that promote cognitive, physical, emotional, and moral growth (Lumsden, 2003).

Accessible forms of literacy and practical strategies can also help this vulnerable group bridge the gaps in their skills and knowledge (Arizpe, Bagelman, Devlin, Farrell, & McAdam, 2014). Second language (L2) motivation also plays a critical role in students’ academic success (Deci & Ryan, 2000; Dörnyei, 2005, 2009; Gardner, 1985). Since Gardner and Lambert (1972) initiated research in L2 learning motivation, a plethora of studies in this field has been conducted to closely investigate the multi-faceted nature of this aspect (e.g., Al-Shehri, 2009; Csizér &

Dörnyei, 2005; Dörnyei & Ushioda, 2011; Gu & Cheung, 2016; Magid & Chang, 2012; Ryan, 2006). Building upon previous theoretical frameworks of L2 motivation, noticeably Markus and Nurius's (1986) possible selves theory and Higgins's (1987) self-discrepancy theory, Dörnyei (2005, 2009) proposed second language motivational self system (L2MSS or SLMSS), which has been widely examined and validated in numerous countries such as Canada, China, England, Japan, Germany, Hong Kong, Hungary, Iran, Turkey, Saudi Arabia, Singapore, South Korea, and the US (Bursali & Öz, 2017; Csizér & Kormos, 2009; Jang & Lee, 2019; Hessel, 2015; Huang, Hsu, & Chen, 2015; Kanat-Mutluoglu, 2016; Kim, 2013; Magid, 2014; Papi, 2010; Saito, Dewaele, Abe, & In'nami, 2018; Thompson, 2017; Wong, 2018, 2020) as well as in cross-national settings (e.g., Magid & Chan, 2012; Taguchi, Magid, & Papi, 2009).

L2MSS centers on three core components: (1) the ideal L2 self (i.e., one's vision of an L2-using self in the future), (2) ought-to L2 self (i.e., one's vision of a future self that entails expectations and obligations from sociocultural agents), and (3) L2 learning experience (i.e., the immediate learning environment and experience serving as 'situated, executive' motives that influence learners' attitudes toward L2 learning and use) (Dörnyei, 2005, 2009, 2019). This motivational self system emphasizes *future self-guides* including ideal and ought-to L2 selves are more than just a subset of goals; they "involve cognitive, emotional, visual and sensory aspects whereas goals are solely cognitive in nature" (Magid & Chan, 2012, p. 115). A majority of studies has found correlation between L2 selves and learning motivation both in English as a foreign language (EFL) contexts such as China (Huang et al., 2015; Wong, 2018, 2020), Japan (Saito et al., 2018) and Iran (Papi, 2010) and in English as second language (ESL) contexts such as England (Magid & Chan, 2012) and the US (Thompson, 2017). In particular, the ideal L2 self has proven to lie at the heart of motivated L2 learning behaviors, which accounts for "more than

40% of the (explanatory) variance in learners' intended effort (Dörnyei & Ushioda, 2011, p. 87). The ought-to L2 self, on the contrary, "tends to correlate less with (learners') internalized instrumental motives [...] than does the ideal self (Csizér & Dörnyei, 2005, p. 29). It has been argued social-cultural factors and learning environments can have an impact on the ideal and ought-to L2 selves owing to different influential roles the society and family play in constructing learners' motivation in Asian societies as opposed to Western ones as well as the amount of exposure to the target language in ESL versus EFL contexts (e.g., Gu & Cheung, 2016; Yang & Noels, 2012).

Research on motivational factors within refugee population, however, is overlooked. Thus, the current study aims to explore how a group of high school refugee students (ages 14 to 19) perceive their L2 selves in various learning settings, that is, at their schools and in the tutoring after-school program through technology enhanced visual representations. Visual arts have proven effective to let learners express their inner thoughts and feelings, especially for those who struggle to articulate (Gipe & Richards, 2019; Leavy, 2015). Further, augmented reality (AR) technology has opened multiple potentials to enhance the visual representations (e.g., images, photos), which allows learners display their ideas in a clear and realistic way (For a review, see Khoshnevisan & Le, 2018; Le & Dinh, 2018).

Context of the Study

I started working as a volunteer tutor for an after-school program run by WOKE Inc. in Fall 2017. WOKE Inc. is a non-profit organization that strives to support the students in their academic and social lives, at a major southeastern urban university in the United States. The tutoring program aims to provide refugee students from diverse countries including Syria, Ethiopia, Yemen, and Burma (1st to 9th grade) with support for academic work and social life.

The program was first offered off-campus but was then moved to classrooms in a university building to ensure a safe environment. Each tutoring session lasts approximately one and a half hours: the tutors help students with homework, or activities to enhance their literacy (e.g., learning with flashcards, reading books, learning through vocabulary games, etc.).

Working with a number of refugee students has enriched my teaching. I have learned to modify my pedagogy to meet the instructional needs and interests of each student. I also listen attentively to the students' stories and give advice to help them overcome difficulties in school and in their personal lives. On Mondays and Wednesdays, I tutor eight students (ages 6 to 12 years) in mathematics and English. I have learned some students were placed in the third grade, or higher in local public schools although they had very little knowledge of English. Therefore, I spend most of the time teaching them basic English, such as the alphabet, words for numerals from 1-100 and color names. On Saturdays, I mentor a group of students as they create drawings about their interests, such as favorite sports, flowers, and family. My goal for this activity is to provide the students with opportunities to express their thoughts about what they love. For students with limited English proficiency and introverted personalities, communicating about their artistic representations encourages them to talk about their thoughts with me and with peers, which helps them gradually gain more confidence.

Tampa Bay is home to over 4,000 refugees from 57 countries from around the world, more than half of them are children according to the report of Kallick and Mathema in June, 2016. A large number of residents in this community are not aware of the presence of refugee families; not every refugee student receives sufficient support from the society or school. Additionally, most of the refugee students come from low socioeconomic families and they cannot afford books, or private tutoring. However, the tutoring program helps them obtain used

storybooks and other supplemental learning materials, along with a free ride from their schools, or homes to the tutoring site. Nevertheless, due to the shortage of volunteer drivers, some sessions have to be cancelled. The number of students and tutors also change, which makes it difficult to tutor one student for an entire semester. In addition, it is sad but true that owing to financial situations, several students had to move to another state with their family to seek for better job opportunities and living conditions. Fortunately, I had an opportunity to work consistently with a few students and built a close rapport with them as I learned about their needs and backgrounds. Some shared they did not like school because the subjects were difficult; one shared he lost two of his sisters in the war in Syria. Through the stories, I came to know more about these students and helped them deal with their previous circumstances. In my arts-based research class, I conducted a mini-inquiry on three teenager refugee students (ages 13 to 19) to explore how they perceived their selves in the past, present, and future through drawings. The findings discovered from this pilot study not only have opened a window to access the participants' inner mental world so that educators and tutors of refugee students have a clearer idea how to better accommodate this particular group, they have also proven the potential of visual art method as an effective way to *break* the 'language barriers'.

Theoretical Frameworks

As the current study aimed to explore how refugee students perceive their L2 selves through digital visual presentations, it is grounded by three theoretical frameworks: Locke and Latham's (1990) Goal-Setting Theory, (b) Dörnyei's (2005, 2009) L2 Motivational Self System, and (c) Kress's (1997) Multimodality Theory.

Goal-Setting Theory. The formal goal-setting theory proposed by Locke and Latham (1990) has been built upon over 50 years of research on this fundamental concept. Locke and

Latham (2002) defined goals as objects or aims to “attain a specific standard of proficiency, usually within a specified time limit” (p. 705). Within this definition, goals present task-oriented standards to evaluate the effectiveness and efficiency of performance outcomes in a limited period. Initially, the theory solely focused on ‘consciously set goals’ while it has expanded to ‘the subconscious on job performance’ which identify both mediators and moderators of goal effects (Locke & Latham, 2019). A recent review by Lee and Bong (2019) has systematically synthesized empirical studies with this goal theory and found a strong link between goal setting and self-efficacy (see Lee, Lee, & Bong, 2014) and L2 achievement (see Yang & Kim, 2011). The findings of these studies have suggested setting a challenging, yet specific goal better motivates learners by keeping them involved in goal-directed behaviors as well as devising practical plans/strategies until the goal is accomplished, which consequently results in their enhanced performance.

Dörnyei’s L2 Motivational Self System. Generally, the L2 motivational self system consists of three core components: a) the learner’s internal desires, b) the social pressures from the learner’s social environment, and c) the learning experiences. Dörnyei (2005, 2009) specified it as the ideal L2 self (i.e., learners’ aspirations and goals they would like to achieve), the ought-to L2 self (i.e., a product of learner’s obligations and expectations from the social environment), and the L2 learning experience (i.e., external factors such as teachers, peers, and classroom environment). Of the three elements, the ideal L2 self is a powerful motivator to learn L2 as it portrays the “learner’s desire to reduce discrepancy between his/her actual and ideal self” (Dörnyei, 2009, p. 29). The ought-to L2 self, on the other hand, shares similarities with the instrumental/extrinsic motivation in that it reflects the social pressure (e.g., disappointing one’s parents, failing exams, losing prestigious jobs) on the learner’s self-preferences (Dörnyei, 2009).

All three elements in Dörnyei's L2 motivational self system plays a key role in L2 learners' language learning and development. The L2MSS will be discussed in-depth in Chapter 2 - Literature Review.

Multimodality Theory. Multimodality theory, a term coined by various theorists such as Hodge and Kress (1988), Kress (1997, 2003, 2010), and Jewitt and Kress (2003) refers to the act of meaning making through a multiplicity of modes that compose a text, such as visual, audio, spatial, and gestural (Jewitt, 2008). Clark and Paivio's (1991) Dual-Coding Theory, which suggests the simultaneous utilization of both audio and visual information can lead to better retention of the learned contents, was the foundation for Multimodality theory. In other words, Kress (1997) developed Multimodality theory based on Dual-Coding theory. In Multimodality theory, multiple modes are used rather than two modes: modes or organized sets of semiotic resources for meaning making (e.g., image, sound, and body posture) in a text do not occur alone, but rather in an integral way to enhance meaning (Jewitt, 2008; Jewitt & Kress, 2003; Kress, 2010). Multimodality is a social semiotic approach to contemporary communication (Kress, 2010). Students engage in socialization processes through their life experiences that convey unique social norms and values (Kress, 2010; Orellana, 2003). They then construct knowledge about these norms and values through multimodal forms of expression and meaning-making processes (Hodge & Kress, 1988).

Multimodality highlights the involvement of more than one mode in a meaning-making process (Albers & Harste, 2007; Jewitt, 2008; Jewitt & Kress, 2003). Similar to multimodal approach, the arts embraces the creation of artistic works through multiple modes that constitute various arts forms, such as literature (e.g., drama and poetry), visual arts (e.g., drawing, painting, and photography), and performing arts (e.g., dance and music) (Barton, 2013; Shenfield, 2015).

In the 21st century, students need to go beyond the ability to read and write about the arts (Shenfield, 2015). They need to learn how to apply their knowledge and skills to create their own artworks, and this creation “requires [their] acknowledgement of the multiplicity of ways of knowing and modes of communication that are integral to the Arts” (Shenfield, 2015, p. 49). A number of scholars (e.g., Barton, 2013; Gipe & Richards, 2019; Shenfield, 2015) put forth educational approaches to literacy development fail to acknowledge the key role of artistic cognitive processes that underpin arts practice and there are limited opportunities for students to engage in arts-literacy activities through various modes or semiotic modality resources. A substantial number of studies (e.g., Lovejoy, Fox, & Weeden, 2018; Radinger, 2018; Rodriguez, 2016) have focused on various linguistic aspects as resources for literacy development; yet, research on potentials of non-linguistic semiotic resources including image, sound, gesture and other forms of representation in arts-integrated learning activities remain scarce (Barton, 2013; Jewitt, 2008). Thus further research can validate the interrelationship among the arts, multimodality, and new literacy studies as “each [discipline] with its own distinct principles, together can redefine literacy and what constitutes being literate” (Albers & Harste, 2007, p. 18).

In this study, I sought to explore multiple modes of representations five refugee students will produce during fifteen tutoring weeks: their drawings along with their corresponding written and oral descriptions. The notions of multimodality frame both types of productions and serve as vehicles for students’ meaning-making processes (Kress, 1997, 2010). Advocates of multimodality in literacy seek to broaden their understandings of multiple ways students construct and reveal knowledge through other modes of expression, such as arts and visuals, rather than verbal and written language as the only modes (Bateman, 2008; Kress, 1997, 2003, 2010; Jewitt & Kress, 2003). In particular, Bateman (2008) illustrates “text is just one strand in a

complex presentational form that seamlessly incorporates visual aspect ‘around’, and sometimes even instead of, the text itself’ (p. 1). Indeed, all communication and literacy practices are multimodal as they involve the use of various semiotic resources (e.g., language, gesture, and images) to create and understand meaning (Kress, 2010). Dual coding theory complements multimodality theory because “both verbal and nonverbal experiences can occur in different sensory modalities, including vision, hearing, and touch in the case of language, and all five senses in the case of mental images” (Falter-Thomas & Lenox, 2014, p. 17).

Significance of the Study

Motivation is one of pivotal factors determining the success of learning a second or foreign language. In other words, learners who are highly motivated are more likely to achieve their learning goals than those with low to none motivational level (Dörnyei & Ryan, 2015). Dörnyei (2005) further puts forth “it (motivation) provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process” (p. 65). The present study employs Dörnyei’s (2005, 2009) second language motivational self system (L2MSS/SLMSS) to explore a group of refugee students’ motivational profiles through their digital visual representations of their L2 selves and peak learning experiences in various learning settings (i.e., at schools and tutoring sessions). The L2MSS centers on the concept of the self in that the future visions of oneself are powerful tools that influence that learner’s motivated behaviors and learning engagement at the present (Dörnyei, 2005, 2009).

There has been a growing body of research in the past decades to investigate the correlation between learners’ L2 future self guides and their motivated behaviors, levels of effort, along with success in L2 learning (Dörnyei & Ushioda, 2009; Hessel, 2015; Kanat-Mutluoglu, 2016; Papi, 2010). In particular, the more vivid these mental visions are, the more

effort L2 learners will put into their learning, which leads to better academic performance (Bursali & Öz, 2017; Dörnyei & Chan, 2013; Jang & Lee, 2019; Kanat-Mutluoglu, 2016; Kim & Kim, 2014; Saito, Dewaele, & In'nami, 2018; Wong, 2018, 2020). To date, quantitative method has still dominated research on L2 selves and motivation; L2 learning profiles and motivated behaviors are mainly quantified through questionnaires or surveys by rating relevant statements on a Likert scale (e.g., *I imagine myself using English in my future job/when thinking of my future career; If I do not study English, my parents will be disappointed; In my culture/society, being able to speak English is considered being educated; English is my favorite subject because the teacher makes it fun and interesting; etc.*). Researchers such as Ryan (2006) and Ushioda (2016), however, have cast doubt on the validity and authenticity of this method, arguing whether such reported intentions reflect L2 learners' actual goals, visions, and attitudes toward language learning and motivation. To the best of my knowledge, there has been a handful of qualitative studies exploring L2MSS (Kim, 2013; Magid & Chan, 2013; Thompson, 2017; Vye, 2016). While Kim (2013) and Thompson (2017) followed a traditional qualitative route, that is, narrative and interview, respectively, Magid and Chan (2013) and Vye (2016) took an innovative step by asking the student participants to draw out their L2 selves and learning experiences. Employing an arts-based research could potentially pave an alternative path to explore this matter qualitatively: L2 learners find some other ways such as drawing, taking photographs, and creating a visual map to represent their L2 selves, thoughts and ideas, particularly for refugee students when language could be a barrier for them to fully express themselves.

Despite the linguistic, emotional, and economic challenges they have to face when coming to a new country, refugee students are often a forgotten population at schools even when they have the greatest needs including academic support, social integration, and financial aid

(Dryden-Peterson, 2015). Refugee students can be identified as Students with Limited or Interrupted Formal Education (SLIFE), a subset of English Language Learners (ELLs). Students in this subcategory require specific attention because they are newcomers to the US, having experienced interrupted, minimal, or no formal education from their home country due to certain circumstances such as war, political turmoil, and poverty (Salva & Matis, 2017). Refugee students missing formal schooling might lack certain amount of background knowledge traditional students possess, but this lack is not equal to cognitive delay (Salva & Matis, 2017). This group has limited or little formal education, but they have been learning and can enrich mainstream classrooms with their unique perspectives and experiences. Salva and Matis (2017) emphasize “they (students labeled “SLIFE”) experienced a lack of opportunity, but not an inability to learn” (p. 1).

Not only can SLIFE bring distinctive values and voices to the classrooms, they have proven to be ‘tough survivors’ who have survived unimaginable hardships in life and thus are able to overcome any challenge or difficulty. Their personal histories have imparted them with strength, power, perseverance, and other valuable qualities that keep them going through academic challenges. Nevertheless, they still need someone who can guide them through the adapting journey in the new environment, give them opportunities to share their voices and perspectives, as well as equip them with crucial emotional skills and literacy strategies to be successful not only at schools but also in real-life situations. That is a goal, a mission, and a passion of any true educator.

Therefore, the discoveries from this study are twofold. First, it is hoped to shed light on how to motivate L2 refugee students by helping them visualize their various selves (i.e., actual, ideal, and ought-to L2 self) and peak learning experiences at two settings (i.e., at schools and

tutoring sessions). Teachers, educators, school administrators, program directors, and “gate openers” alike can also have a better understanding of the learning and adapting journey of this particular group so that they find suitable ways to not only boost their students’ motivation but also accommodate their affective, cognitive, and linguistic needs. The ultimate aim is to help refugee students bridge the gaps between their current and future selves as well as learn how to implement the action plans efficiently to achieve their set goals.

Research Questions

The *A Priori* research questions that will guide my inquiry are:

1. What learning goals do secondary refugee students express through their visual representations (e.g., drawings, visual maps, photographs)?
2. In what ways do these students portray their actual selves and motivational facets (i.e., their ideal and ought-to L2 selves) through their visual representations?
3. What learning experiences in their schools and in their tutoring sessions do these students express through their visual representations?
4. In what ways do these students describe their experiences with Augmented Reality (AR) technology with respect to understanding their L2 motivational selves?

CHAPTER TWO: LITERATURE REVIEW

Definition and Role of Second Language (L2) Learning Motivation

The term ‘motivation’ derives from the Latin word – ‘*movere*’ – which means ‘to move’ (Huber, 2006, p. 481). It also stems from the root lexicon ‘motive’, which refers to “something (such as need or desire) that causes a person to act” (Merriam-Webster’s online collegiate dictionary). Jeanne Ellis Ormrod, a well-known American educational psychologist, defines motivation as “an internal state that arouses us to action, pushes us in particular direction and keeps us engaged in certain activities” (Ormrod, 2008, p. 452). Motivation plays a key role in our daily lives as it propels us into efforts and actions to achieve our preset goals or meet our certain needs (Huber, 2006; Slavin, 2006; Theobald, 2006).

Psychologists, researchers, and practitioners alike (e.g., Calder & Staw, 1973; Deci & Ryan, 2000; Ormrod, 2008; Woodworth, 1918; Young, 1961) have long studied the two basic types of motivation: *extrinsic* motivation and *intrinsic* motivation. While extrinsic motivation comes from external sources such as an employee working hard for promotion and salary increase or a student studying hard for good grades, intrinsic motivation lies inside individuals and is correlated to their own pleasure doing an activity (Ormrod, 2008), for example, a student taking Anthropology course for his/her sheer interest in the study of human societies and cultures. Recently, Locke and Schattke (2018) have proposed a new type of motivation - *achievement motivation*, which is driven by competition against some standards of excellence. Intrinsic motivation means liking the doing; an intrinsically motivated person likes doing a particular activity, for instance, swimming but does not care much about how well he/she does it.

Conversely, achievement motivation means wanting to do well; that person sets a high bar and rigid training for himself/herself to swim well, such as going to the gym twice a week and completing 20 laps of a 50-yard pool per workout. Meanwhile, the person is extrinsically motivated when competing against other opponents to obtain the gold medal. Locke and Schattke (2018) also depict the interrelationships between the intrinsic-achievement-extrinsic trichotomy in a realm of motivation: the three types of motivation “can mutually facilitate each other, compensate for one another, or be in conflict with each other” (p. 9).

In second language (L2) learning context, Dörnyei and Ottó (1998) define L2 motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out” (p. 65). In other words, L2 motivation influences how language learners behave toward their learning goals, how they act to accomplish those goals, and how successful their actual achievement is. In the past, a number of researchers only focused on language learning motivation in isolation (e.g., Ahmed, Aftab, & Yaqoob, 2015; Binalet & Guerra, 2014; O’Reilly, 2014; Williams, Burden, & Lanvers, 2002). Nevertheless, contemporary theorists such as Dörnyei and Ushioda (2011) posit second language motivation cannot be separated from sociolinguistic and sociocultural factors, including learner’s personality, schooling experiences, educational level, family background, and social status across diverse ethnicities and cultures. Thus, L2 motivation can also be referred to as “a construct which unifies factors from different psychological fields [...], impacts from social environment as well as classroom-situation factors” (Matušín, 2014).

Second language motivation is widely recognized to play a fundamental role in students’ academic success (e.g., Deci & Ryan, 2000; Dörnyei & Csizér, 2002; Paiva, 2011). In particular,

Dörnyei and Csizér (2002) emphasize that the importance of motivation surpasses the notions of extrinsic and intrinsic orientations; indeed, it initiates L2 acquisition and sustains long term learning process. On the one hand, high level of motivation can make up for unfavored language aptitude and/or disadvantaged learning conditions (Paiva, 2011). On the other hand, individuals with excellent language competence are unlikely to make the best accomplishments without having sufficient level of motivation (Paiva, 2011). Therefore, Paiva (2011) concludes motivation is “an important complex subsystem in second language acquisition systems, which represents crucial force in any learning process” (p. 59). Paiva’s point of view corresponds to that of Deci and Ryan (2000) as well as Dörnyei and Csizér (2002), who view motivation as a complex multidimensional construct within one’s identity, which is influenced by various sources and situations such as self-aspirations, past experiences and learning conditions, to name a few. Though defined differently by numerous researchers, the term “motivation” is commonly agreed to be a “multi-construct comprising characteristics that mostly depend on the individual differences of L2 learners and their social learning environment” (Dörnyei & Csizér, 2002, p. 453).

Major Second Language Motivation Theories

At the very first stage of second language research (L2) development, the work of a Canadian social psychologist, Robert C. Gardner, along with his associates including Richard Clément and Wallace Lambert, dominated the field of L2 motivation. Gardner (2006) views L2 motivation as “a general characteristic of the individual that applies to any opportunity to learn the language” (p. 3). This characteristic comprises a number of key factors such as notions of effort, will and task enjoyment united in each motivated learner (Gardner, 1985). Gardner (2006) further posits “L2 motivation is relatively stable because of its presumed antecedents, but it is amenable to

change under certain conditions” (p. 3). Gardner’s L2 motivational model and the *Attitude/Motivation Test Battery* (AMTB) have placed a firm foundation for studies of other descendant researchers of the field. The model consists of two critical components: (1) *integrative orientation* which is linked to learners’ positive attitudes toward L2 society and their desire to integrate or assimilate into L2 communities, and (2) *instrumental orientation* which is associated with the advantages or benefits gained by L2 proficiency, for example, career success, job promotion, high salary, and positive social reputation, to name a few.

The other well-known theory of motivation is *Self-Determination Theory* (SDT) proposed and developed by an American psychology professor, Edward L. Deci, and an Australian clinic psychologist, Richard M. Ryan in 1985. SDT is defined as “an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans’ evolved inner resources for personality development and behavioral self-regulation” (Ryan & Deci, 2000, p. 68). Within SDT, there are three basic needs (i.e., the needs for competence, relatedness, and autonomy) to be satisfied to maximize natural growth and integration, constructive social development, as well as personal well-being (Ryan & Deci, 2000). Accordingly, when the social environments respond well to such basic psychological needs, they create an appropriate “scaffold” for natural or intrinsic motivation to ascend, which leads to enhanced achievements. On the contrary, ill-responsive environments such as excessive control, lack of relatedness, and nonoptimal challenges, not only disrupt both external and internal orientations but also cause more stress and dismay (Ryan & Deci, 2000).

It was not until Dörnyei (2005, 2009) introduced his Second Language (L2) Motivational Self System (L2MSS) that L2 motivational field witnessed a significant change in the way how

L2 motivation had been perceived. The L2MSS emphasizes the key role of self-concept accompanied by learners' cognitive and affective characteristics in motivation. In other words, the L2MSS views learners as reasonable and emotional human beings, rather than 'abstract, depersonalized' machines within a particular learning context: Their L2 motivation is influenced by the self-perception and the interrelationship between each individual with different societal settings such as family, classroom, and society (Dörnyei, 2005, 2009). Ryan and Dörnyei (2013) further argues only if learners are seen as whole persons alongside their cognitive, affective aspects and unique learning experiences, can their L2 motivation be fully understood. As Dörnyei's L2MSS is a core theoretical framework of the current study, it will be thoroughly discussed in the section that follows.

Dörnyei's Second Language (L2) Motivational Self System

The second language (L2) motivational self system or the SLMSS/L2MSS is framed by two aspects of the self-theory: possible selves proposed by Markus and Nurius (1986) and self-discrepancy theory by Higgins (1987). Possible selves posit the way learners envision themselves in the future can influence how they act or behave at the present (Markus & Nurius, 1986). Within possible selves, there are four main categories of selves: (1) *ideal or hoped-for self* that one would like to become (e.g., the famous self, the Miss-World self); (2) *future self* that portrays visions that one could become (e.g., the not-famous-but-successful self, the not-Miss-World-but-beautiful self); (3) *feared self* that one is afraid of becoming (e.g., the poor self, the ugly self); and (4) *ought self* or an image of self set by social/cultural norms or expected by other people in society (e.g., the prestigious-job self; the slim-body self).

Higgins (1987) later extends those visions or *future selves* mainly influence learners' behavior owing to their psychological need to reduce "discrepancies" between the *present* and

ideal self. Within self-discrepancy theory, Higgins (1987) focuses more on ideal self and ought self. In his lens, the first represents the characteristics one would ideally like to possess in the future such as one's wishes or dreams whereas the latter portrays the characteristics one is supposed/expected to possess such as obligations, responsibilities or expectations. The key aspect that distinguishes the two self theories is that while Markus and Nurius (1986) look at multiple possible selves among different people, Higgins (1987) focuses mainly on a single ideal and ought self for each person. Dörnyei (2005, 2009) develops the SLMSS based on key ideas from both theories; however, he argues all the possible selves, especially the ideal and ought ones should be united and placed in certain learning environments in order to better understand one's identity development and goal achievement. Therefore, Dörnyei's L2 motivational self system consists of three core components: (1) the ideal L2 self, (2) the ought-to L2 self, and (3) the L2 learning experiences.

The ideal L2 self. This self is associated with the goals and aspirations one would like to accomplish as a language learner. It helps better motivate learners and make them take L2 learning serious in order to reduce the discrepancy or gap between their actual and ideal selves (Dörnyei, 2005, 2009). When learners portray themselves, for instance, a successful person by using L2 effectively in the future, this bright ideal self-image serves as a powerful motivator to assist the learner to study harder to achieve that. Specifically, if that learner realizes their current proficiency level is far from the desired future level, they would try their best to use, practice, and improve the L2 to fill the gap/discrepancy. In contrast, if one's ideal self-image does not reflect any advantage of learning the language, there is a strong likelihood that this learner would not feel motivated to improve his or her language performance. Dörnyei (2009) argues the ideal L2 self is one of the core concepts of L2 learning motivation as it possesses a "promotion focus

concerned with hopes and accomplishments” (p. 29). This self is also tied with affective factors when L2 learners not only fully imagine what they would look like but also feel, describe, and/or draw these vivid and real images out. Dörnyei (2009) further posits L2 learners could envision themselves as a member of an imagined L2 community (e.g., an Ethiopian refugee student imagines herself a professional soccer player for the US national team); this image is partly based on the learner’s real-life experiences of L2 members and surrounding environment (e.g., the Ethiopian student joins soccer practices at school with other American peers every week), as well as partly on self-imagination (e.g., the student visualizes herself playing for the US team in the 2023 FIFA Women’s World Cup). When realizing the importance of using L2 to communicate with other players in the game, the student in the scenario above would take L2 learning more serious. In other words, she is more willing to improve her English in order to achieve her desired self-image as a professional soccer player for the US team. Indeed, the ideal L2 self plays a key role to learner self-motivation and their future success as well (Dörnyei, 2005, 2009). Dörnyei’s ideal L2 self also reflects the three possible selves Markus and Nurius (1986) proposed: the hoped-for self that one would like to become, the future self that one might become, and the feared self that one is afraid of becoming. Further, Dörnyei (2005, 2009) argues even if L2 learners are motivated by external factors, as long as they envision themselves as a successful person using English in the future, the image serves as an effective source of L2 learning motivation.

The ought-to L2 self. This self is a product of one’s perceived duties, obligations, responsibilities, and expectations from the surrounding environments such as schools, families, and societies for that person as a successful language learner in the future (Dörnyei, 2005, 2009). The ought-to L2 self possesses characteristics that L2 learners are supposed to have to meet

certain expectations from the society. While the ideal L2 self has a “promotion” focus as mentioned above, the ought-to L2 self possesses a “prevention” focus that controls the obstructive obligations and helps learners avoid negative consequences such as getting low grades, failing the exams, disappointing parents, and being looked down by other people in the society. Dörnyei’s ought-to L2 self is similar to Higgins’s ought self in that they are both associated with the extrinsic types of instrumental orientation. Dörnyei (2005, 2009) puts forth this ought-to L2 self also reflects social pressure that has on individuals’ L2 learning. For example, when learners want to improve L2 abilities to live up to expectations of their parents or teachers, this ought-to L2 self can serve as an effective motivator for their L2 development. Further, some countries make English a required subject at schools so that every student must study hard to pass the course and grade up. Most of the jobs nowadays also require L2 qualifications, which helps raise awareness about the importance of language learning and boost motivation to reach certain language proficiency level. Indeed, social pressures prove to be beneficial most of the times because should they are withdrawn, individuals might not feel obliged to take language courses or try their best to get to certain level of the social ladder.

The L2 learning experiences. It is the third dimension within the SLMSS - the L2 learning experiences that set Dörnyei’s motivational self system apart from Markus and Nurius’s possible selves as well as Higgins’s self-discrepancy theory. Dörnyei and Ushioda (2011) further argue learners’ attitudes toward L2 learning are influenced by situation-specific motives triggered by “the immediate learning environment and experience” (p. 82). He further elaborates initial motivation to learn a language of some L2 learners is mainly driven by positive learning experiences along with successful engagement with language learning process, rather than internally generated self (i.e., ideal L2 self) or externally generated self (i.e., ought-to L2 self)

images. In other words, learner motivation can be affected by situation-specific motives such as learning atmosphere, the curriculum, learning activities, L2 teachers' teaching philosophy and practice, peer interaction, and teaching materials, to name a few. For some learners, classroom learning experiences may pass by without leaving any specific memories whereas for the others, they are able to recall certain class sessions vividly and these sessions have contributed to their academic success, career orientation, as well as major life decisions (Bloom, 1982). These memorable experiences are referred to as *peak experiences*, a term first coined by Maslow (1959, 1970). Maslow (1959) defined peak experiences as "rare moments in which a person has a sense of the highest happiness and fulfilment" (pp. 44-45), such as romantic experience, parental experience, aesthetic perception, intellectual insight, and certain forms of athletic fulfilment. This concept which emphasizes the self-actualization of individuals has been widely studied in the field of human psychology and motivation. Subsequently, Bloom (1982) extended Maslow's concept to *peak learning experiences* to look deeply into motivational factors in classroom settings. He argues peak learning experiences integrate the components of both cognitive and affective domains, and therefore have great potential to boost learner motivation in L2 learning. On the one hand, learners might experience positive learning moments that accelerate their interest and motivation in learning another language. On the other hand, there are negative learning experiences that could demotivate and obstruct learning progress (Bloom, 1982).

In short, Dörnyei and Ushioda (2011) propose three primary sources that influence learner motivation to learn the second or foreign language: (a) learner's internal desires and vision of an effective L2 user; (b) the social pressures coming from learner's environment such as teachers, family expectations, and society; and (c) learner's learning experiences. Dörnyei's tripartite L2 motivational self system moved beyond Markus and Nurius's possible selves as well

as Higgins' self-discrepancy theory in that it offers a more elaborate way to understand the self and works as "a motivational framework that seeks to incorporate affective and emotional factors with cognition" (Ryan & Dörnyei, 2013, p. 91).

Research on Second Language (L2) Motivational Self System

Dörnyei and his co-researchers are among the first to explore learners' motivational profiles and to validate his L2 motivational self system. Csizér and Dörnyei (2005) studied 4,765 Hungarian students (ages 13-14) in 1993 and 3,828 counterparts in 1999, employing the Likert-scale questionnaire instrument comprised of five broad dimensions of learners' motivational and attitudinal aspects toward five different second languages (i.e., English, German, French, Italian, and Russian). Their study was a follow-up to a large-scale study (N = 8,953) initiated by Dörnyei and Csizér's in 2002. Cluster analysis of the collected data displayed four distinct motivational groups: From the least motivated learners labeled as Group 1 to the most motivated ones as Group 4. Csizér and Dörnyei (2005) argued the latter group had successfully developed a strong ideal L2 self pertaining to an interest in learning the L2. Meanwhile, Group 2 showed more positive attitudes toward L2 community and culture whereas Group 3 was most motivated by instrumental aspects such as getting into college and having job promotion or salary raise. The authors then interpreted this pattern within the L2 motivational self system: the learners in the interim groups had not developed a salient ideal L2 self owing to a lack of a professional future image linked to L2 learning in the case of Group 2 and an overshadowing of the ought-to L2 self in the case of Group 3. Since a learner's motivational profile varies across various target languages, in the second part of their study, Csizér and Dörnyei (2005) investigated the combined effects and interferences of different profiles in five languages mentioned above. The findings suggested most of the participants had developed a vivid ideal L2 self regarding at least

one L2, indicating its potential in motivating L2 learning. Nevertheless, the authors pointed out even though it might be beneficial to invest an interest in second or foreign languages in general, being motivated to learn more than one L2 at the same time could result in negative interferences when “positive attitudes toward one language can exist at the expense of another” (p. 657).

Taguchi, Magid, and Papi (2009) conducted a study on a group of L2 learners with diverse Asian cultural backgrounds (i.e., Japanese, Chinese, and Iranian) to validate Dörnyei’s L2MSS in these contexts. The findings of the study suggested both ideal L2 self and ought-to L2 self, together with L2 learning experiences, predicted participants’ motivated behaviors in learning English (Taguchi et al., 2009), which is in line with those of Csizér and Dörnyei (2005). The interrelationship between three core components within L2MSS and learners’ intended effort or their L2 anxiety were also observed in the study of Papi (2010) which examined 1,011 Iranian adolescent students completing a L2 motivational survey specifically designed to be utilized in this ESL context. The results confirmed the validity of the construct, indicating all the variables in the model exerted significant impacts on learners’ motivational behaviors. Specifically, those who had stronger ideal L2 selves and more positive L2 learning experiences displayed little to no L2 anxiety while those with higher levels of the ought-to L2 selves tended to suffer from higher levels of L2 anxiety. In other words, Papi (2010) concluded how learners were motivated, “through a self-internalized, inner-directed” image to achieve their future L2 self or “through an other-directed, less-internalized” image to fulfil others’ expectations, could influence their “emotional propensities including L2 anxiety” (p. 476).

Magid and Chan (2012) attempted to explore the effectiveness of two different intervention programs based on Dörnyei’s L2MSS in helping L2 learners at tertiary levels obtain a vivid vision of their ideal L2 self as a way to boost their motivation in learning English. On the

first hand, the program in England offered four workshops on English learning, Western cultures, as well as two career counselling sessions, especially developed for Chinese learners of English to enhance their future self visions and link these future images with current school engagement. Conversely, the program in Hong Kong was designed to foster academic motivation of Chinese university students by having them envision their future goals and how to accomplish them. Analyses from collected data including pre- and post-surveys alongside semi-structured interviews revealed both programs not only helped the participants set more specific goals, the interventions also made their vision of ideal L2 selves more vivid, which better motivated them to learn English and gain more confidence in their language abilities. The authors praised their programs to be the first to put nine conditions/criteria for the future self-guides recommended by Dörnyei and Ushioda (2011) into practice, and the findings yielded positive and promising potential to apply L2MSS in L2 learning environments to motivate learners to improve their L2 by enhancing their vision of the ideal L2 self. Two years later, Magid (2014) reinforced the findings of Magid and Chan (2012) by adopting Dörnyei's (2005, 2009) system to assess motivational development of five elementary school learners of English in Singapore. The mixed methods longitudinal study was also employed in the study (i.e., using questionnaires and interviews for data collection). The results indicated a significant increase in motivation to learn English in the experimental group in which participants were asked to imagine scripted imagery situations to enhance their vision of ideal L2 self. Compared to their counterparts in the control group, the elementary school English learners in the experimental one also expressed more positive attitudes toward learning English as well as felt more confident in their language abilities. These findings, one more time, support the effectiveness of the application of Dörnyei's (2005, 2009) L2MSS for diverse L2 learners, ranging from elementary to tertiary levels.

The findings of Dörnyei and Chan (2013) further confirm the significant positive links between students' L2 future self-guides (particularly the ideal L2 self) and their intended effort, which impacts their actual grades and academic performances. In the study, 172 Chinese students (ages 13-15) at a secondary school in Hong Kong completed a self-report questionnaire, adapted from the one of Taguchi et al. (2009), which focuses on the participants' L2 motivational facets (i.e., their ideal and ought-to L2 selves), preferred sensory styles, imagery capacity, intended learning effort and their actual grades in the end-of-term L2 exams. The results of the study are consistent with past investigations of the same focus (e.g., Csizér and Dörnyei, 2005; Magid & Chan, 2012; Taguchi et al., 2009). They also suggest that “vision is multisensory in nature, involving all the senses and not just visualization” (p. 455) and that “imagery skills are trainable” (p. 457). In fact, when students are equipped with suitable visual skills to generate vivid images of their L2 selves and to maintain these visions through their challenging language learning process, their L2 motivation will increase and there is more likelihood that they will become the self they would like to be by bridging the present-future self-discrepancy as well as overcoming obstacles and obligations from the surroundings.

The L2MSS has also been adopted to examine the relationship among L2 ideal self, acculturation in new learning environments, and learners' intended effort to learn L2 (Gu & Cheung, 2016; Kim, 2013). By studying 390 secondary students with ethnic minority backgrounds in Hong Kong, Gu and Cheung (2016) found the L2 ideal self exerted a direct impact on learners' intended effort and an indirect effect through their acculturation to the mainstream culture in the host country. The findings also suggested the positive impacts that parents' encouragement had on learners' L2 future self-images, their ought-to L2 self, and subsequently their intended effort or motivational behavior to learn English. One of the key

implications is promoting both the ideal L2 self and the heritage culture of these ethnic minority students as a way to support their bicultural identity construction and development. Kim (2013) analyzed two Korean immigrants' ESL learning motivation in Toronto, Canada, by employing Dörnyei's L2MSS synthesized with Engeström's activity theory. Over ten-month period, the researcher conducted semi-structured monthly interviews and visually stimulated recall tasks, which asked the participants to self-select photographs that portrayed their L2 learning experiences, with two ESL adult learners who shared similar backgrounds (i.e., both immigrated from South Korea to Canada, aged mid 30s and earned university degrees). The findings of this case study supported the mediating role sociocultural factors play in learners' future self-images (i.e., ideal L2 self and ought-to L2 self). Kim (2013) also argued when learners felt welcomed and included in the new environment, these positive attitudes could transform the L2 learning context into meaningful affordances for L2 motivation and learning development.

The author, Tae-Young Kim (2014), who then co-authored with Yoon-Kyoung Kim (2014) conducted a study on structural relationship among perceptual learning styles, the ideal L2 self, motivated behavior, and language achievement of 2,682 Korean EFL students. Based on correlation analysis of questionnaire data, Kim and Kim (2014) found a positive correlation between auditory style and motivational variables related to language achievement but a negative correlation between kinesthetic style and those variables. Of all perceptual learning styles, visual style proved to exert the most significant impact on language achievement mediated by the ideal L2 self and motivated behavior, which well corresponds the findings of Kim (2013).

Interestingly, there were certain differences across educational levels observed in the study: Elementary school students' ideal L2 self tended to assist them learn English better with little to no intervention of motivated behavior whereas high school students identified motivated

behavior the most critical factor that influenced their English proficiency. Meanwhile, for junior high school students, neither ideal L2 self nor motivated behavior was identified as key factors affecting language proficiency. Similarly, Hessel (2015) examined the ideal L2 self of 97 German university students at upper-intermediate to advanced proficiency level of English through a set of 11-point response scale survey items. The results indicate a strong association between the ideal L2 self and self-motivation level: High levels of L2 motivation were positively correlated with high frequency of future L2 self-vision. Nevertheless, even though the positive link between ideal L2 self and intended effort was recorded, its predictive scale was not significant in the study, suggesting ideal L2 self might not be the only factor that predicts self-motivation and goal accomplishment. The predictive aspect of the L2 future self-guides (i.e., the ideal and ought-to self) on L2 achievement was also observed in recent study of Wong (2018). Analysis of questionnaire responses from 121 Chinese primary learners in Hong Kong indicated a strong correlation between both L2 selves (i.e., ideal L2 self and ought-to L2 self) and motivated learning behavior. Interestingly, only the ideal L2 self, not the ought-to one, was correlated to the participants' reading achievement in particular. Studying the same group, Wong (2020) found a similar pattern in the students' language proficiency (listening and reading comprehension): it was their L2 ideal selves, not ought-to ones, that mediated their intended learning efforts and thus led to their proficiency achievement. The findings of Jang and Lee (2019) echo those of Wong (2018, 2020) but regarding the students' writing performance rather than reading comprehension. Analysis of the questionnaire completed by 68 undergraduate students in a South Korean university indicated the participants' ideal L2 selves displayed a more significant impact on their writing planning techniques and quality than their ought-to L2 selves.

Several researchers also attempted to investigate the relationship between the ideal L2 self and willingness to communicate in English or L2 WTC for short (Bursali & Öz, 2017; Kanat-Mutluoglu, 2016). In particular, Kanat-Mutluoglu (2016) quantified this correlation through specifically developed questionnaires for 173 university learners of English in Turkey. Statistical analysis of collected data revealed a positive correlation among the self-guided motivational units. Noticeably, the ideal L2 self was identified the best predictor of L2 WTC and academic self-concept also played a major role in facilitating L2 WTC. These findings are in line with those of Bursali and Öz (2017), promoting a significant relationship between ideal L2 self and L2 WTC among 56 Turkish university students in classroom context. The correspondence in the findings might result from the similar study design, participants' educational background, and L2 learning context. Nevertheless, both studies delivered a global message to language teachers in different contexts: knowing about learners' ideal L2 self and their academic self-concept could provide the teachers with a better idea of their students' L2 WTC, and subsequently necessary precautions as well as effective strategies to help increase learners' willingness to communicate in English.

While most of the studies mentioned above focused mainly on the ideal L2 self component within Dörnyei's L2MSS, a number of researchers delved more into the instrumental motivational aspects of the system, that is, the ought-to L2 self or social role obligations (Huang, Hsu, & Chen, 2015) and anti-ought-to self (Thompson, 2017). Specifically, Huang et al. (2015) employed the L2MSS to describe unique motivation characteristics of 1,132 Taiwanese college students taking English as L2 and Korean, Japanese, French, or German as L3. Analyses of the questionnaire indicated these characteristics (i.e., motivated behaviors or intended effort to learn an L2/L3) were mediated by culturally and socially grounded self-identities (i.e., the ideal L2

self, the ought-to L2 self, and identification with social role obligations), particularly in Confucian-influenced societies such as China and Taiwan. While the future self-images (i.e., the ideal L2 self and ought-to L2 self) and culture interest served as key predictors for learners' intended efforts, other two factors including identification with social role obligations and learning experience proved to be the most important motivational factors. Additionally, the authors argued the learning of multiple languages within diverse learning contexts could offer insight into cross-cultural effects on the motivational capacity of multiple L2 selves.

Taking an innovative step, Thompson (2017) explored the motivational profiles of two native speakers of English who learned Chinese and Arabic as their L2 in the US through narrative inquiry. Analyses of the interviews revealed the participants' unique language learning stories that entailed the self-related images affecting their learning motivation: Alex (the participant in the study) continued to improve his Chinese to prove his teaching assistant (TA) wrong to claim he was not good at the language enough while Rachel (the other participant) took Arabic as part of her interest although not much population studied the language before the event of September 11th. These lived experiences proved learners' motivation could be leveraged by their desire to do what they were told they could not do. Hence, one of the main discoveries was a "dominant" role that the anti-ought-to self (i.e., the self that goes against societal expectations or norms) played in the studied context, as opposed to the "submissive" relationship of the ought-to self. The findings also suggested the anti-ought-to self as other core components constituting the complete L2MSS.

Vye (2016) explored all three aspects of the tripartite system through art by having the students at a university in Japan draw out their learning experiences, ought-to L2 self, and ideal L2 self. During a 15-week taking English for Specific Purposes (ESP) course, seven student

participants (three international females and four Japanese males) participated in various activities to learn about the new concepts (i.e., note-taking on reading articles relevant to the topic, and student-led discussions) as well as to express their own L2 selves and experiences through drawing. The students also shared their artwork among one another through presentations and wrote an academic paper to discuss the assigned readings, their visual representations, along with their self-reflections. The discoveries revealed the students in the study became more aware of their language learning when they took part in the L2MSS-related activities: Note-taking helped them summarize the ideas in the articles; Drawing triggered their creativity; Oral and written forms reinforced their pictorial representations. These classroom practices encouraged the students to reflect on their English learning, particularly linking their current L2 package to their future profession in harmony with societal norms and expectations. The findings also suggested how the activities helped develop the students' autonomy, assisting them grow as self-directed learners.

The most recent study of Mackay (2019) employed a mixed-methods approach to both examine and explore the effects of an ideal L2 self intervention specifically designed for a group of 47 EFL university students in an experimental group and 51 counterparts in a control group in Spain. The intervention which took place for 12 weeks adopted visual-based techniques and strategies such as scripted visualizations (see Chan, 2014; Magid, 2011) – in which participants were given a series of both positive and negative scenarios with eyes closes and asked to use their imagination as well as other senses as much as they could to visualize what they would say, feel, see, smell, etc. in a certain scenario. These activities were designed to provide participants with an opportunity to reflect on their current/actual L2 self as well as develop a more vivid ideal L2 self vision. On the one hand, analysis from quantitative data (i.e., questionnaire) indicated the

intervention showed significant effects on the vision of participants in the experimental group as a competent user of L2 in the future compared to that of those in the control group. On the other hand, analysis from qualitative data (i.e., semi-structured interviews) revealed the students' L2 vision, which was influenced by various factors including past learning experience and attitudes toward the target language, could arouse and enhance their language learning motivation.

The study of Doiz and Lasagabaster (2018) stands out as they looked into the L2 self guides from perspectives of both learners and teachers in English-medium instruction (EMI) settings in a Spanish-speaking country. Fifteen university students and 13 teachers took part in the study, which formed six focus groups for the interview sessions. In-depth analysis of the collected data showed a dynamic interrelation among three components of Dörnyei's L2MSS (i.e., ideal L2 self, ought-to L2 self, learning experience); however, findings suggested there was a variation in the way teachers perceived their L2 self visions compared to the students: in the case of the teachers, their L2 ideal self seemed to dominate over their L2 ought-to self while both L2 self visions were shown to be more balanced in the case of the students. The study also discussed how L2 self guides could influence one's identity, investment or intended effort put into language learning, and the use of the target language in an imagined community.

Overall, a plethora of studies has been conducted to validate Dörnyei's L2MSS, which highlights the link between one's future self-guides accompanied by learning experiences and motivated behavior toward L2 learning (see Figure 3 for a summary). There have been some attempts to explore the model qualitatively. Yet, the employment of quantitative methods such as questionnaire and survey has thus far still overshadowed that of qualitative ones, which calls a strong urge for more qualitative studies on the topic not only for an in-depth picture but also for

the harmony with the characteristics of L2MSS in nature, which will be thoroughly discussed in the following section.

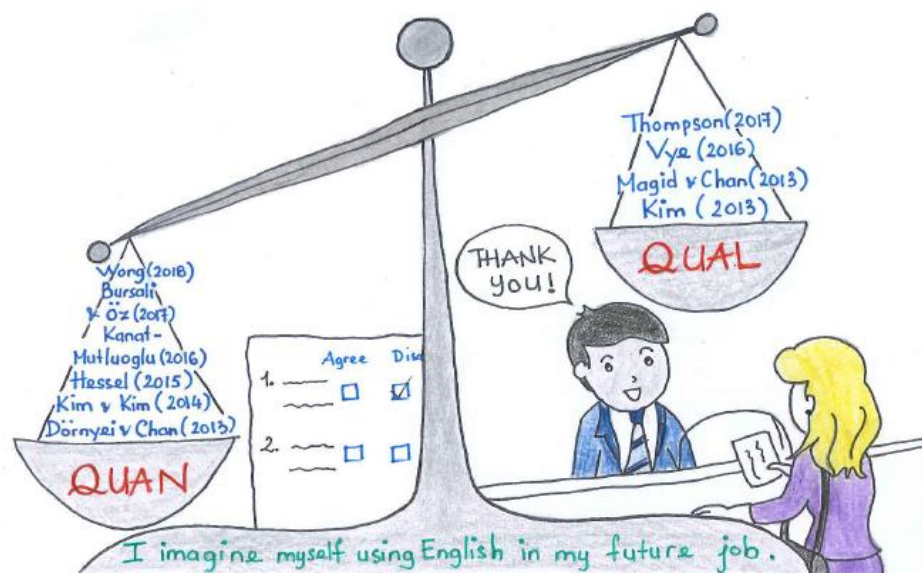


Figure 3. A summary of studies on L2MSS.

Imagery, Sensory Preferences, and Visual-Arts Potential within L2MSS

Imagery is central to the L2MSS at heart as Dörnyei and Kubanyiova (2014) consider vision “one of the highest-order motivational forces” that help explain the process of L2 learning (p. 4). Young generations including refugee students live in a visual and mobilized world; they engage with multimedia literacies on various types of devices both in and out of school contexts. Research on visual literacy has received much attention from scholars and practitioners alike in the past few years (e.g., Arizpe et al., 2015; Kim et al., 2017; Richards & Anderson, 2003), yet studies of such practice for refugee and immigrant communities in elementary contexts remain scarce. Prior studies have focused on positive impacts of visual literacy on young learners’ reading comprehension and critical interpretation of their communities (McPherson, 2004); proposed STW, that is, *What do I See?*, *What do I Think?* *What do I Wonder?* as a practical

strategy to keep the children engaged in the learning activity, as well as to promote their higher-order thinking skills (Richards & Anderson, 2003); and various visual literacy practices that teachers can implement to better assist their diverse students in multi-lingual and -cultural classrooms, particularly through drawings, photographs, and videos (Adams, 2002; Alvarez, 2018; Beauregard et al., 2017; Bettney, 2017; Latham & Ewing, 2018; Ligorio et al., 2017; Maagero & Sunde, 2016; McHatton et al., 2014; Negi, 2015; Richards, 2006).

Imagery as perception. This notion highlights the role of drawing in assisting young learners' sensations, feelings, ideas and thoughts (Adams, 2002). The act of drawing helps to enhance students' observatory and interpretive skills to make sense of the world around (Alvarez, 2017; Beauregard et al., 2017; Latham & Ewing, 2018). Some studies present how drawing-based approaches can open windows to understand collective identity and trauma of a nine-year-old Palestinian refugee boy (Beauregard et al., 2017), and to access primary school aged children's conceptual thinking by asking them to draw where imagination is located in their bodies (Latham & Ewing, 2018). In addition, the findings of Alvarez (2018) reveal Mexican-American bilingual children in Texas viewed their roles as valuable contributors to the family's well-being based on their written and pictorial depictions.

Imagery as communication. As the act of drawing assists the process of meaning making of young learners, imagery is also viewed as a way to communicate thoughts, ideas, and feelings. In other words, students draw to express how they think and feel. Drawing plays a role as visual communicator in cases students find it hard to verbally communicate. Maagero and Sunde (2016), for example, discuss the similarities as well as differences in the feelings of young children in two refugee camps by having them draw about what makes them happy and what makes them scared.

Imagery as a learning process. Scholars such as Brooks (2009) and Mackenzie (2011) make critical distinction between *drawing as product* and *drawing as process*. Some researchers, including Latham and Ewing (2018) are in favor of the latter view of drawing as they believe “children’s thoughts, after all, are processes stored in their container of future ideas’ (p. 73). Bettney (2017) portrayed learning experiences of 203 bilingual students in Honduras through their drawings, and further recommend maximizing output and meaningful language use as key factors that contribute to effective learning of English. Mackenzie (2011, 2018) conducted extensive research into the relationship between drawing and writing as vehicles of communication. The findings suggested a close correlation between the two communication modes: when students take part in drawing and storytelling as part of their literacy programs, they are more willing to write and gain academic benefits from the arts-literacy activities.

Imagery as learning motivator. When learners have a chance to draw out their possible self-portraits, they tend to have clearer visions of their L2 selves and get more motivated to achieve the learning goals or fill the gaps between their current and future selves (Kim, 2013; Magid & Chan, 2012). In their study, Magid and Chan (2012) explored the potentials of guided and scripted imagery in boosting L2 motivation among 31 Chinese university participants in the intervention program in England and 80 counterparts in Hong Kong. Both of the programs applied L2 possible selves theory and aimed to enhance students’ academic performance and their self-motivation by connecting their successful future images to their present school engagement. The participants were asked to list their learning goals, complete the Ideal Self Tree activity, and develop action plans to accomplish those goals. Scripted and guided imagery were also utilized to help the students visualize their goals and selves in a vivid way. Although the two

programs differed in the design, tasks, and length, both of them proved to better motivate the participants' L2 learning and boost their self-confidence by enhancing their L2 selves' visions.

Kim (2013) applied Dörnyei's (2005, 2009) L2MSS to explore two Korean immigrants' learning motivation in Toronto, Canada. The participants shared several aspects in common: mid 30s age, bachelor degree, and 4-5 years of work experience. Over a 10-month period, the author conducted monthly semi-structured interviews centered around the relationship between participants' learning environment and their L2 motivation, along with stimulated recall tasks involved self-selected digital photos pertaining to their L2 use or learning. Qualitative analyses of the data indicated mediating role that sociocultural factors play in beliefs of L2 learners: These factors including heritage customs vs. unfamiliar customs in a new country can directly affect learners' possible L2 selves (i.e., ideal and ought-to L2 self). Further, their sensitivities with inclusive attitudes in new learning environments can transform those environments into meaningful learning tools that help maintain or strengthen their ideal L2 selves.

Harbelin (2017) employed Arts-Based Educational Research (ABER), particularly drawing method, to explore the peak experiences of five gifted students. Four main themes emerged based on analysis of the participants' drawings: 1) the teacher as a major catalyst for the students' peak experiences, 2) critical role positive feedback (e.g., praise, compliment, recognition) plays in their peak experiences, 3) the link between intellectually challenging curriculum and the peak experiences, and 4) the emergence of peak experiences through creative activities such as drawing. Specifically, the author discovered the students experienced peak states most often when they interacted directly with the teacher, received positive feedback in the form of praise and recognition, as well as engaged in intellectually challenging and creative learning activities. These studies proved the potential of imagery and visual representations in

boosting vivid level of L2 self-portraits as well as their L2 learning experiences, especially the peak learning ones.

Visual Representations Enhanced by Augmented Reality Technology

In addition to visual representations such as photographs and drawings, audio-visual representations such as videos can be utilized as an innovative way to enhance the content and quality of image-only representations through Augmented Reality (AR) technology (For a review, see Khoshnevisan & Le, 2018; Le & Dinh, 2018). AR has received various definitions; however, it is widely defined as a technology that blends virtual images with real environment (Azuma, 1997). Lontas (2020) elaborates through AR technology, virtual objects which contain auxiliary information tags (e.g., video, images, animation, and text) emerge at the same time with the real world to enhance meaning and understanding. Like virtual reality (VR), AR can be experienced with wearable devices such as glasses, headsets, smartphones, tablets and laptops (Mohn, 2015; Liointas, 2020). Two systems of AR available at the present include: (a) location-aware AR which uses Global Positioning System (GPS) to track a particular place or location; and (b) vision-based AR which embeds multimedia (i.e., the combination of text, image, audio, and video) to enhance the realistic level of an object (Dunleavy & Dede, 2014). As visualization is a focus of the current study, digital visual representations refer to visual representations such as drawings and photographs that are embedded with videos to create more informative representations.

AR technology has been grounded by three theories. First, Clark and Paivio's (1991) *Dual-Coding Theory* advocates the effectiveness of multimedia materials in facilitating learning. The theory suggests that the simultaneous utilization of both audio and visual information can lead to better retention of the learned contents (Clark & Paivio, 1991). Take the word "Hulk" as

an example. Those who have read or watched Marvel products can easily associate the word with an image of a green-skinned muscular superhero. Conversely, for those who do not know the character, it is unlikely to trigger the image processor from the word itself, and thus it is difficult to remember the information. Second, AR is built upon Brown, Collins, and Duguid's (1989) situated learning theory asserting learning takes place in a specific context and mutual interactions among the objects, participants, and cultural components within the context help maximize learning motivation and performance. Last but not least, constructivist learning theorists such as Dunleavy and Dede (2014) posit in AR environments, individuals not only interpret the immersive interfaces based on their personal background knowledge and life experiences, they also interact with other users to negotiate the meaning of multimedia presentations as well as construct new context-appropriate comprehension.

When integrated meaningfully, AR technology can create an interactive learning environment in which students not only make sense of their real world, but they can also apply what they have learned to the augmented one with the aid of the multimedia as knowledge activator, learning motivator, and content facilitator (Dunleavy & Dede, 2014). Numerous studies have been conducted to examine the effects of AR on learners' motivation and attitudes toward language learning (Alkhattabi, 2017; Cheng & Tsai, 2014, 2016; Liu, Holden & Zheng, 2016; Pilton, 2014; Richardson, 2016). For example, Richardson (2016) examined the effectiveness of an AR game in advanced EFL students' L2 learning process when they used the app to complete a series of language tasks around a city in Germany. His study concluded AR technology proved to be user-friendly and efficient: The participants in the study felt more motivated and engaged in these situated learning tasks/activities. Similarly, the findings of Cheng & Tsai (2014, 2016) indicated AR books played a role in motivating elementary students

to read more and feeling more eager to share the reading time with peers and parents.

Furthermore, giving students an opportunity to create their own AR-based models (i.e., self-selecting videos to embed to their images and photographs) not only boost their engagement but also develop their creativity (Reinders & Lakanchua, 2014). There is, however, a gap in existing literature to address how AR technology might be used by students with limited or interrupted education to express their ideas and enhance their visual representations. Therefore, this study also aims to explore the potential of this emerging technology in augmenting the student's artwork as well as providing them with more high-tech options to present their ideas in our digital world.

As Leavy (2015) puts forth technology thus far has played and will continue to play a pivotal role in the practices of visual arts-based research since the time of classic cameras to modern digital time with the use of digital cameras and mobile devices such as smart phones and tablets. There are times when unprecedented things like pandemics occurred further stressing the significance of technology in all aspects of life, especially education and research. Never has it been 'a piece of cake' to create and share different forms of visual arts, including drawing, photograph, collage, graphic novels, sculpture, and mixed-media art, to name a few like the present time. Advances in technology such as virtual reality and augmented reality technology have also paved innovative paths to conduct and present visual arts based data. Several qualitative practices that can take benefits from modern technology include: 1) photovoice when the photographs taken by the participants 'speak' out their perceptions or experiences about life, love, and topics that matter to them (Leavy, 2015), and 2) digital collage when texts, images, and videos are put together to enhance meanings and new ways of interpretation (Diaz, 2002). Last, the hybridity or combination of various art forms known as 'third space' is "strongly

experiential, sensory, multi-interpretive [...] and ever changing” (Sava & Nuutinen, 2003, p. 532), and thus have potentials to invite creativity, as well as multiple understandings and interpretations. Indeed, while a traditional “picture is worth a thousand words”, that picture augmented with virtual features such as videos can be worth more than a thousand words.

CHAPTER THREE: METHODOLOGY

Qualitative Genre

In this study, I will use *arts-based research* (ABR) to explore how high school refugee students visualize their learning experiences and L2 selves. Arts-literacy activities encourage students to respond to literary texts in a meaningful and creative way, which makes their learning more enjoyable, especially for those with limited literacy (Gipe & Richards, 2019). Quantitative and qualitative methods such as interviews have widely been utilized to measure three elements of Dörnyei's L2 motivational self system. I propose to employ ABR as an innovative way not only to let the students express their thoughts and feelings regardless of 'language barriers' but also to get a profound image of their inner minds.

Qualitative visual research methods have proven effective for children who struggle to articulate through language (Boal, 2006; Gipe & Richards, 2019; Leavy, 2017; Richards, 2013; Young & Barrett, 2001). In particular, Boal (2006) emphasizes the key role of visual methods in transformative learning and suggests "a crucial way of processing knowledge derived from these visual methods is to participate in the creative process, such as drawing" (p. 46). Therefore, arts-based research is suitable for this study based on the exploratory nature of the research questions. Arts-based research aims "to enlarge human understanding", and "to create an expressive form that will enable an individual to secure an empathic participation in the lives of others and in the situations studied" (Barone & Eisner, 2012, p. 24). In this study, I will use arts-based research to explore how refugee children portray their personal experiences and express their thoughts through their drawings and the corresponding written descriptions. Clark (2011) asserts drawing

is a suitable, engaging and accommodating activity for children between 5 and 12 years old in and out of school settings, especially in cross-cultural contexts where language can be a barrier to their expressions. Arts-literacy activities also encourage children to respond to literary texts in a meaningful and creative way, which makes their learning more enjoyable (Richards, 2011). According to Fish (2017), images are not only effective tools for communication, they also carry stories that words cannot fully express and help raise awareness about marginalized groups of students. Thus, I will employ art-based visual approach for my study as it highlights the inner voices of the refugee students and encourages them to express themselves regardless of ‘language barriers’ through an age-appropriate means of communication (i.e., drawings, photographs, visual maps, and videos).

Visual images are valuable in research as they “are unique and can evoke particular kinds of emotional and visceral responses from people” (Leavy, 2015, p. 225). In particular, visual representations such as photographs and drawings can reveal substantially more about research participants’ lived experiences than traditional qualitative methods would produce (Poveda, Matsumoto, Morage & Alonso, 2018), which creates resonant effects or emotional impacts on the audiences/readers/listeners. Within a spectrum of ABR, *resonance* stands out as a vibrant emotion-provoking pigment, consisting of three complimentary colors: aesthetic merit (i.e., the appreciation of beauty in the participants’ artwork), generalizability (i.e., the common theme expressed in the participants’ artwork), and transferability (i.e., the connection between the artwork and the audience). While adjusting themselves to a new environment, the students visit new places, make new friends and gain diverse life experiences different from their home cultures. Photographing is considered a creative outlet for these students to express and communicate their emotions regardless of language proficiency levels as photographs have

proven to be “the most convenient medium to capture and recollect such memorable moments in life” (Kim, 2013, p. 462). Additionally, visual arts can provide particular groups of participants, including those “who have difficulty communicating through language due to age or disability”, an opportunity to express themselves without the constraints of ‘language barriers’ or literary skills gaps (Leavy, 2015, p. 233). A hybridity of different art forms (e.g., mixed text, image, and video) is also a novel way for expression as well as an outlet for creativity, as well as multiple understandings and interpretations (Sava & Nuutinen, 2003).

Research Setting

Tutoring conducted with refugee students used to take place off-campus, but it was being held in classrooms at the time of the study (from September 2019 to March 2020) on Mondays (4:45 – 6:45 PM) mainly for middle schoolers (Grades 6-8, ages 11-13) and Wednesdays (5-7 PM) mainly for high schoolers (Grades 9-12, ages 14-17) at a major southeastern urban university. The research site has become a main resettlement area for several groups of refugees, mainly from the Middle East (e.g., Syria), Western Asia (e.g., Yemen), Southeastern Asia (e.g., Burma), and African countries (e.g., Congo, Ethiopia, Somalia). The program is being run by WOKE Inc., a non-profit organization. Figure 4 depicts a regular tutoring session in which tutors work one-on-one with the students to help them with their schoolwork, SAT/ACT test preparation, and/or doing activities to enhance their literacy (e.g., learning with flashcards, learning through games, etc.). Senior high school students are encouraged to attend College Orientation workshops to receive helpful information on college choices, financial aid and/or scholarship application, which schools would best fit their interest and academic performance, as well as what types of documents they need to prepare and what requirements they need to meet by certain deadlines. There is Campus Tour every semester for this group of students to explore

college student life by walking around major buildings on campus. The tutoring program is planning to hold several Talk Show when academic advisors of various disciplines present what senior students need to know about a particular major. Most of the students from tutoring program also take part in soccer training and games every Friday evening (7-9 PM) and Sunday morning (9-11 AM). From late October 2019 to March 2020, a group of students including my study participants also joined an Art Day on Saturday afternoons (3-5 PM) to create different forms of arts (e.g., drawing, painting, photographs) as a way to express themselves and relieve stress. The study data (i.e., drawings, interviews, videos) were collected during these art sessions which took place at various locations (e.g., campus student center, local park, coffee shop).



Figure 4. A regular tutoring session.

Study Participants

I recruited five refugee students (2 males and 3 females, 1 middle schooler and 4 high schoolers) to participate in the study. The inclusion criteria include:

- Granted refugee status;
- Ages from 14 to 19 years old;

- Limited English literacy & proficiency;
- Live with legal parents; and
- Regular tutees at the tutoring site.

The exclusion criteria include:

- Not granted refugee status;
- Ages below 14 or over 19 years old;
- Do not need support in English literacy;
- Under the care of temporary legal guardians; and
- Do not attend tutoring sessions regularly.

The participants' ages range from 13 to 17 and they come from various countries such as Burma (old Myanmar), Yemen, and Ethiopia. They speak different languages including their native languages (i.e., Karen, Arabic, Oromo, Somali, and Amharic) and the target language (i.e., English). All of them live with their legal parents and go to different schools in Hillsborough County area. They attend tutoring sessions twice per week: Mondays (4:45-6:45 PM) and Wednesdays (5:00-7:00 PM) to receive help with their schoolwork in various subjects such as English, mathematics, and science. Senior students or those at Grade 12 also seek help for their SAT/ACT test preparation together with college orientation and application upon their graduation from high school. Table 1 displays detailed demographics of each study participant.

The student participants have limited knowledge of English literacy, so they join the program to develop their literacy skills and improve their academic performances at school. I used Student Oral Language Observation Matrix (SOLOM) (For full descriptions, see Table A1 in Appendix G) to evaluate each student's speaking skills in five areas including Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar. These scores were also used to determine

whether the students displayed difficulty in articulating their ideas and thus whether visual arts helped these students express themselves better. Based on the given total score out of 25, I was able to determine their oral language use level as follows:

- Score 5-11 = Level I – Beginning
- Score 12-18 = Level II – Intermediate
- Score 19-24 = Level III – Advanced
- Score 25 = Level IV – Proficient

Table 1 also displays each student's stage of second language development. According to Krashen and Terrell (1983), there are five stages every English Language Learners (ELLs) need to go through when learning a new language:

- 1) Preproduction (PP) – Students at this stage have only been in the new learning environment for no more than six months. They show minimal comprehension through paralinguistic (mainly gestures), drawing and pointing. They do not verbalize much; that's why this stage is also referred to as 'silent period' or 'receptive phase'.
- 2) Early Production (EP) – Students at this stage have been in the new learning environment from six months to one year. Even though students at this stage still show limited comprehension, they are able to produce one- or two- word responses using familiar simple vocabulary and mainly present-tense verbs.
- 3) Speech Emergence (SE) – Students at this stage have been in the new learning environment for one to three years. They demonstrate good comprehension although they might frequently misunderstand jokes and/or idiomatic expressions. They are able to produce simple sentences although they still make certain pronunciation, spelling, and grammatical errors.

- 4) Intermediate Fluency (IF) – Students at this stage have been in the new learning environment for three to five years. They display excellent comprehension even of jokes and idiomatic expressions. They also tend to make only few grammatical, pronunciation, and spelling errors, and these errors do not obstruct meaning or understanding of the message.
- 5) Advanced Fluency (AF) – Students at this stage have been in the new learning environment for more than five years. They demonstrate a native-like or near-native level of speech, comprehension, as well as language usage in terms of pronunciation, vocabulary and grammar.

In addition to the students' spoken language abilities and stages of second language acquisition, I also analyzed their Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), the terms proposed by Jim Cummins (1979) to see if there was any disparity between the way they used language for conversational purposes versus that for academic ones. Cummins and other researchers (e.g., Khatib & Taie, 2016; Modirghamene & Esfandiari, 2014; Roessingh, 2006) have suggested it usually takes ELLs about two years to be proficient in BICS, but it might take longer, that is, five to seven years or more, for these learners to reach the level of CALP as their native speakers of English peers. The following section describes each study participant's background and language evaluation. All the information is summarized in Table 1.

MC is a male 16-year-old 10th grade student from Burma (old Myanmar). He speaks Karen as his native language and English as second one. He has lived in the US with his family (mom, dad, and five siblings) since October 2016, and he has been in ESOL programs both in his middle and high schools since then. Based on my interviews and working with MC as his tutor, I

gave him 10 out of 25 in the SOLOM corresponding to Beginning or Level 1 (for detailed descriptions of each area, see Table A2 in Appendix G). He was placed at Early Production (EP) stage of second language acquisition and his BICS alongside CALP were both low even though he had been in the states for three and a half years.

“13” and “15” are sisters who were born in Djibouti, a country in East Africa which shares borders with Somalia, Ethiopia, Eritrea, and Yemen across the Red Sea. However, both of them stated they were from Djibouti and Ethiopia, a home country of their parents. They have been in the states since 2016, which means for about four years up to the time of the study. At home, they speak a mixture of various languages including Oromo, Somali, Amharic (as their native languages) and English (as their target language) to other four family members (i.e., mom, dad, and two siblings). “13” is the younger sister, who is 13 years old (8th grade); “15” is the older sister, who is 16 years old (10th grade). The SOLOM scores of “13” and “15” are 13/25 (for detailed descriptions, see Table A3 in Appendix G) and 18/25 (for detailed descriptions, see Table A4 in Appendix G), respectively. Although both scores are interpreted as Level II in SOLOM, “13’s” score is far way at the lowest end of the range whereas that of “15” is at the other end, which explains why “13” was categorized as Low Intermediate and “15” as High Intermediate, to be more precise. Further, “13” was placed at Early Production (EP) stage with intermediate BICS and low CALP; “15” was placed at Speech Emergence (SE) stage with high BICS and intermediate CALP.

Rafeal and ReyRey are brother and sister who were born in Yemen. They stated they were from this country even though their mom was from Ethiopia. They did not say much about their dad; the only information retrieved from our conversations is that they had not seen him since they were very young. At home, they speak Arabic, Amharic, and Ethiopian with their

mom while conversing more in English with each other. Rafeal is a younger brother, who was 15 years old (10th grade); ReyRey is an older sister, who was 17 years old and in her final year (12th grade) of high school. They had been in the states since June 2015, that is, for almost five years up to the study time. Rafeal's SOLOM overall score is 15 out of 25 (Level II – Intermediate) whereas that of ReyRey is 19 out of 25 (Level III – Low Advanced). The two were placed at Speech Emergence (SE) stage; nevertheless, ReyRey's BICS was more advanced than that of Rafeal while they both demonstrated intermediate CALP.

In some cases, students' SOLOM score or their oral language use levels match well with their stage of L2 development. For example, a student at Intermediate Fluency (IF) stage is supposed to obtain a score of level III (Advanced) in SOLOM. Nevertheless, it is not always the case; a student who scored high in SOLOM might still be at Speech Emergence (SE) stage owing to difficulties in reading and/or writing. In other words, while that student can speak English well, he or she still struggles with literacy skills (i.e., reading and writing). As shown in Table 1, “15” is a clear example: her SOLOM score is high whereas she is still placed at SE stage because of her reading and writing skills. Another way to put it is that the student's academic performance does not reflect her oral abilities. There is a discrepancy between the student's BICS and CALP: while she demonstrates high BICS, she still struggles with her CALP, particularly in her academic writing and reading comprehension.

Table 1. Demographics and Language Levels of the Study Participants.

<i>Name*</i>	<i>Gender</i>	<i>Age & Grade</i>	<i>Home country & Native language</i>	<i>Date arrived in the US</i>	<i>SOLOM score & Stage of SLA</i>
MC	Male	16 y/o 10 th Grade	(Born in Thai refugee camp) From Burma Speak Karen and Burmese at home with family	October 2016 (3.5 years)	10/25 – Beginning (Level I) in SOLOM, at Early Production (EP) stage

Table 1 (Continued)

<i>Name*</i>	<i>Gender</i>	<i>Age & Grade</i>	<i>Home country & Native language</i>	<i>Date arrived in the US</i>	<i>SOLOM score & Stage of SLA</i>
“13”	Female	13 y/o 8 th Grade	(Born in Djibouti) From Djibouti & Ethiopia Speak Oromo, Somali, & Amharic	2016 (4 years)	13/25 – Low Intermediate (Level II) at Early Production (EP) stage
“15”	Female	16 y/o 10 th Grade			18/25 – High Intermediate (Level II) at Speech Emergence (SE) stage
Rafeal	Male	15 y/o, 10 th Grade	(Born in Yemen) From Yemen & Ethiopia Speak Arabic, Amharic, & Ethiopian	June 3, 2015 (5 years)	15/25 – Intermediate (Level II), at Speech Emergence (SE) stage
ReyRey	Female	17 y/o 12 th Grade			19/25 – Low Advanced (Level III), at Speech Emergence (SE) stage

* All names are pseudonyms or nicknames chosen by the participants to protect their identities.

Pilot Study

For the final project in my Arts-based Research (ABR) class, I conducted a mini-inquiry to explore how three adolescent refugee students (ages 10-19, one male and two females) in a tutoring program perceived their past, present, and future selves through drawings. I hoped to learn more about my students’ self-perceptions to better accommodate them and see how the art could help bridge ‘language barriers’. I adopted Richards’s (2019) suggested model to present my qualitative pilot study as follows:

1. Title

Refugee Students’ Perceptions of Their Past-, Present- and Future-Selves through Drawings

2. Abstract

Apart from emotional struggles, refugee students also face ‘language barriers’ when they move to a new country (Lee & Walsh, 2015). Despite accessible forms of literacy and practical strategies offered to bridge the barriers, a majority of refugee students express low self-driven

engagement or motivation in after-school tutoring activities. There is also little known about the students' schooling experiences, life journeys, as well as cultural adaptations before, while, and after they were settled in the states. Therefore, in this mini-inquiry, I adopt Markus & Nurius's (1986) possible-selves theory along with Ross and Wilson's (2000) temporal self-appraisal theory to better understand how two refugee middle schoolers and one high schooler portrayed their past-, present- and future-selves through drawings. Discoveries drawn from a collection of data (i.e., students' visual representations, along with corresponding written and oral descriptions) illuminate the inner mental imagery of the students' personal experiences and the link between their self-perceptions and L2 learning.

3. Rationale

A plethora of studies has shown second language (L2) learners' self-motivation plays a critical role in their language proficiency development (e.g., Dörnyei & Chan, 2013; Gardner & MacIntyre, 1993; Kim & Kim, 2014; Magid & Chan, 2011; Wong, 2018, 2020). For refugee students, L2 development requires considerable long-term commitment and self-driven engagement in both in and outside classroom contexts (Hessel, 2015). Recent studies (Dryden-Peterson, 2015; Lee & Walsh, 2015) have also suggested even though this group of students face significant challenges (i.e., emotional, social, and economic struggles, 'language barriers') and have greatest needs (e.g., academic support, social integration, financial aid, etc.), they often are a *forgotten* population at and out of school contexts.

A substantial body of quantitative research (e.g., Bursali & Oz, 2017; Dörnyei & Chan, 2013; Hessel, 2015; Jang & Lee, 2019; Kant-Mutluoglu, 2016; Kim & Kim, 2014; Thompson, 2017; Magid, 2014) has validated the correlation between learners' various selves (e.g., ideal L2 self, and ought-to L2 self) and their motivated L2 learning behavior. Yet qualitative inquiries on

the topic remain scarce; to the best of my knowledge, only a handful of studies (e.g., Hsieh, 2009; Lamb, 2011; Thompson, 2017) have explored L2 learners' intrinsic motivation on their language learning journeys; only one (Kim, 2013) has adopted Dörnyei's (2005) L2MSS to better understand two Korean immigrants' L2 learning through the lens of Vygotsky's (1987) Activity Theory; and none has been conducted to explore the refugee population's self-perceptions on their perilous journeys to the US. The three well-known motivational L2 self frameworks which will be discussed in detail in section #5 have also received much criticism for negligence of the past L2 self-concept (Mercer, 2011; Ross & Wilson, 2000) despite recognition of the perceived discrepancy between an L2 learner's present- and future-self perceptions as key source of self-motivation (Busse, 2013; Taylor, 2010).

4. Purpose of the Research

In this mini-inquiry, I aim to: 1) explore how three adolescent refugee students (ages 10-19) portray their past-, present- and future-selves through various visual representations they are comfortable with, including drawings, photography, and digital avatars; 2) how the students explain their self-portraits, and (3) how the students' self-perceptions play a role in their L2 learning experiences at various learning contexts (i.e., at the students' schools and tutoring sessions).

5. Theoretical Frameworks

Three core self-based views on human motivation to learn include: possible selves (Markus & Nurius, 1986), self-discrepancy theory (Higgins, 1987), and L2 motivational self system (Dörnyei, 2005). Possible-selves theory explores how people conceptualize their potential selves and how they direct them from the present toward the future, which impacts their intrinsic motivation along with their regulatory behaviors (Markus & Nurius, 1986). Markus and Nurius

(1986) further argue all individuals hold future self-conceptions referred to as three different types of possible selves: desired possible selves (i.e., selves we would very much like to become), feared possible selves (i.e., selves we are afraid of becoming), and future selves (i.e., selves we could become) (p. 954). Higgins's (1987) self-discrepancy theory posits "the perceived discrepancies between desired future selves and the corresponding parts of one's present self-concept constitute a source of discomfort and motivate individuals to achieve a state of congruence between the two" (p. 320). Attempts to reduce discrepancies between present and future selves can lead to academic success and identity development (Higgins, 1987). Within Dörnyei's (2005) L2 motivational self system (L2MSS), the ideal L2 self is a mental representation an L2 learner wishes to become and this self is considered pivotal driver of self-motivated engagement in L2 learning. Dörnyei (2005) further elaborates "if the person we would like to become speaks an L2 [...], the ideal L2 self is a powerful motivator to learn the L2 because we would like to reduce the discrepancy between our actual and ideal selves" (p. 438). Nevertheless, these theories neglect one critical component of a self – past-self, which is addressed in Ross and Wilson's (2000) temporal self-appraisal theory. The theory offers an explanation why we tend to mock our earlier selves: recalling our history might make our present-self look better by comparing and criticizing our past-self. Ross and Wilson (2000) further argue that culturally, it seems more acceptable to contrast one's present-self with an inferior history of oneself than with that of one's family member, acquaintance, or colleague.

6. *A Priori* Questions

A Priori questions that guide my study are:

Q1: In what ways do three adolescent refugee students portray their past, present, and future selves through their drawings?

Q2: How do the three adolescent refugee students explain their self-portraits?

7. Qualitative genre chosen to conduct the inquiry

Qualitative visual research methods have proven effective for children who struggle to articulate through language (Boal, 2006; Gipe & Richards, 2019; Leavy, 2017; Richards, 2013; Young & Barrett, 2001). In particular, Boal (2006) emphasizes the key role of visual methods in transformative learning and suggests “a crucial way of processing knowledge derived from these visual methods is to participate in the creative process, such as drawing” (p. 46). Therefore, arts-based research is suitable for this study based on the exploratory nature of the research questions. Arts-based research aims “to enlarge human understanding”, and “to create an expressive form that will enable an individual to secure an empathic participation in the lives of others and in the situations studied” (Barone & Eisner, 2012, p. 24).

In this study, I used arts-based research to explore how refugee children portray their personal experiences and express their thoughts through their drawings and the corresponding written descriptions. Clark (2011) asserts drawing is a suitable, engaging and accommodating activity for children between 5 and 12 years old in and out of school settings, especially in cross-cultural contexts where language can be a barrier to their expressions. Arts-literacy activities also encourage children to respond to literary texts in a meaningful and creative way, which makes their learning more enjoyable (Richards, 2011). According to Fish (2017), images are not only effective tools for communication, they also carry stories that words cannot fully express and help raise awareness about marginalized groups of students. Thus, I employed art-based visual approach, particularly visual arts for my study as it highlights the inner voices of the refugee students and encourages them to express themselves regardless of ‘language barriers’ through an age-appropriate means of communication (i.e., drawing).

8. Context for the inquiry

I am a volunteer tutor for refugee students in an after-school program at a major southeastern urban university in the United States. The tutoring program aims to provide refugee students from different countries including Burma (old Myanmar), Yemen, Ethiopia, and Syria (1st to 9th grade) with support for academic work and social life. The program was first offered off-campus but was then moved to classrooms in a university building to ensure a safe environment. Each tutoring session lasts approximately one and a half hours: The tutors help students with homework, or activities to enhance their literacy (e.g., learning with flashcards, reading books, learning through vocabulary games, etc.).

Working with a number of refugee students has enriched my teaching. I have learned to modify my pedagogy to meet the instructional needs and interests of each student. I also listen attentively to the students' stories and give advice to help them overcome difficulties in school and in their personal lives. On Mondays and Fridays, I tutor eight students (ages 6 to 12 years) in mathematics and English. I have learned some students were placed in the third grade, or higher in local public schools although they had very little knowledge of English. Therefore, I spend most of the time teaching them basic English, such as the alphabet, words for numerals from 1-100 and color names. On Saturdays, I mentor a group of students as they create drawings about their interests, such as favorite sports, flowers, and family. My goal for this activity is to provide the students with opportunities to express their thoughts about what they love. For students with limited English proficiency and introverted personalities, communicating about their artistic representations encourages them to talk about their thoughts with me and with peers, which helps them gradually gain more confidence.

Most of the refugee students come from low socioeconomic families and they cannot afford books, or private tutoring. However, this program helps them obtain used storybooks and other supplemental learning materials, along with a free ride from their schools, or homes to the tutoring site. Nevertheless, due to the shortage of volunteer drivers, some sessions have to be cancelled. The number of students and tutors also change, which makes it difficult to tutor one student for an entire semester. Fortunately, I had an opportunity to work consistently with a few students and built a close rapport with them as I learned about their needs and backgrounds. Some shared they did not like school because the subjects were difficult; one shared he lost two of his sisters in the war in Syria. Through the stories, I came to know more about these students and helped them deal with their previous circumstances.

9. Study participants

My study participants were refugee students, mainly from Middle East and African areas. After getting the permission from the program's directors, the students' parents and their own consent, I recruited three refugee students (two female middle schoolers and one male high schooler) to participate in the study. One was an Ethiopian 13- year-old girl, who had been living in the US for about three years; one was an Ethiopian 14-year-old girl, who had been living in the US for two years and a half; one was an Egyptian 18-year-old boy, who had just started his senior year at a high school six months ago. To protect their identity, these student participants will be referred to as Mesa, "13", and Mohamed (pseudonyms). All of them attended the tutoring after-school program regularly in classrooms of a major southeastern urban university in the United States on Mondays (4:45-6:45 PM) and Wednesdays (5:00-7:00 PM). The students had limited knowledge of English literacy and needed assistance with their schoolwork, so they joined the program to receive help and improve their English literacy and other skills. In particular, the

Egyptian student required great help and support in order to meet a satisfactory GPA to graduate from high school.

10. Data sources and data collection methods

In Fall 2018, I collected the data which were: a) students' drawings, b) their writing samples, and c) oral communications about their drawings and writings. I met with each student separately once a week for about fifteen weeks to collect their artwork with written descriptions (i.e., drawing and writing) in a specific literacy event (i.e., tutoring). At our initial meeting, I asked the students some basic questions to learn about their families, hobbies, and schooling as students' personal experiences and background information are a main resource to better understand their works, including visual representations (Knowles, 1980; Kolb, 1984). I encouraged them to draw portraits of how they looked like back home, when they first came to the US, how they looked like at the present, and how it would change in three years or five years. An image-guide was provided to guide the students through their past, present, and future journey. Self-portraits open a window to access the inner world of the artists and explore how they perceive themselves (Klopach, 2011; Richards, 2013; Wells, 2014).

When the students completed their drawings, I asked them to write a short description to explain what their drawings were about. I also encouraged them to talk about what they had drawn and written, with a few questions such as "What is your drawing about? Where did you get the ideas?" to confirm my interpretations of the students' drawings and corresponding written descriptions. During the tutoring sessions, I recorded the student participants' responses and collected their drawings along with written descriptions. I looked across the drawings for the topics and experiences that emerged from the students' drawings and the language they used in their written descriptions and oral responses for in-depth data analysis.

11. Data analysis methods

To seek the answer for my *A Priori* questions, I adopted thematic coding to analyze the students' drawings along with verbal and written descriptions the students provided. First, I looked at all the drawings and coded them based on their topics and themes, including their past, present, and future selves as well as any significant changes in the self-portraits. Next, I compared the coding with the students' oral responses, which were also transcribed and thematically coded, to confirm my interpretations. Lastly, I looked for common themes/topics across the drawings as a shared cultural/social norm among participants, as well as different themes/topics that could reveal the students' unique personal stories, life experiences, and cultural backgrounds. I used the work of Anfara, Brown, and Mangione (2002) to guide my data analyses as the authors advocate explicit description of research process to promote credibility. I establish credibility for this study through my prolonged involvement in the program, thick description of the context, and triangulation of various data (i.e., drawings, written descriptions, and oral responses).

12. Limitations of the inquiry

Major limitations of my study are listed as follows:

- Participants might have withheld information;
- Participants might have memory lapses or distortions about their experiences;
- Participants might lack the English skills needed to explain their drawings; and
- Hermeneutic considerations posit that other researchers might interpret the data differently than I because of differences in experiences and world views.

13. Discoveries

Each student participant had a unique story to share through their artwork along with their verbal and written descriptions. Figure 5 displays two drawings created by Mesa, an 8th grade middle

school student who originally came from Ethiopia. She was reluctant to share about her past-self, so I decided not to push her to talk about this. One of the directors of tutoring program also stressed that most of the students in the program had to go through terrible things in their life and suffer from disturbing experiences back home, so she warned me to be very cautious when bringing up this matter. Thus, I did not have much detailed information about Mesa's history by the time she arrived in a city in the southeast of the US around late 2016. She lived with her parents and two younger sisters at the time I worked with her for the project. Her dad worked as the truck driver, and her mom stayed home to take care of the children.

In figure 5, Mesa portrayed her present-self: A girl with dark skin, long curly hair, black eyes and red lips. It was my first time seeing her real hair as she had always covered it up with a hijab. When asked whether it was her real hair, she was very eager to share: "Yes, it is. I love my hair.... It ... pretty. But I hate it though, like... when I have to cover it all the time." It seemed that she liked her hair and would love to show it, so other people could see its beauty; yet, due to cultural norm, she was supposed to wear the hijab in front of non-family people. In this way, drawing allowed Mesa to freely draw out how she actually looked regardless of her cultural obligations. On the right side, she portrayed herself as a teacher in the future. She shared that she would like to become a teacher of science or math because they were her two favorite subjects at school. When asked how she needed to do to be a good math or science teacher, she replied "Um, I think I need to be good at those subjects [math and science], um like have a good grade." Then when asked if English was important in her future job, she hesitated a bit before responding "Yes... I think so... like how can you teach your students? Must be in English, right?"



Figure 5. Drawings of a 14-year-old girl from Ethiopia.

“13” was also an Ethiopian Muslim girl, who was born in Djibouti, but the way she portrayed her present-self is quite different from Mesa’s. She picked the nickname “13” because it was her age then. In her self-portrait on the left side of figure 6, she still wore a hijab to cover her hair to depict how she normally looked at school, tutoring sessions, and other places outside home. She lived in an apartment with her parents, two sisters, and one brother. At home, she code-mixed various languages including Oromo and Somali as her native languages to her parents and mainly English to her siblings. Both of her parents worked: her mom was a house maid while her dad got a job (she did not know certainly what he did) in downtown. She also drew herself with blue eyes and red lips although the true color of her eyes was brown. In explaining why, she shared that “Well, I color my eyes blue um... because Taylor Swift is my idol and I want [to have] blue eyes like her.” Her current self-portrait suggests that pop culture has a certain impact on teenagers, and this does not exclude refugee students of this age.



Figure 6. Drawings of a 13-year-old girl from Ethiopia and Djibouti.

As depicted on the right side of figure 6, she would like to become a professional soccer player in the future. Verbally, she just said that it was because soccer was her passion. Nevertheless, she provided a more detailed description of her love for this sport in her speech of passion, one of her assignments in her Language Arts class (see Figure 7). She wrote:

Many of you don't know that I play soccer but soccer has been my passion for a while now. Starting 3 years ago I loved being out doors and staying active. [...] It was difficult at first and I was thinking of just staying home and quit soccer. But my sister & new friends encouraged me to keep going. And now 3 years later and I love playing soccer. [...] In the future, I would love to play in collage [college] and become a pro and complete against other teams. (An extract from "13's" speech of passion)

Many Of you don't know that I play Soccer but Soccer has been my passion for a while now. Starting 3 years ago I loved being out doors and staying active. So when I moved from Temple Terrace to where I live now there was a Soccer team called Phoenix that was being developed and I was new to the place so I decided to join. It was difficult at first and I was thinking of just staying home and quiet soccer. But my sister and new friends encouraged me to keep going. And now 3 years later and I love playing soccer. I Don't know how others can be involved. Well I mean Soccer is not a sport for everyone. Although many people will join and I'm not gonna let some not join but many are still here. Others can still join but not many girls like to be involved there. In the future I can go to play in college and be a pro and compete against other teams.

—Thank you

Figure 7. “13’s” passion speech.

“13”, however, like Mesa when it comes to her past-self, she was not comfortable sharing what she had looked like back home, so I also did not want to push her. Yet, based on our informal chitchats, I learned that she got to the states three years ago. She first lived with her family in another area, and they just moved here like a year ago. She lived with her parents, one older sister, and two other younger sister and brother. She did not know for sure what her parents did for a living, but I learned that both of them went to work (her mom worked as a house maid while her dad worked in downtown) and took turns to stay at home to take care of an oldest baby sister. She, the oldest child, and another brother were old enough and went to schools during the day. She was also involved in a soccer team in the area and went to soccer practice at least twice per week to not only improve her soccer skills but also to make new female friends in the team.

Figure 8 displays a series of self-portraits created by Mohamed, a senior high school student who was originally from Egypt. He told me that he just got to the area only six months

ago. He was living on his own at a rented apartment, working two jobs in order to support himself in the states. His parents got divorced when he was a child. He had lived with his mom and an older brother in a small town in Egypt by the time he got to the US. His dad on the other hand lived in Cairo, the capital of the country. He talked to his mom almost every day on the phone while he occasionally contacted his dad. He also shared he had a couple of cousins who lived in the same area and offered help when he faced hardships trying to adapt to the new living environment. Unlike the female participants, he was willing to share about his past experiences back home. As depicted in the first drawing, he portrayed himself as a witness of violence and power abuse in Cairo. It was during the Egyptian Revolution of 2011 when he visited his dad and observed a lot of protests on the streets of the city to fight against corrupted government and inequality across the country. He saw cars being burned down as well as protestors being beaten violently by the police officers. "That's why my mom and um... also my dad want me to come to America, you know, like they think I will have a better life here." He shared while describing the drawing. I asked "So, how about you? Do you think it is better for you to come here?" to which he replied "Um... I don't know. At first, I think so,... but it's kinda um diff.. um hard to live here, I mean ... with no my family..." He then described his second drawing, which portrays him and a police officer at the airport "When I first fly here, well... to New York... I get lost. I had to go to another airport for my next flight, but I don't know how to get there. [...] A policeman came to me and asked to help me. I could find a way to the airplane." As seen from his two past-self-drawings, while an authority brought fear in one context, this figure offered help in another one.



In this drawing, my participant described what he saw on the street in Cairo two years ago: A man was in a march to fight against corruption and was beaten by a police officer.

In this drawing, my participant described how he got lost at the airport and got help from a police officer.

He had a hectic schedule, but he would like to become a psychiatrist to help people.

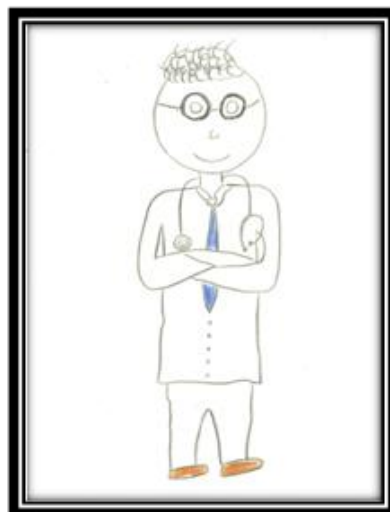
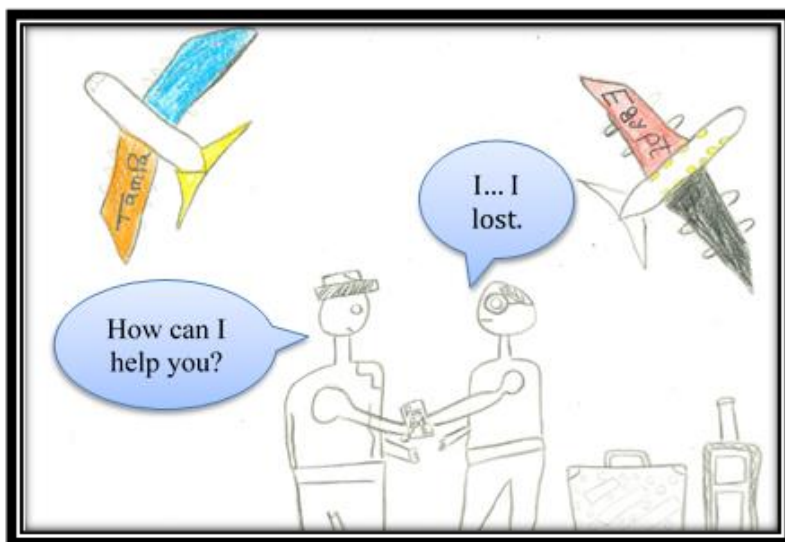


Figure 8. Drawings of an 18-year-old boy from Egypt.

His current self at the time of the study led a very hectic life as depicted in the left bottom of figure 8: He had to wake up very early in the morning to go to work. After work, he went to school then tutoring site to receive academic support. He also had to work on the weekends so that he could manage to support his schooling and living by himself in the new environment. He told me his mom would call him almost every day, which meant a lot to him after his long days at work and school. He did not make a lot of friends at school because he was new and shy. Nevertheless, he made some good friends at tutoring, especially those who shared the same native language and culture. He shared that although he knew it would be more beneficial for him to be tutored by non-Arabic speakers, he still preferred Arabic ones because most of the times if he found it challenging to understand certain technical terms, having a tutor who could provide Arabic translation or explanation was helpful to him. Her favorite subject was mathematics because he could understand the problems and solve them by himself. He mainly struggled English class, especially when it came to essay writing. He shared he had ideas, but he did not know how to put them into right words and correct grammar in English. Even writing in his native language, Arabic, was challenging to him. Therefore, he greatly appreciated the support and assistance he received from the tutoring program.

His dream job was to become a psychiatrist to help people with mental problems. He recognized that it was a big challenge to make this dream come true as he was not very certain whether or not he could graduate from high school this year owing to his unsatisfactory grades in SAT and ACT. With his own great effort and support from the tutoring team, he made it, graduating from high school, one step to get closer to his dream job. Discoveries of the inquiry are in line with disciplines of the temporally extended self: “Learners’ current identity is

constantly constructed not only in the present moment but also by reflecting back to past selves and forward to future selves” (Ross & Wilson, 2000, p. 937).

14. Contributions of the inquiry:

Discoveries from the pilot study have brought more insights, perspectives, and voices from the refugee students to the education field. Numerous studies have found certain patterns on how one constructs the past, the present, as well as the future. Nevertheless, there exists a big gap that explores these aspects of this vulnerable group. Refugee students, as having gone through a lot of unimaginable things in their life, carry with themselves both willing-to-share and not-willing-to-share stories that impact not only their present-self identity but also their future-self construction. This pilot study has shown that on the one hand, severe past experiences have turned refugee students into mighty and determined warriors: They went through a very bad past, so they are trying really hard at the present in order to have a better future. On the other hand, adolescent refugee students are just like other regular students their ages: They adore pop culture; they care about their appearance; they demand inclusion and recognition.

15. Implications:

In a world full of scattered lives and broken hearts, let us build bridges, not walls. “As the world fights, we LOVE” (WOKE, 2019). As the world fights, we CARE. Care means we are culturally responsive, willing to learn from and relate respectfully with people of our own culture as well as those from other cultures (Gay, 2000). Also, be aware that refugee students have their past selves or past experiences that they are uncomfortable sharing. To unlock their “past-luggage” requires time and mutual trust. We may have limited access to resources for this population but learn to be resourceful: Make use of what we have; Do research; Seek help from colleagues; Collaborate

with the others. Last but not least, be encouraging, provide continuous support for refugee students to guide them to a better and brighter future.

Research Design

Timeline for research. I collected data during 10 weeks of Fall 2019 and Spring 2020. I obtained the consent forms from the students' parents once I received the approval of Institutional Review Board (IRB) for the study. Data for the study are a) students' visual representations (e.g., drawings, visual maps, and photographs), b) online images and videos, c) observation field notes, and d) informal talks/interviews during tutoring. At our initial meeting, I asked the students some basic questions to learn about their families, hobbies, schooling, and learning goals. The first meeting served as a "Meet and Greet" section where the focus group of student participants had an opportunity to know each other better, learn about the study as well as find it more comfortable sharing their own stories. The eliciting question was "What is your goal of learning English?" I asked them to visualize the goals through any way they find the most comfortable with, either draw or select suitable images online. The focus group sessions were audio recorded and the student participants' visual representations were collected for the data analysis. In the following consecutive meetings, I asked the students to portray their current, ideal and ought-to L2 selves through their preferred method. During the whole semester, I also asked them to express their perceptions of learning experiences at their schools and in tutoring program settings through visual representations. The eliciting questions included "What do you like most about school/tutoring?" "What do you not like about school/tutoring?" "Where do you use English most?" The visual map helped guide the students complete the tasks. The students were also encouraged to select relevant online images and videos to complement their visual representations. Lastly, I introduced them about augmented reality (AR) technology and instruct

them how to create their own AR enhanced visual representations. All the student participants' digital visual representations along with written descriptions were collected. Oral descriptions were audio recorded then transcribed for the data analysis stage. In the final week of the study, all the student participants had an opportunity to share their artwork in the Share Fair in which each student stood at their own table to display and present their digital visual representations. Other students from tutoring who did not participate in the study were welcome to join this event to share and exchange perspectives regarding their L2 selves and learning experiences. Table 1 displays detailed timeline for my data collection and analysis.

Table 2. Timeline for the study.

Week & Date	Procedure	Notes
Study Prep Phase 1 (September 16 th - October 1 st)	<ul style="list-style-type: none"> - Contact program directors to discuss the study and give them all needed forms & study pamphlet; - Program directors contact students' parents to talk about the study; - Collect assent and consent forms from parents and students. 	IRB approved forms Give parents more time to decide if necessary
Study Prep Phase 2 (October 1-19)	<ul style="list-style-type: none"> - Collect assent and consent forms (cont.). - Create participants' list along with their demographics; - Prepare materials for data collection. 	Expect 3-5 participants Image Guides Samples of L2 selves
Week 1 (October 19 th)	- Informal talks to get to know the student participants (SPs).	Meet & Greet (90 min) Focus Group – 3 students
Week 2 (October 26 th)	- Informal talks to get to know the student participants (SPs) (cont.).	Meet & Greet (cont.) Focus Group – 2 students
Week 3 (November 2 nd)	- Have SPs talk about their learning goals and create digital visual representations (DVRs).	Focus Group – 5 students 45-60 min/student
Week 4 (November 9 th)	- Have student participants create DVRs about their actual/current selves.	Focus Group – 5 students 45-60 min/student
Week 5 (November 16 th)	- Have student participants create DVRs about their ideal L2 selves and talk about their DVRs.	Focus Group – 5 students 45-60 min/student
Week 6 (November 23 rd)	- Have student participants create digital visual representations about their ought-to L2 selves and talk about their DVRs.	Focus Group – 5 students 45-60 min/student

Table 2 (Continued)

Week & Date	Procedure	Notes
Week 7 (November 30 th)	Have student participants create DVRs about their peak learning experiences and talk about their DVRs.	Focus Group – 5 students 45-60 min/student
Semester Break (December 1- January 20)	- Analyze collected data; - Transcribe audio recordings; - Write the Discoveries section.	Arrange and code data based on themes
Week 8 (January 25 th)	Have student participants elaborate their ideas if needed.	Follow-up interviews and observations if needed
Week 9 (February 1 st)	Have student participants elaborate their ideas if needed.	Follow-up interviews and observations if needed
Week 10 (February 8 th)	Have student participants elaborate their ideas if needed.	Follow-up interviews and observations if needed
Week 11 (February 15 th)	Have student participants reflect on their goals, L2 selves, and learning experiences.	Share Fair Focus Group (45-60 min)
Week 12 (February 22 nd)	Have student participants reflect on their goals, L2 selves, and learning experiences.	Share Fair (cont.) Focus Group (45-60 min)
Spring 2020 (Jan 13 – May 7)	- Write up dissertation; - Schedule final defense sometime in late May or early June.	Follow-up interviews and observations if needed

Data collection. Activities to collect data include listing goals, creating a visual timeline, completing the L2 Motivational Self Tree activity, creating a digital visual learning experience collage, and developing visual actions plans. First, the students were asked to make a list of their learning goals they would like to achieve at the end of semester, for their high school graduation and future jobs. The students then drew a visual timeline indicating in which year they expect to accomplish those goals and what specific skills/knowledge they need to acquire for each accomplishment. This timeline or roadmap could have various branches or forks which illustrate various options the students have: in case they cannot achieve their primary goals, they still have

other options and plans B, C, or D to get to their pre-set ideal L2 selves. Informal conversations between each student and me took place to provide the students an opportunity to describe and explain their visual representations in detail. Students' visual representations were collected, and their oral descriptions were recorded for data analysis purpose.

The L2 Motivational Self Tree activity was developed based on Dörnyei (2005, 2009)'s Second Language Motivational Self System and Hock, Deshler, and Shumaker (2006)'s Ideal Self Tree activity. In the modified activity renamed as Language Profile Tree activity, the students were briefly introduced to the concept of their possible L2 selves (i.e., actual self, future/ideal self, and ought-to self). They were then asked to draw these L2 selves by portraying (1) how they look like and where they stand academically at the present, (2) their ideal person they wish to become in 5 years or after they graduate from college and the role English would play in their future images, and (3) their ought-to portraits within their family's expectations and social-cultural standards. All three visual representations serve as the limbs or branches of the tree, under which smaller branches grow to indicate their action plans how to bridge the discrepancies between their current and future selves as well as find a common ground for the ideal and ought-to selves. Several samples including my illustration (see Appendix A) were displayed to enhance the students' understanding. The students were also guided to select relevant videos from the Internet to enhance their portraits. These digital visual images were collected together with recorded oral descriptions for in-depth data analyses.

To explore the students' learning experience and environment, each of the participants was asked to draw, photograph, and/or video record what they liked most about school and their tutoring, as well as when they felt like they learn the most, that is, their peak experience at both learning environments. The image guide (see Appendix B) as a visual aid was distributed to each

student to provide them with some clear ideas of what they were supposed to do for this activity. The students also took part in Kim (2013)'s visually stimulated recall tasks which offered them opportunities to self-select digital photos/videos directly relevant to their L2 learning and using. They then created a digital visual collage that showcased all the drawings, photographs, and videos that matter the most to their learning journey. Each student was asked about their motives in choosing specific visual representations and particular meaning behind them for their self-created collage. How this set of data is analyzed will be discussed in-depth in the next section.

Data analysis. In this inquiry, I served as a “*bricoleur*”, a term suggested by Richards (2013) in conducting arts-based research: I compared multiple sets of data (i.e., students' drawings, photographs, videos, written and oral descriptions of visual representations) to explore the potential of imagery in strengthening students' L2 selves and learning motivation as well as find the link between various communication modes (Kress, 2003). All the data were collated chronologically and thematically based on the *A Priori* questions to determine possible changes within the whole semester. Students' written and oral descriptions for their visual representations along with their self-selected videos to augment the drawings/photos served as “data triangulation”. All recorded informal conversations related to the students' visual representations were transcribed and attached to the relevant images/photos.

Thematic coding was used to identify significant patterns emerging from the collected image- and language-based data (i.e., drawings, photographs, students' written and oral descriptions from the interview transcripts). As the data of my study were a combination of images, videos, and texts, I followed a six-phase process recommended by Braun and Clarke (2006) to code my data effectively:

- (1) Get familiar with the data by studying the students' visual representations alongside their written and oral descriptions for each drawing/photo.
- (2) Take notes of any particularly interesting/significant/shocking patterns across the data while transcribing the recorded audios and studying the students' visual representations.
- (3) Work systematically through the data in each category (i.e., learning goals, L2 selves, and peak learning experiences) and in order of time.
- (4) Assign initial codes to extracts of data (i.e., words, phrases, and sentences).
- (5) Search for themes guided by the research questions within the coded data and define the theme by naming it alongside a detailed description.
- (6) Modify those themes by cross-checking the coded data both manually and technologically through NVivo.

Rigor in qualitative analysis requires the researchers to look at data with fresh eyes, to explore all the possibilities, to view data from various perspectives (Mathel, Hadfield, Hutchings, & de Eyto, 2018). A number of studies (Mathel et al., 2018; Siccama & Penna, 2008) has supported the use of qualitative analysis software such as NVivo in enhancing validity and trustworthiness of qualitative research. Specifically, a combination between traditional coding methods (e.g., coding with paper, colored pens, sticky notes on large display boards) and digital software packages (e.g., NVivo) is proven a helpful and valid method for grounded theory generation in qualitative research (Mathel et al., 2018). Therefore, to ensure rigor of my study, I also used NVivo for data coding and analysis. First, I uploaded all transcribed recordings to the software on my office's computer. This step involved reading carefully the text on the screen, highlighting key sections with different colors, and ascribing nodes/codes to the text selections in a thematic manner. I then used NVivo annotations and code memos function to capture any

analytic questions or reflections that occur to me during the coding stage. On completion of all the transcripts, I moved to focused coding stage, which involved reviewing all the nodes/codes developed and grouping similar themes together. After compiling all the possible themes, I looked back to my manual coding notes to compare and contrast them with those created by the software. Table 3 displays the codes and themes emerging from the collected data (i.e., the students' drawings, along with their oral and written descriptions).

Table 3. Themes and codes generated from collected data.

Themes	Codes
Learning goals	Completing homework Finishing schoolwork Earning good grades Improving English Graduating from high school Graduating from college Studying harder Being more confident Earning money Getting jobs Travelling Helping people Passion
L2 self guides	Future jobs Future careers English use for future jobs Motivation Attitude changes Clear vision of L2 selves Actual L2 self Current L2 self Ideal L2 self Future L2 self Ought-to L2 self Cultural norms Family expectations Parents' wishes Social obligations

Table 3 (Continued)

Themes	Codes
Learning experiences	At school At tutoring sessions In refugee camps Teachers' role Interacting with peers Family's support Tutors' help Positive experience Negative experience Bullying Self esteem
AR technology	Attitudes Participation Challenges Effectiveness Enhancing meaning Enhancing understanding

In terms of the effects of digital component in students' visual representations, I took notes how to students select appropriate videos to support their drawings and photos during the creation process and then analyzed these observation field notes. Informal interviews were conducted to have a better understanding about the students' preferences and rationale behind the digital videos they had chosen. The interview transcripts were coded for particular emergent themes pertaining to technology use, convenience, effectiveness, as well as any challenges that may have arisen. As member checking is a way to assure reliability and trustworthiness of collected data (Braun & Clarke, 2006), I had two program directors and one tutor look at the student-made digital visual representations together and provide feedback on the effects the videos have on the quality and contents of the visual works. Audio recordings of these informal semi-structured interviews were transcribed and coded with certain themes including the use of

AR technology in enhancing the understanding of the student-made artworks, advantages as well as challenges pertaining to technology integration into language teaching and learning, particularly in the afterschool tutoring programs. As displayed in Table 3, there are four main themes (i.e., learning goals, L2 self guides, learning experiences, and AR technology) which align the key ideas of the research questions. Each theme entails various codes focusing on the theme and/or any themes emerging from going through the transcripts and students' visual representations.

Regarding expected results, I first hoped the findings of the study would show that visual representations reflected the students' learning goals and objectives, along with other factors impacting their learning such as positive support they receive from school, family, and tutoring program as well as challenges or obstacles that can demotivate these students. I also hoped to better understand how the students envisioned themselves in the future through their self portraits of their various L2 selves. These goals may or may not correlate with their current proficiency level and academic performances, but vivid visions of their possible future L2 selves can help bridge the gaps between their current level and their future one. In other words, when L2 learners have a bright self-image of how successful they will be in learning or using English in the future, this vision can serve as a powerful motivator to achieve that reality and reduce the discrepancy between their actual and ideal L2 selves. Apart from these L2 self visions, students' peak learning experiences that show the moments they learn the most at various settings can also play a key role in boosting L2 motivation and academic performances. Second, the study includes activities that require students to list their learning goals and devise practical action plans to reach those goals. Learning about students' goals and their action plans can provide teachers, tutors, and families with clear ideas on how to accommodate their needs and assist

them to accomplish their goals. Last, AR technology can help enhance the quality and understanding of the students' artwork. By letting the students choose the digital videos to embed to their visual products, it can also provide them an opportunity to take charge of their own learning and be more creative in creating the artwork to express themselves.

CHAPTER FOUR: DISCOVERIES

Before delving into the research questions, let me share the students' journeys through their narratives and self-portraits. Each of the students has their own lived experiences and unique stories that have constructed who they are, what they think, and how they perceive themselves. While narratives let this group tell their stories in their own ways, visual arts (i.e., self-portraits as a focus in this section) open more possibilities allowing them to portray their lived experiences, the ones that no words can fully describe (Leavy, 2015).

Stories Narrated by the Students

My five individual participants make up three groups of the case study: (1) a male student nicknamed "MC" from Burma; (2) "13" (the old student from my aforementioned pilot study) and her older sister nicknamed "15", from Ethiopia; and (3) Rafeal and his older sister, ReyRey, from Yemen. Below are each group's stories along with their drawings depicting their current/actual selves accompanied by their written descriptions.

Story of MC – "It [Thai refugee camp]'s not like America, Miss." MC is a male 16-year-old sophomore (10th grade) student, who was born at the Thai refugee camp. His parents and oldest brother, however, are from Myanmar (formerly Burma). He chose MC as his nickname because it is an acronym for his favorite soccer player – (Lionel Andrés) **Messi Cuccittini**. He has lived in the US with his big family (mom, dad, and five siblings) since October 2016, and he has been in ESOL programs both in his middle and high schools since then. His mom does not work; she stays at home to take care of the family. MC did not know the name of his dad's job, but according to his description, "[He] make it bread [...] the bread that

we eat.” I would assume his dad is a baker. He has five siblings: an oldest brother in his 30s whose job is making picture frames (cutting woods, stapling frames) for a company; an older sister (18 or 19 years old) who works at the same company as his oldest brother (making and stapling frames); an older brother (17 years old) who goes to the same high school as him but needs special needs; a younger sister (13 years old) at 8th grade; and a youngest brother (11 or 12 years old) at 6th grade. There is a total of eight people in his family. MC admitted how big his family was and how hard it was for his family to make ends meet, especially during the time they lived at the Thai camp refugee when his dad and oldest brother were the only ones that had jobs:

[...] but we have big families, so only my dad and my only brother works, so so sometime we eat good, you know what I’m saying. We eat good, but lah, we get eat like bread, lah we can buy only bread you know, only stuff that we cannot get so snacks there we want ah I say my dad and my mom usually give me... every time we go to school we don’t get a lot of bread. It [Thai refugee camp]’s not like America, Miss.

He stressed the living conditions in the Thai refugee camp were very different than those in the US His parents are from Burma (old Myanmar), but they had to move to the camp because of the wars, “The wars start and then they [parents and oldest brother] move to Thai refugee camp. And they [other siblings], my older sister, we were born at the Thai refugee camp.” The main differences include housing that had no decoration or air conditioner, water shortage when his family needed to carry water back to the camp, and the food quality (they did not usually have good food at the camp in Thailand and he had to bring food with him to school):

I think it’s difference because oh the way we live here the housing is different. No, the water different. We don’t get it, like here we need to get it, and carry, bring it to the

home, so people they mean like I don't know how to call the thing... there's a small thing and they drink and you bring to your home.

MC said he preferred living in the US because they had a better living condition. He also liked American food such as cheeseburger and pizza although he did not know how to eat them at first. His whole family belongs to the Karen, an ethnic group originated from Myanmar (formerly Burma). They had lived in a refugee camp in Thailand for a while before moving to the US when MC was about 12 years old (October 2016). When asked to draw how he looked like at present, MC first drew a very large face to portray himself. He did not like that portrait, so he decided to draw another one (see Figure 9). He admitted he was not good at drawing and did not like coloring much. He also was reluctant to write a short description for his drawing but willing to orally describe it:

Um, I would say [I like] my eye because it look better, you know [...] My eye is black... Hair black [...] I don't know why my mouth black. [...] It [the nose] look mine. My ears are... are similar to my ear...

In addition, MC shared that he enjoyed playing soccer and had been taking part in soccer practice held by WOKE Inc. (the same organization that runs tutoring program) every week. He also liked playing video games, especially FIFA – a soccer video game – during his free time. MC did not provide much description of his present-self drawing owing to his lack of vocabulary and limited language proficiency. Nevertheless, the act of drawing enabled him to speak his inner thoughts out loud, reflect on his present-self as well as his own identity when he responded, “I don't know. They they would think I from Asia [from looking at the drawing].” Having the students describe their drawings is also a way for me to understand their stories as well as their current language proficiency better.



Figure 9. Actual/Current self-portrait of MC.

It is obvious MC struggles in all areas of English; both his BICS and CALP are low considering the length of time he has stayed in the US (3.5 years) and his current grade level (10th grade). That is why I placed him at Early Production stage of second language acquisition. During my informal interviews and talks with MC, I noticed he would most of the time have difficulty understanding what was being said or asked due to his lack of vocabulary and exposure to English (at home, he speaks mainly Karen to communicate with other family members). For example, when asked what his parents did for living, he paused and waited for more clarification to be able to answer the question. He also responded “I don’t know” a lot, which could be because he really did not know the answer, or he did not really understand the question. That is the reason why I gave him 2 out of 5 for comprehension. In terms of fluency, I also gave him 2 out of 5 owing to his frequent hesitance and pauses in most of his responses. The same score (2/5) was given to his performance in vocabulary as he only seemed to understand basic simple

words and have limited vocabulary bank. One of the examples is when he described his oldest brother's job, he did not know how to say the right word. Instead, he used more paralinguistic, that is, through gestures to describe the job. His pronunciation also received 2 out of 5. Even though he really tried to say his ideas out loud, it was hard to figure out what he was saying because of his thick accent and poor pronunciation. He mainly struggled with these particular sounds [θ, ʃ, tʃ, s], especially final sounds. Like pronunciation and other areas, his grammar also requires more work because he mostly made grammatical errors he may not be aware of such as correct verb tense use and subject-verb agreement. For these reasons, I gave him 2 out of 5 in this area. Overall, he received 10 out of 25, and was therefore classified as Level 1 or Beginning in SOLOM.

Story of “13” and “15” – “Well, our parents, they told us ‘[We left our home country] to get better education.’” The two sisters, “13” and “15” were born in Djibouti, an African country close to Eritrea, Ethiopia, Somalia, and Yemen. There are six people in their family: mom, dad, “15” (16 years old), “13” (13 years old), a little brother (10 years old), and a baby sister (3 years old). There is no information about the age of their parents, but they both have jobs. Their mom works as a hotel maid and dad works at a clothes factory. “15” goes to a high school and “13” goes to a middle school. Their younger brother goes to elementary school. Their mom and dad take turns taking care of the baby sister at home. “15” is at 10th grade and “13” is at 8th grade. Their brother is supposed to be at 5th grade, but he failed one grade, so he is still at 4th at the time of this study. The oldest sister chose “15” as her nickname because her name sounds similar to the number and some people mispronounced her name as “15.” The younger sister chose “13” as it was her age at the time. Even though the two sisters were born in Djibouti, “15” identified herself as Djibouti and Ethiopian because her parents were from

Ethiopia. Based on “15’s” narratives, her parents left Ethiopia around “nineteen ninety something” and met each other in Djibouti in two thousand (2000). Then, they got married and had her (“15”) as their first child. “15” recalled her time in Djibouti as being “fun” and “way different” than the US, but in a good way:

Um, most well there [Djibouti] people usually help people. [...] And here [the US] like until if you like, if you are not close to people, they don’t know you. But there [Djibouti], even though if you don’t know people, you just say, be like “Oh, hey. How are you?” stuff like that. [...] And people like... over there [Djibouti], they are so close, you will know everybody. It’s just like everybody will know everything about you.

The main difference “15” pointed out is how close people in the community or neighborhood in her home country – Djibouti – was and how willing they would be to help you whenever you needed. That is also what she missed the most after moving to the states. When first coming to the area, she even thought, “I would never get used to this [living in the new place]” because “It was just too different. [...] everything seems so different.” Nevertheless, she shared, “And then I get used to it, staying here. I like it. Yea.” For “13,” what she missed the most from her home country were the holidays, and her favorite one is Eid – a popular religious festival celebrated among Muslims. “15” helped her sister to further explain the term:

It’s Eid like when you in Muslim... it’s basically when you are like finished fasting, the end of Ramadan after 30 months, I mean, 30 days, and then you have like three days to celebrate. [...] And everybody in the family come and eat food. [...] and then neighbor and everybody just come together.

This holiday again stresses the importance of family and community in a person’s life, a core value commonly observed in African countries and cultures. At home, the sisters’ family

communicate by code-mixing their various native languages including Oromo, Somali, and Amharic. “15” recalled she learned Oromo first, then Somali, and then Amharic, mainly from her mom. For the younger sister, “13” remembered she learned Oromo first and then Somali; she does not speak or understand Amharic. Their parents also know a little bit of Arabic. Their mom is more comfortable using English than their dad because she is learning English and uses it to communicate with her kids sometimes. All the family has been in the states since 2016, which means for about four years up to the time of the study. When they flew from their home country (Djibouti) to where they currently lived (south of the US), they had multiple layovers in different countries such as Kenya and then went through immigration and customs at New York airport. They did not know anyone when they first arrived at their apartment in the new area. However, a person who assisted them from the airport to their new place introduced them with other families who shared similar cultures and backgrounds. When asked why they had to leave their home country to come to the US, “15” replied, “Well, our parents, they told us ‘to get better education’ [...] and better life’. She further elaborated:

So, they want us not to be like them ‘cause they had back in country where they used to live in Ethiopia, they were like.... war between Ethiopia and Eritrea, so there not safe. And that’s why they left... to come to Djibouti to have better life, but it didn’t work. [...] And then they had us, so they wanted [us] to have better life than them. That’s why they brought us here to have education and be better person.

Figures 10a and 10b depict how “13” and “15” portrayed themselves at present. Both similarities and differences can be noticed from the two drawings. Like MC, “13” found it challenging to describe her portrait in full or in writing; she mainly answered “Yes”, “No”, or very short responses to my guided questions. However, here is a summary of what I learned from

the interview: “13” loved everything on her face; she did not think her drawn face shared much in common with her sister’s; she loved nature, that is why she drew the clouds, sun, and flowers, which is similar aspect in her sister’s drawing. Her favorite colors are blue and purple; she also loves colorful things and it is easy to see that in her drawing. When asked to describe her hair, “13” responded, “Um, it’s cover with hijab. [...] My hair... my hair is curly, and it is black.” When asked if her hair was similar to her sister’s, she answered, “Um... No” and laughed. From their elaboration, “15’s” hair is brownish, curlier and thinner even though in her drawing, “15” did not draw her hair as ‘curly.’ She did not draw herself wearing hijab as her younger sister did. Nevertheless, they both agreed wearing hijab is a sign to show respect to their religion, which is Muslim, as “15” shared:



Figures 10a and 10b. Actual/Current self-portraits of “13” (on the left) and her older sister, “15” (on the right).

Um, I like hijab, too. I like cover it up. And I also like showing my hair to like... only girls. [...] And like, if you like my uncle, and my... family member, yes, you can see my hair. [...] it's like religious... Religion. [...] I respect that [my religion].

For “15,” she described her eyes brown and her eyebrows black. She especially drew her eyebrows very thick as she commented, “Yea, it [my eyebrow] is [thick]... First thing you probably see like in my face is probably my eyebrow.” Unlike her sister, “15” draw herself wearing “a shirt” that has buttons in different colors, further explaining: “I put them [shirts] in different colors because like it's just keeping it same color like boring.” She said it was not their traditional clothes or costume, which is called ‘Odaa Oromo’ or “clothes of Oromo” in her own explanation. We googled and chose a picture to showcase this cultural dress. People from their culture usually wear the dress on special occasions such as New Year's Eve, going to the wedding or bazaar. The sisters drew together, so we can detect some similarities such as the sun and clouds in the background. They both loved color ‘blue.’ “15” explained she drew wavy lines in the background and colored them blue as “And blue is like the happiest color.” They both also loved nature. “15” elaborated it more in detail, “Well, cloud and sun, I like my happy place, it's like nature, stuff like that. Like we don't having rough time, just going outside, and just like look at the sky, and everything goes easy.” When asked the same question, “So if other people look at the picture, you think they can tell this picture is you?” “13” answered “No”, but she nodded her head to agree that they could tell the culture she belonged to or where she was from by looking at the hijab. For “15,” she gave a more detailed answer: “Well, the first time you probably can't. But if you like you know me as the person, yes, probably you can tell the picture that. But like if you don't know me, who I am, like you cannot tell.” While “13” was reluctant to write a brief description of her drawing, here is what “15” wrote:

Hi I am 15 [At first, she wrote 15 then corrected it to 16]

I am from Ethiopian

I am 16 year old

I live in Tampa

I darw [draw] this because

this is my happly [happy] plasce [place].

Regarding current language proficiency of the two sisters, “15” seems to be more advanced in speaking skills than “13.” Her SOLOM score is 18 out of 25, higher than that of her sister, 13/25. Even though these scores fall into the same categories, which is Level II (Intermediate) in SOLOM, placing “13” at Low Intermediate and “15” at High Intermediate would better reflect their oral performance. During our informal talks and interviews, “15” was the one who took charge of speaking while “13” mainly stayed silent or occasionally contributed to the conversation with short utterances when confirming her sister’s statements or being asked directly. In terms of comprehension, “13” mostly understood what was being said at slow speed and sometimes with repetition and visual aids (i.e., showing her pictures of the words such as holidays from the Internet) whereas “15” understood what was being said at normal speed without difficulties although there were a few times she asked for repetition perhaps because she did not pay full attention. That is the reason why “13” and “15” received 3 and 4, respectively, out of 5. Similarly, “13” paused more to look for the right words or ways to express herself. Therefore, I gave her 3 out of 5 and her sister, 4 out of 5, in fluency. Moving to the next area in SOLOM, “13’s” vocabulary was limited. She mainly gave very short responses and most of the time, she misused words such as ‘somewhere that’ and ‘to put my art class up [‘cause I got a D on it]’. That is why she only received 2 out of 5 in vocabulary. “15,” on the other hand, rarely

misused words. However, her vocabulary seemed inadequate compared to her current grade level (10th grade). That is why she was given 3 out of 5 in vocabulary.

In terms of pronunciation, it was quite easy to understand “13’s” pronunciation as she tried to speak loud and clearly. However, there were cases in which her accent and mispronunciation in sounds, mainly vowel sounds such as [aʊ, ʌ, ɪ, ɑ] led to confusion. Thus, she received 3 out of 5 in this area. “15” was given 4 out of 5 in pronunciation because despite her accent and a few improper stresses on certain words (e.g., bazaar, celebrate, education), she was able to enunciate loud and clearly her thoughts. When it came to grammar, “13” mainly used only simple present tenses in her responses, which resulted in her incorrect use of verb and tense when she was talking about things happened in the past or will happen in the future. Some examples include “We born in Djibouti” and “And she [“15”] change, too”. Thus, I gave her only 2 out of 5. Her sister “15” did a little bit better in grammar. She used various structures (e.g., simple, complex, and compound sentences) to express herself. However, her only use of simple tense verbs resulted in some grammatical errors as well as obscured meaning. That is why I gave her 3 out of 5. In term of stage of SLA, “13” mainly uses gestures (e.g., nodding head to show agreement, shaking head to show disagreement), so I placed her at Early Production whereas “15” was at Speech Emergence as she was able to produce more complex sentences. “13’s” BICS seems to be better than MC, but her CALP is as low because she also struggles with reading and writing. “15” performed proficiently in her BICS, yet averagely in her CALP. She was able to write a short description for her drawing as seen in Figure 10b. However, it contains certain spelling errors such as ‘darw’ (instead of ‘draw’), ‘happly’ (instead of ‘happy’), and ‘plasce’ (instead of ‘place’).

Story of Rafeal and ReyRey – “We had the best time there [Slovakia].” Rafeal and ReyRey are brother and sister from Yemen. Even though they were born in Yemen, they said they were mixed between Yemenis and Ethiopian because their mom was from Ethiopia. Rafeal is the younger brother (15 years old, 10th grade), who chose Rafeal as his nickname because he thought it was “a rare name”; ReyRey is an older sister (17 years old, 12th grade), who chose the name because it was the name of her favorite character (who is “cute and fun”) from her favorite show “Lucifer.” ReyRey even remembers the first day they arrived in the US, which is June 3rd, 2015 as she further explains, “I remember. I cried for two days [laughs] straight.” Up to the time of the study, they have been in the new area for about 5 years. They currently live in an apartment with their mom. There is not much information about their dad as ReyRey said they had not seen him since they were very young. At home, ReyRey communicates with their mom in a mixture of Arabic and Amharic while Rafeal speaks more Arabic than Amharic because, as he said, “I’m not good with the language [Amharic].” Both of them go to a school to learn Arabic on Saturdays. They pick up Amharic through listening to conversations between their mom and other people. Thus, they can speak, read, and write in Arabic, but can only communicate in Amharic. They occasionally use English to talk to their mom as well because she is taking some English classes. Their mom currently does not work; she mainly stays at home to take care of the house and her two kids.

ReyRey and Rafeal lived in Yemen during their childhood, then they moved to stay in a camp in Slovakia, a country in central Europe, for only about four (4) months to wait for their paperwork to be completed so that they could go to the US. Even though it was only for a short time, both of them enjoyed living and studying in Slovakia: Rafeal expressed, “Ah, when we... ah getting out of Slovakia, I did cry. But I just didn’t like coming here [the US] because Slovakia

was really good.” and also shared he had a lot of friends over there with whom he played soccer for the first time in life, but he lost most of their contact after moving to the states. ReyRey seemed to be emotional sharing her time and life in Slovakia as well, commenting how clean the place was and how nice the people were:

ReyRey: Yea, we had the best time there [in Slovakia]. You could say it was one of the best places, Slovakia because it was really clean and really nice. Most people, they go to the shopping, and it’s like open shopping. [...] It’s a lot of walking places, and...

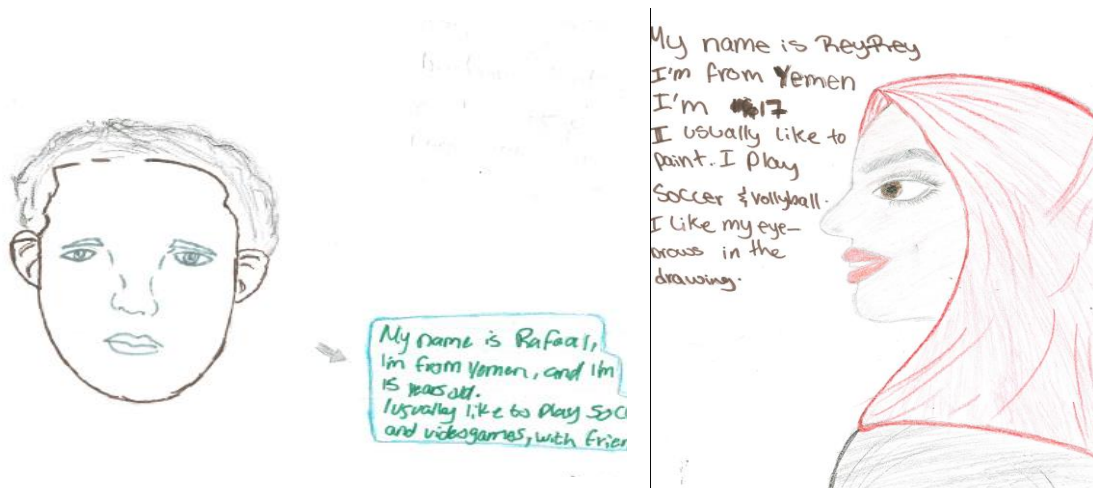
Rafeal: And no need for car.

ReyRey: ... when you go there, you don’t feel like you don’t need the car because of how nice the weather is... the walking... everybody so nice, you know? It’s like... and they’re all like so pure, they’re so bright color. [...] It’s kind of their first time seeing darker people. They see you. They’re really nice. They’re positive. Like, they said hi to you when you walking randomly, you know?

Both of them said they also loved living in Slovakia because there were a lot of celebrations such as student’s day celebration and elementary day’s celebration as long as activities to explore Slovakian culture (e.g., visiting the castles and museums, joining the penguin dance with local people). Other refugees living at the camp were also nice to one another. ReyRey elaborated: “Some people actually stayed there [Slovakia] to live there. They decided not to come to American, but live there” and concluded “It [Slovakia]’s the best place to live in.”

When they first came to the states, they did not know anybody. However, they received help and financial support from Social Security and Health Insurance services. They also received help from a lady, who was originally from Pakistan but at that time worked for an

organization called Radiant Hands. ReyRey emphasized the lady did not know them before, but “[s]he just came and started to help us. And now she’s a really good friend.” The lady drove the family to their apartment from the airport on day one, took their mom to her doctor’s appointment for her ear issue, helped them with school application and other things they needed: “She used to [work for the organization], but not anymore. [...] And then after that by couple months, she stopped working for them. But she didn’t stop helping us, you know? She was always there with us.”



Figures 11a and 11b. Actual/Current self-portraits of Rafeal (on the left) and his older sister, ReyRey (on the right).

Figures 11a and 11b portrays Rafeal and ReyRey’s current selves: What stands out for Rafeal is his curly while ReyRey covers her hair with a hijab as part of her religion like “13” and “15.” They also said they had same eye color, which is dark brown. Sometimes they enjoyed teasing each other’s drawing. For example, when ReyRey said “Look! My nose is like the model’s.”, Rafeal talked back “Look. Mine [My nose] looks better than yours. See? Mine... Mine is perfect. [laughs]” Another personality of Rafeal I learned from the conversation is that he seemed to be a perfectionist as he stressed: “I mean like um drawing for me if I draw

something, I have to be perfect. I like... I don't like it being just... just doing it, just like that. Just for fun. I just I want to prepare for it.” He was also comfortable writing a short description of his drawing:

My name is Rafeal,

I'm from Yemen, and I'm 15 years old.

I usually like to play soccer and video games, with friends

When asked to describe her drawing, ReyRey replied: “Well, I drew a side portfolio [portrait] because it's easier [laugh].” What she liked the most were her eyebrows. She admitted she did not know how to draw hair (her hair is curly, dark brown, and medium long), that is why she drew a scarf (hijab) to cover it. Although she wears a hijab as part of her religion like “13” and “15,” wearing a hijab is “optional” for her. She further explained: “Like I can wear it if I want. And I don't have to wear if I don't want to.” Nevertheless, like the other two girls, she acknowledged that she was wearing the hijab that made other people recognize the religion she was identified with: “They [Other people] probably know that I'm Muslim, and they probably not know it [the drawing]'s me because... it doesn't look like me [laugh].” Like her brother, ReyRey was also willing to write a short description of her drawing as follows:

My name is ReyRey

I'm from Yemen

I'm 17 (wrote 16 but then corrected it as 17)

I usually like to paint. I play soccer & volleyball.

I like my eye-brows in the drawing.

In terms of SOLOM or oral language skills, Rafeal received 15 out of 25 (Level II – Intermediate) while ReyRey received 19 out of 25 (Level III – Low Advanced). Rafeal

understood most of what was being said at normal speed but sometimes required repetition and/or clarification for full understanding whereas ReyRey comprehended the questions better. That is why I gave Rafeal 3 out of 5 and ReyRey a score of 4 in the area of comprehension. Considering fluency, ReyRey also did better as she showed fewer pauses to search for the right words or ways to express her thoughts. Rafeal therefore was given 3 and ReyRey was given 4 out of 5 in this area. They received the same score (3/5) for vocabulary due to the fact their vocabulary seemed inadequate compared to their current grade level. Rafeal in particular misused certain words such as “patient” as an adjective versus “patient” as a noun. ReyRey misused the word “portfolio” instead of “portrait.” Respecting pronunciation, ReyRey also outperformed Rafeal. Most of the time, Rafeal’s strong accent and soft voice led to misunderstandings, whereas ReyRey clearly and loudly enunciated the words. Thus, the pronunciation scores for Rafeal and ReyRey are 3 and 4, respectively. Although ReyRey made a few grammatical errors, these errors did not obscure meaning, which results in her score 4 out of 5 in the grammar area. Meanwhile, Rafeal only received 3 out of 5 because he occasionally messed up the tenses in her responses, which obstructed meaning and understanding of the message. Based on their overall language performance, Rafeal and ReyRey were both placed at the Speech Emergence stage. Their BICS is also strong although ReyRey’s communicative skills seemed more proficient. Their CALP is average, and they did not seem to struggle with reading and writing as the other three students. However, they both need to work more on their CALP to reach the right level as their peers their age.

Roots of the Tree – Students’ Language Profiles and Learning Goals

During the second meeting, I had the students create their Language Profile Tree by drawing a tree with different parts. At the roots of the tree are their learning goals; on the branches are their

purposes of learning English and plans to achieve the goals at the roots; and the sun represents positive support for their language learning while the thunderstorm symbolizes negative one. Before the students started, I showed them my sample tree (see Appendix A) to guide them through the process. I observed them complete the activity and assisted when needed. Sometimes, the students looked at each other's drawing and gave comments or asked for help with clarification/spelling/grammar. I noticed "13" would reach to her sister "15" for assistance occasionally. Overall, although all the students followed my sample tree, each of them displayed unique drawing and expressing fashion. Their learning goals vary, yet they mainly are about their schooling, including passing classes, getting good grades, and completing homework.

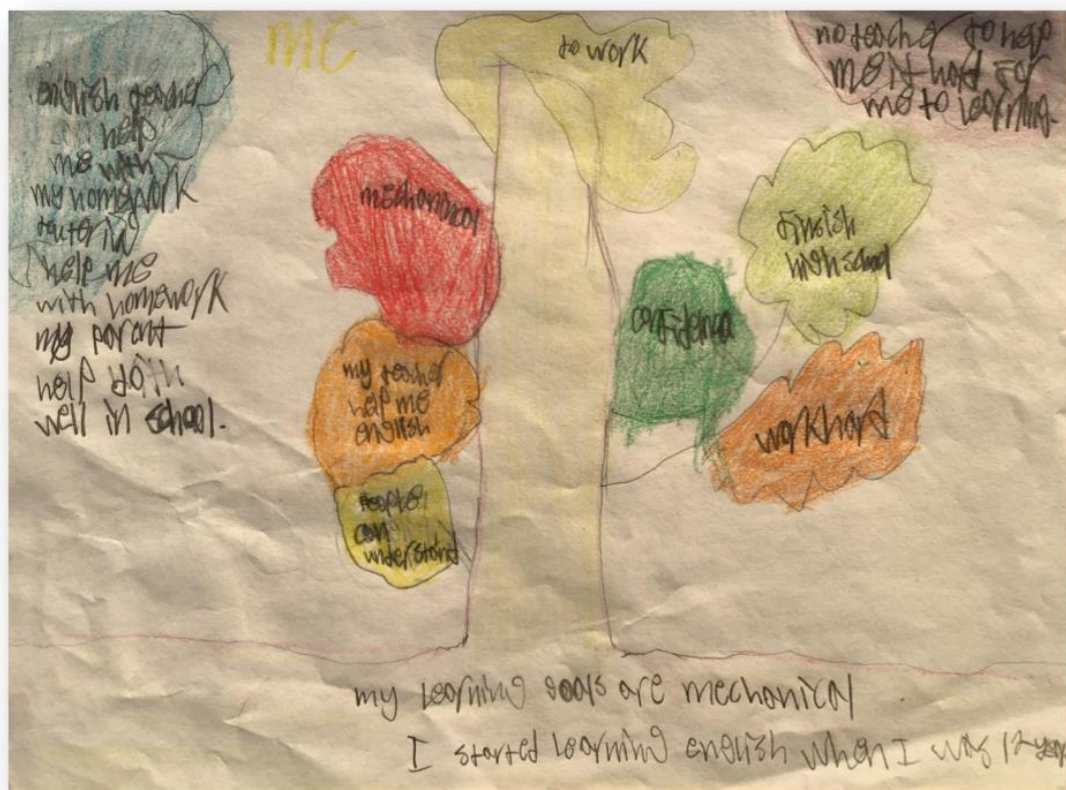


Figure 12. The language profile tree created by MC.

Figure 12 illustrates MC's language profile tree. He kept saying sorry as for his bad handwriting, but I did not find it hard to figure out most of the words. After he completed his drawing, I also asked him to describe it to make sure I completely understood his thoughts and ideas. At the roots of his language profile tree, he wrote "my learning goals are mechanical," which he confirmed he would like to become a mechanic in the future and that was also his goal. Although there is a misuse of the word "mechanical," he made himself clear about his learning goal orally. He also wrote and said he started learning English when he was 12 years old, that is, around the time he came to the states. On one of the branches of the tree, he wrote "people can understand" as a purpose of him using English. On another branch, he stated he learned English the best when his teacher helped him. This idea echoes the positive support he received at school when he further explained, "english teacher help me with my homework". He also pointed out tutoring and his parents played a positive role in his English learning, elaborating "tutoring help me with homework [...] my parent help [me] do well in school." Conversely, the negative factor affecting his learning is when there was "no teacher to help me [because] it [is] hard for me to learning." As seen in his notes on the two branches pertaining to future job and English use for that job, he would like to work as a mechanic, and as mentioned above, this aligns with his learning goal. The last three branches represent his plans to accomplish the goal: "I think I need to [have] confidence, finish high school, and work hard."

Figure 13 illustrates the language profile tree created by "13." As seen at the roots of the tree, she wrote "My learning goals are doing my work at school/homework." She started learning English when she was 11 years old, around two years after she arrived in the US. For the purpose of learning English, "13" uses the language to talk to her friends, classmates, and teachers. She emphasized she learned English the best when she "listen[s] people [teachers] talking.", which

corresponds with the positive support (symbolized as the sun in her drawing) she received for her language learning, “my English teacher helps me learn more English every day.” The negative factors impacting her language learning, on the other hand, is when “my English teacher [teacher] doesn’t [doesn’t] go to the school I go anymore I can’t learn more English because she’s the only one that understand[s] me.” On the two branches about her future job and her use of English for the job, she expressed the same idea that she would like to become a soccer player. She listed out three plans for completing her learning goals: “Plan 1 to be become a soccer player; Plan 2 To get good grades [grades] at school; Plan 3 to pass all my class[es].” These action plans actually sound more like learning goals, and I will further discuss this in the Discussion section.

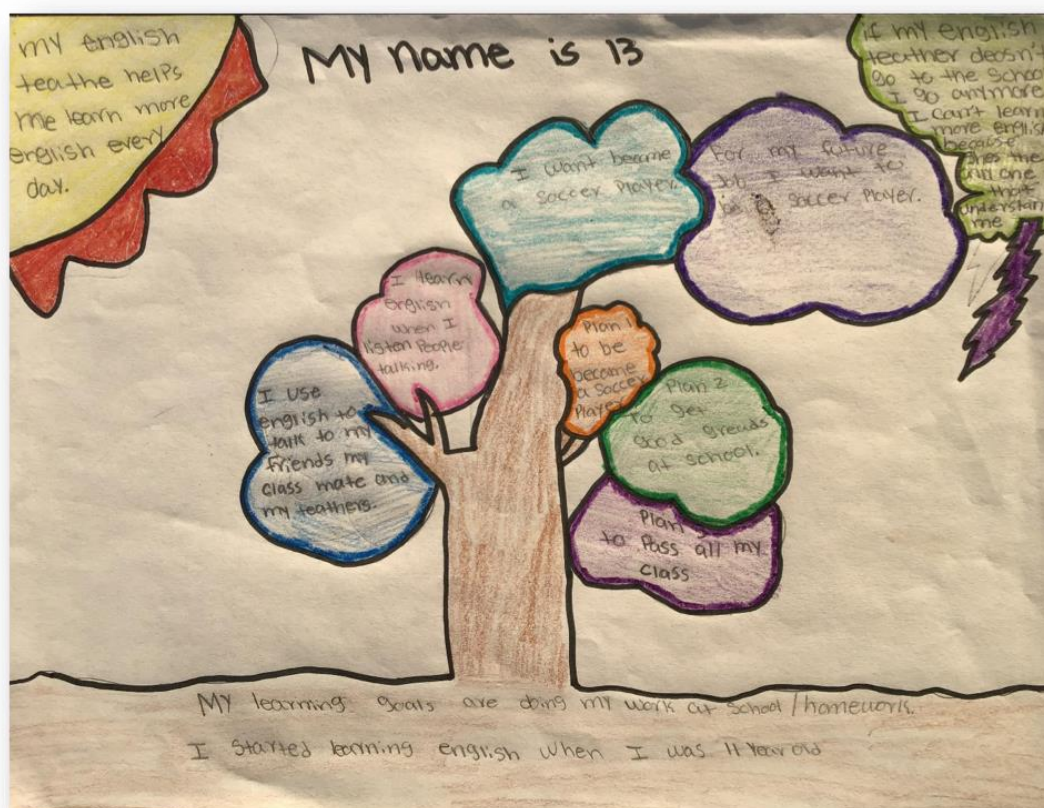


Figure 13. The language profile tree created by “13”.

To add more challenges or negative factors affecting “13’s” learning, I attached her writing in Figure 14. It was one of her English class’s assignments on which I worked with her in one tutoring session to help her complete it. The writing topic is “Challenges in Life,” so first I asked her whether she understood the word “challenges.” After making sure that she knew what the term meant, I had her say out loud what might be her challenges at school and out of school. As seen from her writing, learning English is one of the challenges “13” mentioned because “it [English] was hard” for her. Therefore, her goal is to improve her English “by studying hard.” “13” loves playing soccer and she would like to become soccer player in the future. She admitted she found some soccer “tricks and skills” difficult, so she “come to soccer practice on Friday and Sunday to improve” these skills.

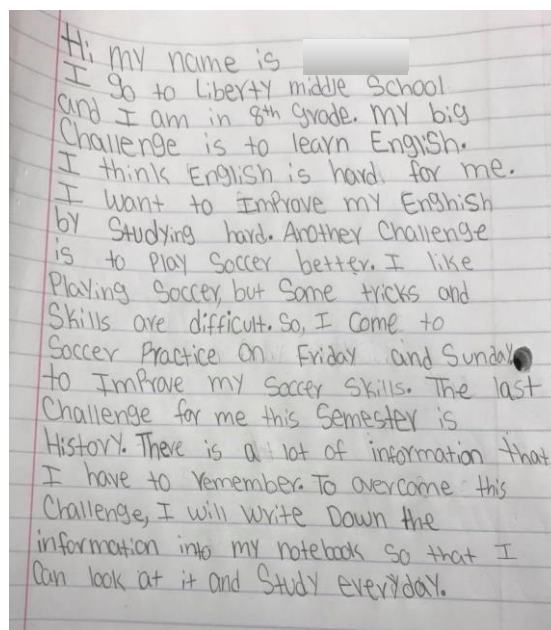


Figure 14. “13’s” writing about her challenges.

“13’s” final challenge is history; she also shared history was not her favorite subject at school because it was hard for her to remember all of the information from the textbook. With my guidance, she came up with an idea of “writing down the information into my notebook so

that I can look at it and study everyday.” Working with “13” during tutoring and my study, I noticed she had brilliant ideas – she just did not know how to put them into right words and sentences. She also struggled with spelling and grammar. I mainly needed to spell out most difficult words for her when she wrote her ideas down. Without question, these are areas she needs to work on and receives the most support.

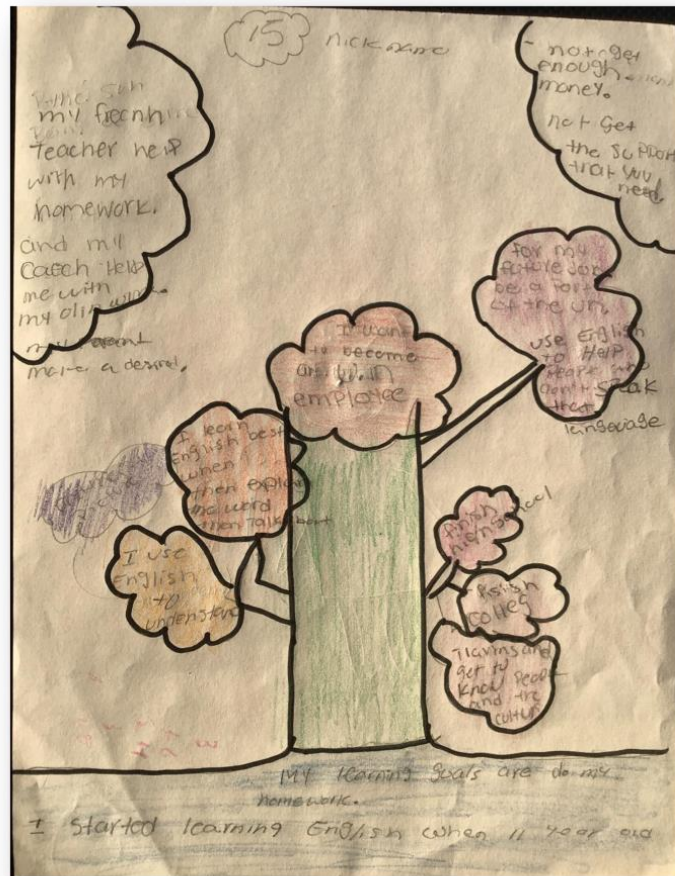


Figure 15. The language profile tree created by “15”.

Figure 15 illustrates the language profile tree created by “13’s” older sister, “15.” At the roots of her tree, she wrote: “My learning goals are do my homework”, which resembles her sister’s. She also wrote: “I started learning English when [I was] 11 years old”, which is the same age her sister started learning English. This was also around the time when she just came the

states. “15” uses English to “understand [what other people’s saying] and she learns it best through explanation.”

“15” mentioned her French teacher and soccer coaches as positive support of her English learning, elaborating “my french teacher help [me] with my homework. and my caech [coach] help me with my online work. my parent make a desiral [decision to come to the US so we can have better life and education].” Interestingly, “15” brought up money and lack of support as negative factors affecting her learning as she further explained her ideas during our post-drawing talk, “I mean, when you don’t have enough money, it’s just hard for you to do anything, you know? [...] And not get enough support um you need, from teacher, my coach, and parent, stuff like that.” For her future job, she wanted to work for the United Nation (UN), and she would “use English to help people who don’t speak that langeuage [language].” Three action plans she came up to achieve that goal are to finish high school, finish college, and then travel to get to know people and culture.

Figure 16 illustrates the language profile tree created by Rafeal. At the roots of the tree are his learning goals: “to pass high school.” He started learning English when he was 7 years old, which is quite earlier compared to three aforementioned students (i.e., MC, “13”, and “15”). Rafeal wrote, “I use English to communicate [with people around, like friends, family...]” (phrases in brackets are extracted from his spoken utterances), similar to the idea of “13” considering the purpose or use of English. Rafeal learns English the best when he “really like[s] the topic,” which opens up for an interesting in-depth discussion in the next chapter. Inside the sun, he wrote, “I have a positive support from my tutors”; the word ‘tutors’ looks bigger than the rest of the sentence. Inside the thunderstorm which represents negative factors affecting his learning, Rafeal stated he had to learn English to travel, further explaining this point “I mean, it’s

not a bad thing, like I can travel you know. But like because I come here, I have to know it [English].” He also mentioned pursuing a job as a translator as one of the factors that “forced” him to learn the language. He would like to become a doctor or a nurse and would use his English to translate [like for my patients, they... the patients who can’t speak English, you know] for this future job. In order to achieve the goals (i.e., passing high school, becoming a doctor or nurse), his three action plans are to “pass the classes, watch a video clip about the subject, [and] find a new way to learn the vocab[ulary].”

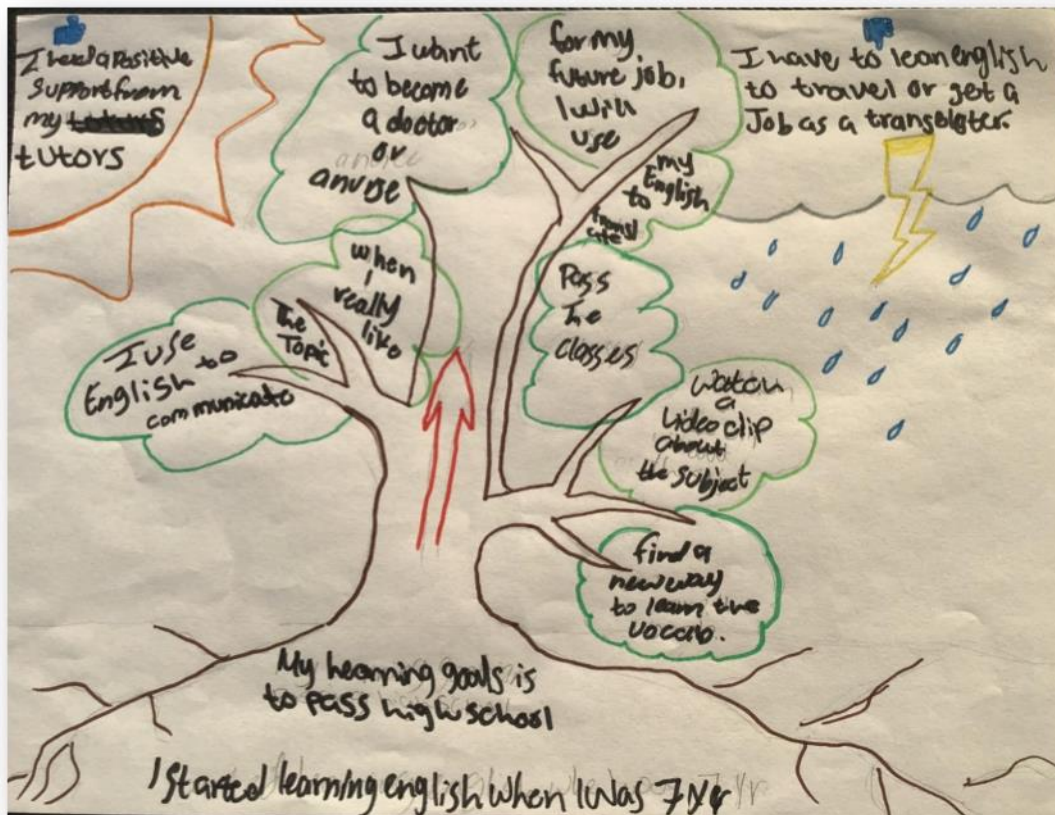


Figure 16. The language profile tree created by Rafeal.

Figure 17 is the language profile tree created by Rafeal’s older sister, ReyRey. At the roots of the tree, she listed her learning goals as “study [harder], [get] perfect grades, travel to explore different countries.” Like her younger brother, she started learning English when she was

young, about 6-7 years old and further expanded her idea, “I got more perfect and learned more when I was around 13-14.”, around the time she got to the states and had extensive exposure to the language. ReyRey stated she used English to communicate with people around her, which echoes the idea of her brother, Rafeal, and “13”. She learns English best when the teacher gives her examples. Inside the sun, she listed “tutors, family, friends” as positive support; she also drew a heart next to these factors. On the other side, inside the thunderstorm, she wrote “I have to study English because I want to have a better future for me and my family.” In the future, ReyRey would like to become an ‘architecture’ and she would use English to “communicate with people like students or teachers or people who want to hire me.” In order to accomplish the goals she had set at the roots, her three action plans include “Plan #1... More time for tutoring; Plan #2... Get a job for traveling; Plan #3... Try to get good grades.”

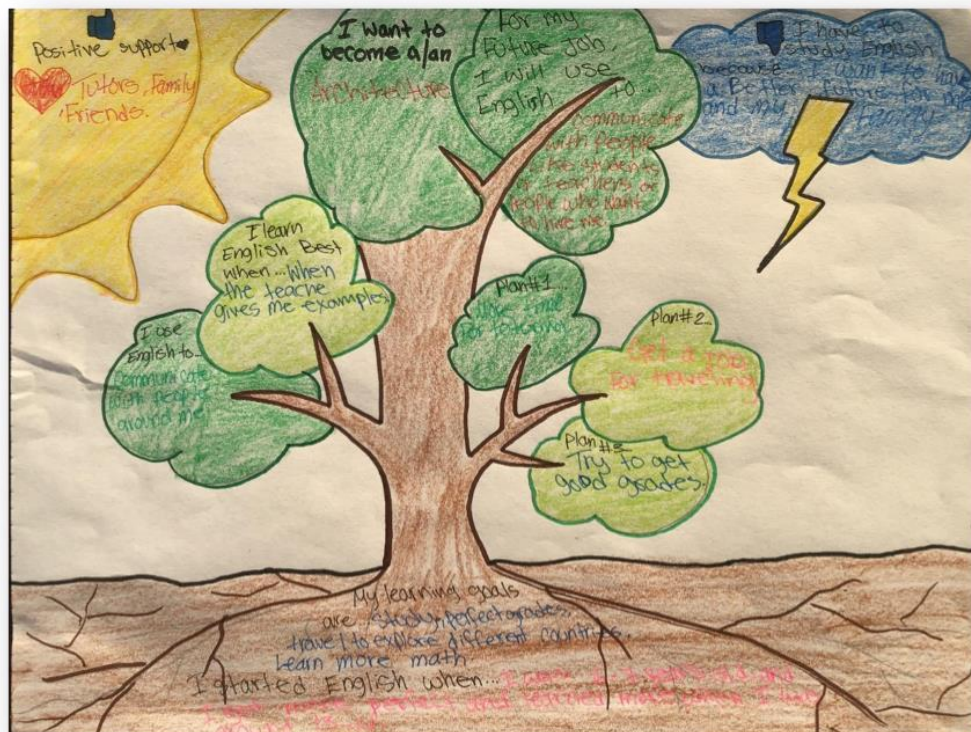


Figure 17. The language profile tree created by ReyRey.

Branches of the Tree – Students’ Ideal L2 Self versus Ought-to L2 Self

Based on the students’ language profile tree drawings, I worked with each of them to focus more on the theme of some branches, which is their future job and how English plays a role in the job. Their drawings show they pursue different types of job, and the jobs match their interests and talents. Some students were consistent with their chosen career while the others were not very certain, claiming they did not know for sure or it might change in the future. Whether academic English (i.e., reading and writing) is required for the job also comes into several students’ consideration. Nevertheless, it is obvious the students did not fully know or understand specific skills/requirements/techniques they need for their future job and there is a discrepancy in language proficiency level between their current/actual L2 self and their future/ideal one. Comparing the visual representations portraying their desired/future jobs with the ones their families would like them to do also reveals contrasting pictures between each student’s ideal L2 self and their ought-to one.

MC – Manual work is preferred vs. doctor/nurse as parents’ wish. When prompted “What would you look like in five years? What job would you do then?”, MC drew a drawing of himself as a mechanic (see Figure 18a). In the picture, he drew cars in different colors, some tires and tools to fix the tires, along with lanes for cars to come in and out. He drew himself in a figure stick holding a tool like a screwdriver according to his description. However, when asked if it was the job he really wanted to do in the future, MC hesitated and replied, “Not really.” There are several times during our conversations when MC admitted he was not very certain about what he would like to do in the future. He chose to portray his ideal self as a mechanic because he liked working with cars and fixing them, further explaining that it was a helpful job, “It’s good way, you know, to fix the car... sometimes when your car broke it down, you can fix

it by yourself, you know?” He said he could help fix cars of his family members as well. When asked if he knew which specific skills required for this job, MC answered, “Oh this... Maybe change the tire or something?” I think he had some ideas, but due to his limited language proficiency, it was hard for him to put his ideas into the right words or complete sentences. He mainly provided short responses or sometimes broken sentences. He also occasionally used gestures to describe what he meant. For example, he did not know a word for a screwdriver, so he acted like he was using it to fix the tire of the car. He also considered getting a job as a handyman. He did not know what to call the job but described it as:

The fixes, the houses, like some people like where they lah something wrong with it, lah they call a phone and they go fix it like that. Fixing the house. [...] Yes, the houses. Like for example, my houses, right is broke, right? Like my the toilet is not work, and then we call ah a plumber here. And they fix it. That thing.

Even though MC did not have a clear idea about which job he would pursue in the future, he knew for sure he liked to work with his hands or preferred manual work as he shared: “Yea, I lah me? I lah I just want to do this job, lah because I don’t need to do lah not a lot of reading lah or writing. Only the hand [labor work], you know?” This statement echoes his sharing during our first meeting that he liked English but found reading and essay writing challenging, which is why he was not very comfortable providing even a short-written description for each of his drawing. Yet he acknowledged he would still need to use English to talk with customers and learn about English terms related to the job to know how to fix things in a right way. MC’s desired job seems to match not only his interest but also his language preference. Despite a gap between his current L2 self/current language proficiency and ideal one/future language proficiency, a manual job as mechanic or handyman would be more achievable for MC because the gap is not too significant.



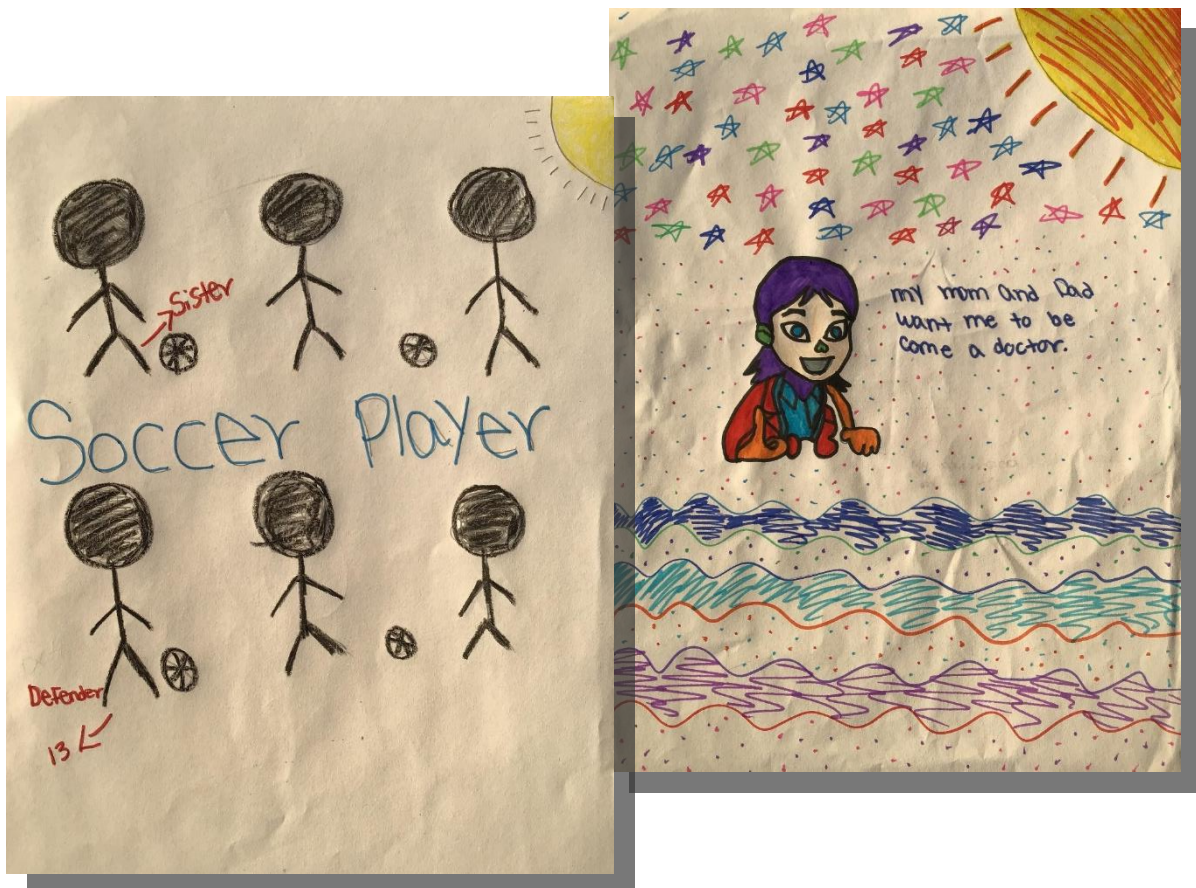
Figures 18a and 18b. MC's ideal L2 self (on the left) and ought-to L2 self (on the right).

When prompted “Think about what your parents want you to become in the future,” MC drew an image of a nurse (see Figure 18b) and then orally explained that, “[t]hey [MC’s parents] want me [to become a nurse], you know... it’s better, you know when you become nurse, so lah, whatever you see, you can know what medicine you need to...” When asked if he would like to become a nurse like his parents’ wish, MC said “Not really. Because... I like it, but I don’t like to do the work... the... thing I need to do it oh... [making some gestures]” His gestures suggest he did not like the idea of injecting medicine or vaccine into someone. Finally, when asked how his parents reacted toward his aim to work as a mechanic or handyman, MC shared they would be okay with whatever he wanted to do.

“13” – Soccer player as dream job vs. doctor as parents’ wish. “13” took part in both my pilot and present study: during these times, when asked to picture what she would be in the future, she always portrayed herself as a soccer player (see Figures 6 and 19a). The main difference between the two drawings is there are more people figures in Figure 19a (the one she did for the present study) than in Figure 6 (the one she did for the pilot study). She insisted it was her dream job because she loved playing soccer. In her recent drawing (Figure 19a), she portrayed one of her soccer practice sessions in which she (playing as a defender), her sister (playing as a striker), and some of her teammates were practicing passing the balls to one another under the sun. Her explanation for drawing the sun was: “We always practice in the morning, and it’s hot, so the sun... Sometimes it’s hot, sometimes it’s cold, so... Not sometimes like, it’s okay. I don’t like it or hate it. It’s okay.”

She seems to have basic vocabulary about the positions of the sport when she said: “They [the teammates] play like different positions than us [her sister as striker and her as defender].” However, due to her limited language proficiency, “13”, like MC, only provided short responses or broken sentences. Most of the times, she would use gestures such as nodding or shaking her head to confirm her opinion or look at her sister to ask for help. For instance, when asked which skills required for a defender, I believe she had some ideas but found it difficult to put them in right words: “Like, they have to like, not let the goal, like...” With prompts from me such as “You have to stop, you know, the striker, and then you have to protect the...”, she showed understanding through nodding her head and filled in the word “goal” before I finished my sentence. Unlike MC, “13” had a clear idea of what she wanted to become in the future and her answer was consistent, which shows she was determined to pursue the profession. Like “13,” she chose a career that fits her interest and language preference: Playing soccer requires more BICS

than CALP in that the key to success is more about the skills and techniques along with casual communication among teammates rather than academic performance in reading or writing. There is a gap between “13’s” actual and ideal L2 selves; however, similar to MC’s case, this gap is bridgeable considering her current language proficiency and the future one required for her dream job.



Figures 19a and 19b. “13’s” ideal L2 self (on the left) and ought-to L2 self (on the right).

When asked what knowledge and skills required to become a professional soccer player, “13” replied with reluctance, “I ... I ... You have to go, like, end high school, you have to get another thing.” and she admitted she did not know the name of “another thing” she mentioned. This is when she looked at her sister for help, and “15” jumped into the conversation: “Diploma? [...] You need to be good [at playing soccer] to get the scholarship.” When asked whether

English was important to her dream/ideal job, at first “13” said “No” but after thinking for a while and hearing what her sister commented, “I mean, English ye uh ...”, she changed her mind, responding “Yea, you need to get what the coaches say...” She then looked at her sister again for help and while “15” discussed the question, she listened attentively, nodding her head occasionally to indicate her agreement with what her sister said:

I feel like soccer, when you go to soccer, like, teacher [coach]’s talking, they’d be speaking in soccer language, like, they don’t speak in English. They’re like “You get that ball” [using her hands to show actions like juggling the ball], so it’s like understand a little bit English if we know a lot about soccer, soccer stuff.

At the end of the conversation, when asked how her parents thought about her being a soccer player, “13” responded: “I think they [are] okay with it, but they want me to become a doctor.” Figure 19b illustrates the above responses with her oral description: “Oh, I draw a doctor. And then some stars and um, a sun, some dot, colors.” She further commented that she portrayed the doctor in different colors (e.g., purple hair, blue eyes, red coat) because she wanted to “make it [the portrayal] colorful.” It is the same reason for her to draw and color the background (i.e., the sun, stars, lines, dots) like in the figure, “I wanna make [the background] colorful. [...] I don’t know this, why draw this, just feel like this.” She admitted she did not have a clear reason for creating such patterns; she just followed her guts, but it turns out to be a beautiful colorful drawing. When suggested taking drawing or painting as her other job, “13” just nodded her head and did not give any comment. Regarding the reason why her parents wanted her to become a doctor, she just responded, “No.” She also gave “Yes/No” responses to my other questions, but I could still get an idea that her parents would not force her to become a doctor, but rather support her to become a soccer player. Unlike other previous drawings, “13” felt more

comfortable writing a short description for the drawing of her ought-to L2 self. As observed in “13’s” written text, regardless of an obvious error in separating the word “become” into two morphemes “be” and “come,” her overall idea is clear and straightforward:

“my mom and Dad
want me to be
come a doctor”

“15” – Working for the U.N. as desired job vs. becoming a doctor as parents’ wish.

As depicted in Figure 20a, “15” would like to get a job at the United Nations (U.N.) where she can “help people like who [have] been the same, like, situation as me, who grew up, and like, refugees and came from different countries.” In her artwork, she did not draw herself; instead, she drew the logo of the United Nations: a globe with maps of different continents and countries covered by olive branches. At first, “15” did not know the name for the “things around the circle [globe]”, but later on with more cues and prompts, she seemed to understand the universal meaning of the olive, which symbolizes “peace.” She also sketched different people in stick figure, further elaborating the idea behind it:

I drew [a lot of people] ‘cause it don’t matter what you look like or what you believe, or like what you did before, the only thing’s matter is helping you getting... through the rough time in your life. [...] That’s why I drew different colors and different, like, they not the same ‘cause you know...

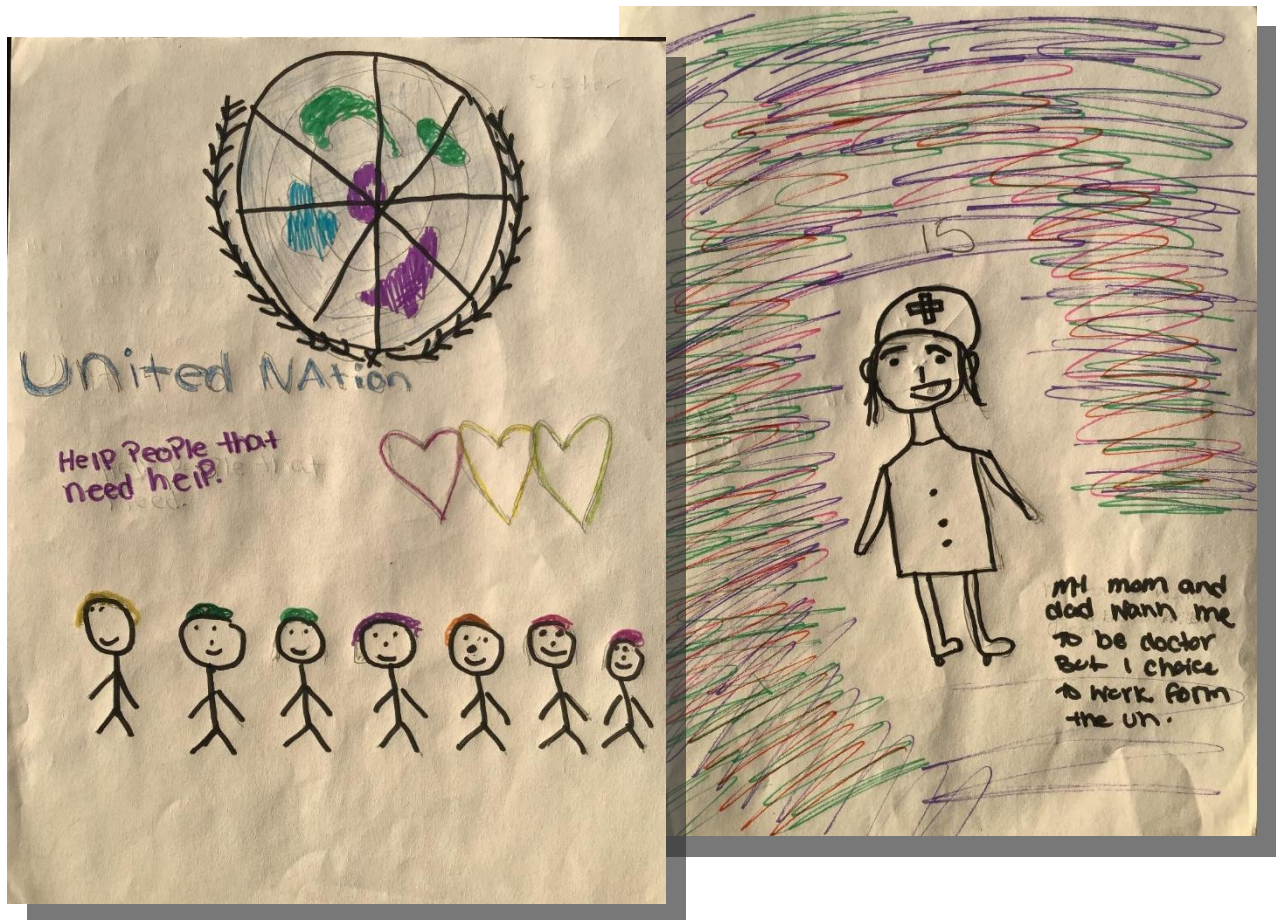
Specifically, “15” would like to go to different countries not only to provide the people there with things they need such as water and food but also to share her own stories “I’ve been there” and support them in spirit, “I got you.” She highlighted the importance of “[l]earning and teaching them [refuges] how to speak English [...] getting used to the country” through sharing

her family's experience when they first came to the US, "'cause I know my parent didn't get that [support]. The only thing they get you just "Come to America", and they have to do everything by their own." As mentioned above, there is a big difference between life in her home country and that in the US. "15" brought up this matter again, "[e]verything is so different: Like back in there, like they have a doctor, but here you have to make an appointment by calling them in English." Unlike ReyRey and Rafeal's family who received timely support from a lady when they first came to the states, "13" and "15's" did not seem to get necessary support they needed. Therefore, "15" again stressed the key of language support for newly arrived refugees, suggesting:

[Y]ou know first before doing anything, just help them how to speak English, getting the stuff that they need, like how to say it, and then... them getting job, stuff like that... And then, you know they can get used to this country 'cause you just don't bring people to the country, and like "Welcome".

She also emphasized the importance of teaching this group about the new country, new culture, and necessary knowledge/skills/ for them to survive during the challenging resettlement time: "[y]ou have to be like you know some countries are like way different [than] here, so just like tell them everything about here and teach them instead of being like 'Hey, come over here. There you go.'" Through both oral and written descriptions of her drawing, "15" made it strong and clear that she wanted to work for the organization to "help people that need help." Her multicultural background and abilities to speak multiple languages (Oromo, Somali, Amharic, and English) are also her advantages for the job as she could help with interpretation and communication when coming to the countries that speak the same languages as her native ones. Overall, "15's" dream job seems to match her passion and language profile. Even though she did

not really know what specific skills or knowledge required for the job when admitting, “I don’t know... You probably go to college?”, the gap between her actual L2 self and ideal one is not incredibly significant and thus can be narrowed and filled with hard work and continued support.



Figures 20a and 20b. “15’s” ideal L2 self (on the left) and ought-to L2 self (on the right).

Like her younger sister, “15” also gets involved in soccer program, but she does not want to become a professional player like “13.” Playing soccer, according to “15,” is among three activities she enjoys doing in addition to going to the beaches to watch the sunset and painting. Yet she was considering not going to soccer practices for a while as she would like to focus more on her studying, further explaining: “I have to be education, too stuff like that. So, like my family want me to educate, stuff like that. And I do want to play soccer, but not too much.” In

this response, she pointed out her family, particularly her parents, as a key factor influencing her choice and decision. They would prefer her to prioritize her education, so she was thinking about sacrificing some time playing soccer for studying.

As depicted in Figure 20b, “15’s” parents want her to become a doctor or a nurse because “they [parents] told me yea ‘cause they [doctors] make good money [laugh].” However, similar to what “13” shared earlier, “15” did not feel obligated to fulfil her parents’ wish, explaining to them why it was not a good option for her, “Yup. My parents used to be like that [want me to become a doctor], too. But I said “Okay, I’m good”. I’m not good at like biology or like any chemistry or other stuff, so...”. The response shows that “15” is self-acknowledged of both her academic strengths and weaknesses, which to some extent impacts her choice of the future profession. In the same drawing, she visualized the influence of her parents and other people as scribbling lines in different colors and herself in the center of all the surrounding impact, commenting that, “I mean, they [the influences]’re good. I mean, sometimes. I don’t know what they [parents] mean, but other than that, they’re just telling me what to, like... do with my life. It’s not like the bad thing.” “15” considers the words from her parents as good advice or guidance. Yet she is still the one who decides her own life as expressed in her written description:

My mom and
dad wann [want] me
to be doctor
But I choice [choose]
to work form [for]
the un [UN].

Rafeal – When ideal L2 self meets ought-to L2 self. In Figure 21, Rafeal drew a picture of a doctor to portray the job both he and his mom wanted him to be in the future. When asked to describe his drawing, Rafeal responded: “Ah, it’s a picture what I wanted to be when I was a little kid [8 or 10 years old]. I wanted to be a doctor or a nurse. That is all.” The reasons why he was drawn to this profession are, “[Being a doctor] seems like very cool job because I watch it on TV and everything. And it’s... will help people at the same time.” He specifically would like to become a surgeon, mentioning “The Good Doctor” as one of his favorite shows he had been watching on the TV because “it [the show] explains everything [...] how they [the doctors] do sur... surgi [surgeries].” Sometimes Rafeal struggled searching for the right vocabulary to express his ideas, yet he agreed that watching the show helped him better understand the job of doctors, especially the required knowledge and skills, their responsibilities and commitment, as well as underlying causes of certain symptoms/diseases and procedure of the treatment. Although Rafeal could not recall the name of his favorite character in the show, he described the person as “he’s the main [character]... And he’s like he acts that he has an autism, but he was the best one from all of them.”

In his artwork (see Figure 21), Rafeal portrayed himself as a doctor in the center surrounded by four arrows leading to the key elements that he found important to his future job: education, help people, passion, and patients. Of these elements or factors, Rafeal considered *education* the most important one, explaining that “it [being a doctor requires]’s a lot of education, first. And you use it in difficult situations. And ah... most of the times helping people more.” Rafeal prioritized education because he thought it was the hardest thing to achieve. He considered himself “mostly patient” with the patients. He had a passion for the profession. He was willing to help people. Yet it may take him at least 10 years to be a licensed doctor and a lot

of studying involved, which is why education was considered a ‘dealbreaker’ to him as he shared he may change his mind in the future considering how long it may take to obtain a degree to work as a doctor. Other options he was considering include becoming a soccer player or engineer, which shows he was not very certain about his future job at the time of the study.

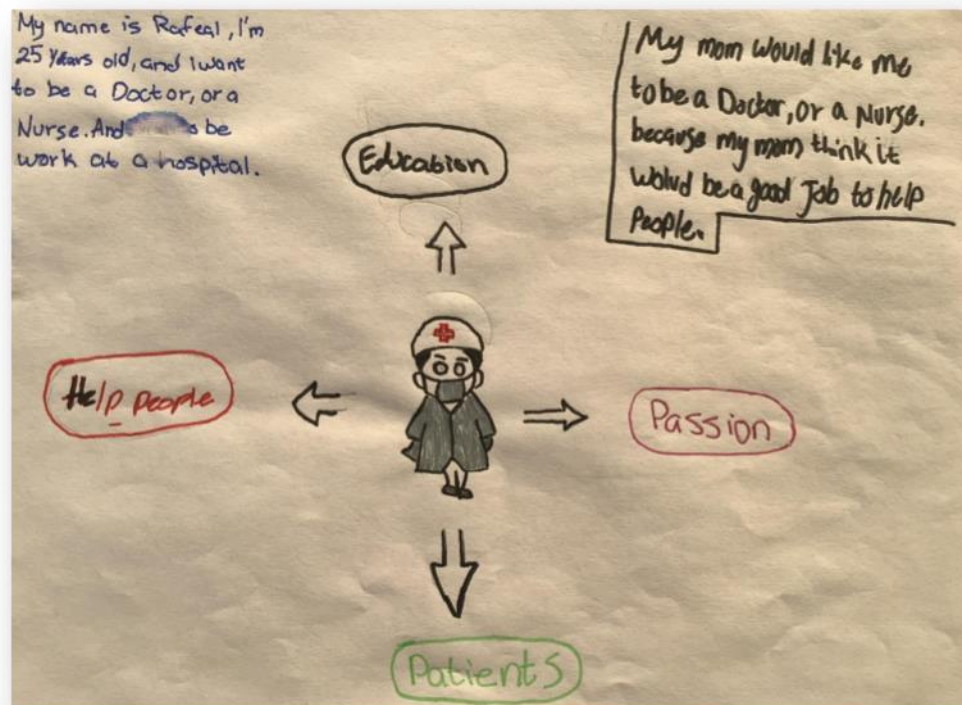


Figure 21. Rafeal's ideal and ought-to L2 self.

Nevertheless, Rafeal was still leaning into the idea of becoming a doctor or a nurse because it is also what his mom would like him to be. He further explained, “It’s good for me to help people and... like mostly help them and help other people.” When asked if he wanted to be a doctor mainly because it was his mom’s wish, Rafeal replied: “Maybe, but like, half of that, but sometimes I think that become a doctor is a better job for me, helping people, that, like... they would make more people to, like, help people in the future.” During our conversation, Rafeal also brought up another factor influencing his choice: “I mean yea because the war is happening and everything and they gonna need a lot of doctors.” Considering the crisis taking place at his

home country and other countries in “the Middle East” as he added, there certainly is a huge demand for this type of profession, and thus it is highly valued in these countries. Even in the US and particularly where he currently resided, RA stressed the importance and need of doctors as “I mean yea because people like driving and texting everytime. [...] And because a lot of America... a lot of accidents and everything.” Below is the script for Rafeal’s written descriptions of his ideal L2 self (on the left) and ought-to L2 self (on the right):

My name is Rafeal, I’m	My mom would like me
25 years old, and I want	to be a Doctor, or a Nurse.
to be a Doctor, or a	because my mom think it
Nurse. And [words got blurry by water] be	would be a good job to help
work at a hospital.	people.

ReyRey – A vision as a photographer in the future vs. mom’s wish as a doctor. In

Figure 22, ReyRey portrayed herself as a photographer, which is the career she would like to pursue in the next three years (from her current self – 17 years old to her future self – 20 years old). This is how she orally described her drawing: “Ah, I drew a girl holding a camera. So, you could tell that she’s a photographer.” She further confirmed the girl in the drawing referred to herself indeed and provided reasons for her choice, “[I want to become a photographer] ‘cause I like taking pictures... And personally, I think that’s what I’m really good at.” ReyRey shared she had taken part in a program where she learned how to take good photos and edit them. She was also given a camera, so she could practice what she had learned from the workshops. I attended one of the events where some of her best photos were displayed for sell as a way to support refugee students who loved taking photographs and would like to share their stories through this medium. During our conversation, she showed me some of the photos she had taken and edited,

explaining how she turned a water puddle into a waterfall by zooming in and adjusting the angle, which proves she had gained certain skills, techniques and knowledge of photography.

ReyRey planned to have her own studio where she could take photos of different things, preferably people and nature, at special occasions such as college events, weddings, holidays, and parties and then edit them based on her clients' wishes, emphasizing that "I want to be like an actual photographer, photographer where like the actual photographers have their own studio." She also thought about travelling around the world to take pictures of different places and people. It is obvious she had the talent and skills required for this profession; she was also passionate talking about it and showing me a lot of her artworks through her phone including the app she used to edit the background color, brightness, and focus of the photo. To her, the perk of being a photographer is "[to] capture the moments. You capture the best moments of that with the use of light and stuff", and explained in detail:

It's to have... Like important thing about it is to know what you are trying to do, you know? If you trying to take a picture, you have to like make it more realistic, more the people are actually like reliving the moments even though they are not in that moment no more, you know? So, like if I take the picture of something right now and make nice and stuff. In the future, when you look back at it, you'll be like "Oh, I remember this day. It's a fun day."

Compared to the other participants, ReyRey was the most comfortable providing a long-written description of her drawings, which is not a surprise to me because she had demonstrated strong BICS and higher CALP than other students in the study group. Even though there is a gap between her actual L2 self and ideal one when she admitted that she needed to "have an education in math and English" for a photography-related job, this gap is not measurably

significant and her goal can be achieved within a three-year-timeline. Below is a script of her written description of her ideal L2 self:

My name is ReyRey. I'm 20. And I still look the same [smiley face]. I'm a photographer. I think I'm pretty goot [good] at it, because I have took [taken] classes out of school, I like taking more of nature pictures, and one day I'll open my own studio.

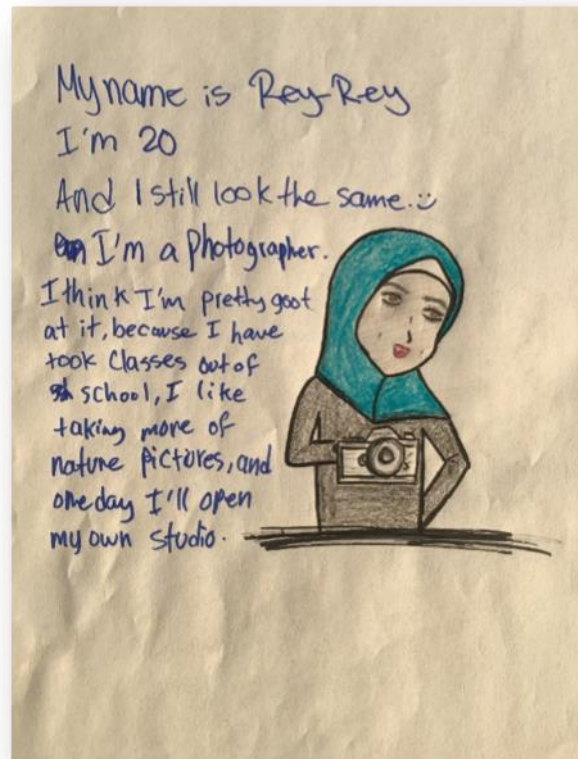


Figure 22. ReyRey's ideal L2 self.

ReyRey did not have a chance to draw a picture of her ought-to L2 self, which is what type of job her parent would like her to be because she did not attend a couple of study sessions, but she shared in one of our conversations that her mom also wanted her to become a doctor, which is the same wish and reason her brother, Rafeal, brought up. She added besides helping other people, being a doctor would be beneficial to her family as well since she could to some extend diagnose and treat her mom's ear issue with general knowledge gained from medical

school. She shared she had wanted to become a doctor, particularly surgeon when she was a kid. As she grew up, her fear of “cutting people and stuff like that” grew as well and scared her off of the idea of becoming a surgeon. According to what she shared, her mom seemed to be an understanding and supportive person:

Oh, she [ReyRey’s mom] said to like “Make sure that it’s a really good job first. And if it is, then like, actually you know, find my passion and do what I like in the future.” And then after I showed her what I had done in the classes and everything, then she started supporting me more into becoming a photographer.

There are, however, various factors influencing her choice of future/ideal/dream job. ReyRey mentioned salary, stability, and self-interest as some of them, rationalizing she was looking for a job that not only well paid but also matched her interest and talent. She planned to buy herself a car and then a house by the time she turned 25, which sounds ambitious, but she believed that if she worked hard and earned a good job, she would make it. Despite the fact that she had talents and skills in photography as well as supported by her mom, ReyRey was still not 100% certain whether she wanted to take the job seriously; she would rather do it as a hobby or part-time job, sharing:

Oh, no. I want to do it as a part time job ‘cause I still don’t know what I want to do. Like you know a full job, but if that photographer became... if my photography career became like actually like really good, I might as well just make it like my actual job, you know? But it’s not like that’s pretty good ‘cause you really need to work really hard to get to like to top and stuff. And if it becomes like really hard, I might just do it as a part time.

The Sun and Thunderstorms – Students’ Positive, Negative, and Peak Learning Experiences

As portrayed in the students’ language profile trees above, there are certain factors affecting their language learning in both positive and negative ways. The sun represents the positive support, whereas the thunderstorms symbolize challenges or difficulties they face when learning a new language. Most of the students perceived their teachers, family, and tutors as supportive sources, while money and job can play as a detrimental factor. This section will explore the learning journey of each student as well as their peak learning experiences or the moments when they feel like they learn the best.

MC – “[I would like to sit] in the front.” During his stay at Thai refugee camp, MC finished his kindergarten until 2nd grade; he learned various subjects including three languages (Burmese, Karen, and English), Myanmar and Karen history, as well as world history. However, he recalled failing his 2nd grade three times: “Yea, two grade ‘cause I fail it three times [...] and then lah two months something like that and I came to here [the US].” He could not clarify why he failed the 2nd grade, but I would assume ‘language barrier’ played a role. He started grade 6 after coming to the states, admitting there were a lot of challenges at school, especially in during his first year at middle school:

Um I feel like it’s difficult for me where I started like first... oh six grade... way people speak I I don’t understand Miss, it is. I learn as... I I can’t understand, but I cannot speak lah I don’t know how, I cannot speak...

Nevertheless, he said things got better after he graduated from middle school and started high school because he was able to understand and speak more English, which is also a reason why English is his favorite subject, “I just like English, okay. It’s better, you know?” He also

shared going to tutoring sessions helped him not only complete schoolwork in various subjects but also improve his English. Some of the subjects he found difficult at his current grade level include biology, history, and math because these subjects contained certain terminologies he could not understand and they were a type of assignments that required both reading and writing – skills he still struggled with since beginning formal education in the new environment:

Yea. I don't know why I need to write it, you know. I don't really know how to read, so it will give you the essay, correct, but then you have to read, and then I need to write para, you know, paragraph.

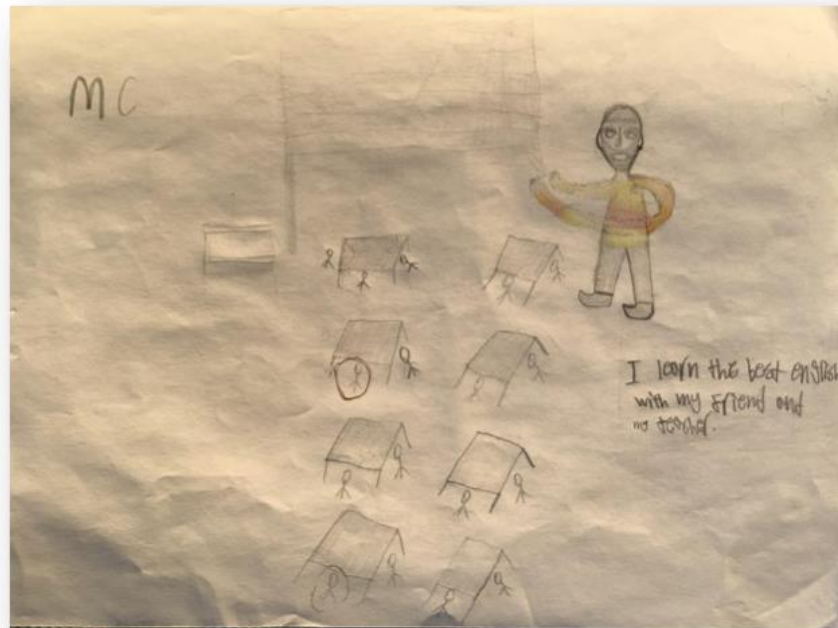


Figure 23. MC's drawing of his peak learning experience.

When asked about the moment he felt like he learned the best, MC drew a picture of his English class where the teacher was teaching him and his classmates (see Figure 23). The circled figure represents himself sitting in the second row although he shared that he sat at the back of the class. He then expressed his wish to sit in the front, elaborating that “I can see the word the

teacher put in, so I can pay attention more.” According to his descriptions, there were two English teachers, one male and one female, who taught him English at the time of the study. I also tutored him in English, so I know one of the English classes he mentioned was an ESOL class, which aims to provide more language support to English language learners (ELLs). In this class, students mainly read a text, compile a vocabulary list, and take a comprehension quiz on a weekly basis. MC seemed to be doing okay in both of the English classes – a mainstream and ESOL one, yet he still needed help from the teachers and tutors to complete his schoolwork. His BICS and CALP have improved since he first started schooling in the US; however, there is still much work required so that he can reach to the right levels corresponding to his grade and age. He described a routine in one of his English classes as, “We just do like lah like, we read story, right? And then teacher will say, “Who wanna read?” and then people read, and then we just listen, like that.” The students mainly followed the teacher’s instructions. They did not participate in groupwork. The teacher would explain the new vocabulary using definitions and sometimes visual illustrations if applicable. MC’s written description of the drawing reads, “I learn the best english with my friend and my teacher.” His oral and written responses echo the support and challenges he expressed in his language profile tree (see Figure 12): Teachers play a key role in his language development. He also stressed the support and assistance he received from tutoring program, sharing: “Yea. It [tutoring] ah it help me a lot with it ‘cause lah I don’t understand the homework all of it. Yes, so, they [tutors] help me a lot to finish my homework.”

“13” – “If my English teacher doesn’t go to school, I can’t learn more.” During our conversations, “13” mainly gave short responses or expressed her opinion through gestures (e.g., nodding head for agreement, shaking hear for disagreement). Most of her learning experiences are learned from her older sister, “15,” who highlighted going to school in their home country –

Djibouti was very different from going to school in the new country – the US. Regarding education, “15” pointed out a huge difference between the two countries: “Well, back home the schools are way different than here. Here like people take schools serious. I mean like... I mean that’s a good thing... ‘cause back home everything like you can just leave, nobody cares.” “13” supported her sister’s remark by sharing that when she first attended school in the states (9 years old), she would be pulled out from her mainstream classroom once a week to work one-on-one with a teacher to improve her English, specifically: “Well, she [the ESOL teacher] teach me how to read. [...]. She say a word, and then I follow what she say, like, copy her.” When she moved up to a higher-grade level, she no longer received the ‘pull-out’ service. Rather, she got help from the ESOL teachers inside her mainstream class: they would go to her table to assist her in person. This is considered a better and more effective way for English learners because the ‘pull-out’ intervention has long received criticism, particularly when making the students feel isolated like an ‘outcast’ or ‘black sheep’ of the learning community (McWilliam, 1996). “13” also mentioned that she also utilized a bilingual dictionary (Oromo-English) to look up the words she did not know: “if I don’t know the word, I take my dictionary out there, and like, oh... look the word in there, and then read in my language.” Talking with her close friend, who is from Brazil, is also a helpful way for “13” to practice her BICS. One fascinating thing learned from our conversation is when “13” showed me how she spelled out a word by breaking it down:

Researcher (R): So, when you don’t know how to spell a word, what do you usually do?

“13”: I say, like, one by one, and then, you know how you, like, English, and you say, like, one by one.

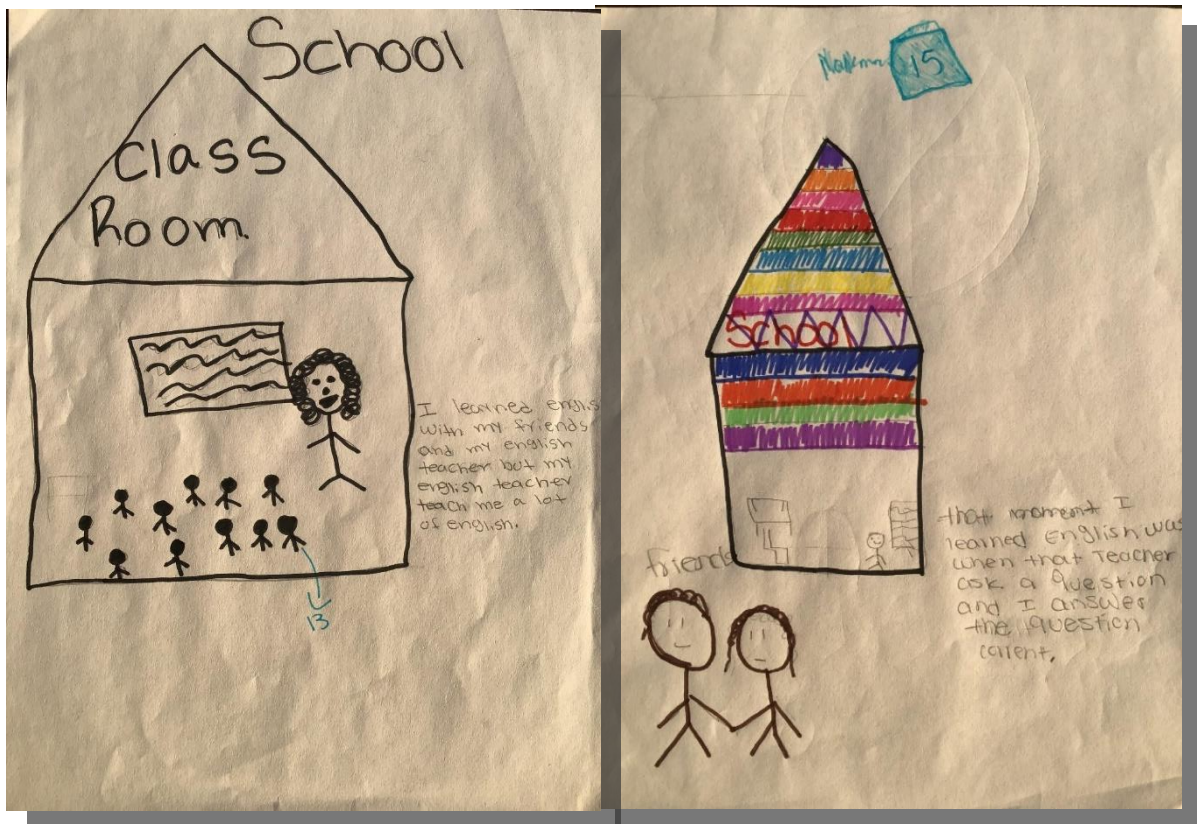
R: Eng-lish?

“13”: Yea.

R: Okay. So, like, you break the word down.

“13”: Yea.

When asked about favorite subjects at school, “13” replied math is the only subject she liked, explaining: “[b]ecause like um I don’t... I used to don’t like it, but right now when I am in 6th grade, and like I know I get it.” Like MC who liked English because it got better, “13” liked math because she could understand it better. Conversely, she did not like history, reasoning “[b]ecause the class is too much”, particularly there were a lot of big vocabulary words she had to memorize. In terms of English, she said “it [English]’s okay”: She did not like or hate the subject.



Figures 24a and 24b. “13’s” peak learning experience (on the left) and “15’s” peak learning experience (on the right).

In Figure 24a, “13” portrayed her peak learning experience or the moment she learned English the best, describing it as: “Um, it’s a classroom. There a teacher, and there a lot of um students. So, like, this is a um... English teacher.” She marked herself among the students by using an arrow pointing to her nickname. Her written descriptions reads, “I learned english with my friends and my english teacher but my english teacher teach me a lot of english.” Note that this time she did a better job with the verb tense and spelling. The main issue is punctuation; however, her ideas were made clear and strong. One more time, she highlighted the key role of her English teacher in her language learning and development, which she once mentioned in her language profile tree drawing (see Figure 13): “if my english teather [teacher] deosn’t [doesn’t] go to the school I go anymore I can’t learn more english because shes the only one that understand[s] me.”

“15” – “That moment... when the teacher ask a question and I answer [it] correct.”

“15” went through a similar learning experience as “13” from their home country, Djibouti to a new environment, the US; however, as she was older, more cognizant of things happening around, and her BICS was more proficient, she was able to depict her learning journey in a more vivid fashion. Recollecting about her former schooling back in Djibouti, “15” shared education was not taken seriously in her home country compared to that in the US. She claimed the teachers “were not serious teachers” and further extended her point:

Yea, you can just leave in the middle of the day. You can leave... And there like they just don’t teach school good. They just teach us come, write down, and leave. They don’t know just like write it down, but you don’t know what it is. [...] It’s not like you know, you... you’re not allowed to leave school. But there like the school is close to your house.

It's like this, you just go. If you don't wana like stay there, you can just leave with that without asking the teacher at your grade.

"15" stressed it was the opposite in the US where schools had strict rules and students were told to take their learning seriously. She also was placed in ESOL program when she went to the same middle school as her younger sister. Nevertheless, she admitted she did not get much support from the ESOL teachers or find using bilingual dictionary (Amharic- English) helpful:

I was [in] ESOL program, but like, they [were] not good. I wouldn't say they [were] good. They only ask you to use dictionary even though if you like, some people, from different country, wouldn't understand their own language. I mean, they would understand how to speak it, but like, not writing it if they don't have education. [...] So, that's why I was going through it, too 'cause I only know how to speak, not read it. And they give me a dictionary, and I didn't take it 'cause couldn't use the dictionary.

As we talked more about her learning experience, "15" opened up about what challenges she faced, especially during her first year in middle school (6th grade) when she just arrived in the new area. One of them is understanding what the teachers were saying and getting herself across:

Well, the first challenge when I... I was like when I start school, I was middle school 6th grade... so, everything was hard 'cause I don't speak English. Well, I don't even know how to read or like do anything well like the teacher will say, and I would usually be like "I don't know what you saying". But then, I learn how to speak English... And then, I learn how to read by going to tutoring. [...] And when we there [tutoring], and I learn how to read. And learn how to do some math work.

Yet, the worst challenge is getting bullied due to her limited language proficiency:

Now I know how I can be part of like anything, you know what I mean ‘cause I... back um in middle school, I really want to play soccer in middle school, but I couldn’t play ‘cause I didn’t speak English. [...] That’s why I didn’t like... play any sports in middle school. Or like join or step or after school, do some clubs stuff like that ‘cause I thought like I wasn’t good enough. I thought if I go, there will be like “What? The student don’t speak English”, how people you know, they judge before looking at you.

She then shared how she overcame the ‘language bullying’:

Yea, but then... but then my first I was like “Let’s me get out of my zone.” [...] And when I went to high school, so I went to [name of the school] High School. And I was like I knew a lot of people, like... speak same language as me. And then, so one of my three friends join the-s volleyball team. And I made it. And I played. But I didn’t play full year ‘cause I was bad, I didn’t know how to serve.

“15” highlighted as her English improved, the situations became better. She found watching songs on YouTube an effective way for her to learn the language, “And then, when I finish 6th grade and 7th grade, I mean, after I finish 6th grade in the summer, I start watching this YouTube video that you learn English, and I kinda understood a little bit. And I learn 7th grade, I kinda good, good at it, better and better. 8th grade I got better.” Speaking of her favorite subject, “15” commented, “I just like speaking English in our class [laugh] [...] I like English because I learn different things back in home, we just learn how to read, I mean a little bit reading, but not like here. [...] You write an essay. You write it everything down. You, you basically like learn different things about English, you know what I mean?” Her learning goals are to “get As and Bs on my classes” and “do my homework”. She does not face as many challenges as she used to, but science and math are the two subjects she is currently struggling

with and need help the most. In terms of math, she said it was getting better; however, it was still hard for her because of the difference between the way math, particularly basic math (e.g., addition, subtraction, multiplication, division) was done in the US compared to that in her home country. In terms of science, “15” claimed her major problem was related to terminologies as she further explained:

Yea, I’m really failing in my... What class I’m failing? My biology class. [...] ‘Cause I’m so bad at science. And the teacher, the way she teach us is so hard. [...] I know, but like I told her every day, like I don’t know what you talking about, and it’s like my third language, I still don’t know like she’s using different hard words, biology words DNA... stuff like that.

In Figure 24b, “15” portrayed her peak learning experience with a written description as, “that moment I learned English was when that teacher ask a question and I answer the question corrent [correctly].” She reminisced it was in her history class while she was still struggling with English (understanding what the teachers were saying and making herself understood), further describing the moment in detail:

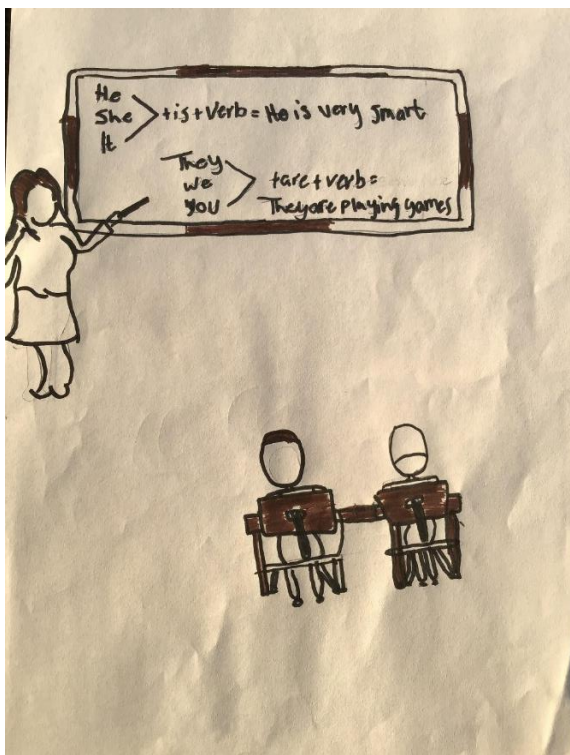
So, I don’t remember what was it about, but I knew it was something, about some... some type of question, I don’t know. Yep, then she ask, and I answer it, and I like, I feel like I almost forget about myself, like for a moment. And I thought that when I learn English. It’s gonna take me the whole 5 years. And then, teacher was like, “Good job, [“15’s” real name]. You answered it. You should... not stop like... You should, even though if you wrong at English. You should just keep trying even... That’s how you learn by just mistaking it and learning from it.

Rafeal – “**And each grade they would teach us this, so we can’t forget it.**” In Figure 25a, Rafeal portrayed one of his English classes as his peak learning experience: “That’s me and um in 3rd or 4th grade, I guess, like it’s to be in Yemen. That’s how they [the teachers] teach us how to learn English most of the time and how to make the sentence.” In his drawing, there are two students (one is him and another is his friend) and an English teacher, who was teaching a grammar lesson on verb ‘to be’ and illustrating the rules through writing the formula on the board with examples that followed (e.g., He is very smart; They are playing games). After a long time (since he was at 3rd grade until he was at 10th grade at the time of the study), Rafeal still remembered the lesson vividly because he shared he learned English the best through examples and repetition, and those were techniques the teachers in his home country, Yemen, applied back then: “Yes, she [the English teacher] gave us a lot of examples, and... to learn them. And each grade they [the teachers] would teach us this [the grammar rule for verb “to be”, so we can’t forget it.” At that time, his class did not work in groups frequently; they would usually listen to the teacher as a whole, which is similar to what MC shared above, described in detail as “ We usually just sometimes sit in class and read a book better, so I can know hard vocab and everything, but mostly we learn that mix sentences.”

Rafeal also received formal education including English learning during the time he and his sister, ReyRey, stayed in Slovakia. When starting school in the US, he struggled mainly with vocabulary, stating “I was a bit difference, a lot of big vocabularies that I didn’t know before, now I know.” When he did not understand what the teacher said in class, he would watch a video about the topic on YouTube or look up the definition of the word on Google. He was also provided with a bilingual dictionary (Arabic-English) while in ESOL program, like “13” and “15”, but he found it “very confusing” because “It [The dictionary]’s a lot.” However, he

emphasized that the ESOL teachers were helpful and supportive: “They... they teach a lot. They teach us a lot of vocabularies when I came.” When asked which subjects he liked the most, Rafeal responded: “Ah... I like, I don’t really like it, but math is kinda easy for me.” He was okay with English at the time of the study, expressing it was not a big challenge for him at school. Contrarily, the subject he found the most challenging was History, particularly World History as he further explained:

World history... I just... I don’t really like it when it’s like, when the teacher talks because she does notes and she talks at the same time, so I don’t really pay attention to the teacher. I mostly pay attention to the notes, and if I don’t really understand it, I go watch a video. I started doing that because I didn’t really understand the teacher a lot.



Figures 25a and 25b. Rafeal’s peak learning experience (on the left) and ReyRey’s peak learning experience (on the right).

ReyRey – “I prefer if she [the teacher] comes to me separately and explain it better.” In Figure 25b, ReyRey portrayed her English teacher with the phrase “SUBJET [SUBJECT] ENGLISH!” (all in capitals) on the board. She verbally described the class taught by the teacher as:

Yea, we learn novels and things like that, you know? And sometimes we have to like read and read novels and make like an essay of them. I’m not a really good essay writer, I don’t... I don’t really not like essay, so sometimes she’s like helps me, you know, learn it more or when there’s like a vocabulary that I don’t understand, she’s like, give me more examples in easier way, so I can understand the word more.

According to ReyRey’s description, in her English class, they usually read a novel or watch a play and then they need to answer some questions about what they just read or watched. She gave an example that her class watched Othello, a play written by William Shakespeare, a week ago. After watching it, they needed to do a bell work, which was answering some questions pertaining to the play, particularly Act 1 and Act 2 (e.g., What is the theme of Act 1? What did Othello do? etc.). The most memorable moment (peak learning experience) ReyRey recalled is when the teacher explained to her what she was supposed to do for her bell work:

Oh the moment... Um... [long pause] Well, last week, we had we had a bell work. and the bell work was about the movie that we watched, and it is like the bell work has some hard vocabularies that I didn’t understand. So, I asked her. I didn’t do the bell work, and she asked me why I didn’t do it ‘cause I didn’t understand that. She explained it, and like... in different... she worded in different and easier way for me to understand. [...]
And I understood and did my bell work.

For ReyRey, she will gain a deeper understanding when the teacher explains it in person to her through examples: “She [The English teacher] gave me her own examples, and then I kind of understood, like “Oh, okay this’s how you do it.” And I brought my own examples.” ReyRey further elaborated that even though the teacher explained the terms or questions in class before, she still found it difficult to fully understand them because “some students actually know a lot more English and stuff, but for me, I don’t know.” Therefore, she preferred the teacher would come to her and explain what she still did not understand in person: “I prefer if she like, comes to me, separately and explain it better. [...] She’s like puts it in an easier way to explain it. You know? And like really easier way to explain for me to understand her like that.” ReyRey shared that there were about 20 or more students in her English class, so that was the reason why the teacher could not explain everything to everyone. Nevertheless, her teacher seemed understanding and accessible: Every time ReRey had questions, she would call the teacher and the teacher would come to her place to assist her in a timely fashion.

In terms of her favorite subjects, ReyRey liked geometry, soccer, and volleyball. Like her brother – Rafeal, who liked math because it was easy for him, ReyRey liked geometry because she thought she was good at the subject, “Um, I’m really good at solving. [...] I don’t know the shape’s name, but like, once she’s like, shows it to me and things, even if I don’t know the name, I know how to do it, you know?” It also applies for volleyball: she enjoyed playing volleyball because she was good at this sport. Playing volleyball, like playing soccer, is one of her hobbies; she ranked soccer as her first favorite and volleyball as her second one. Yet, she was thinking about switching it, reasoning: “Volleyball, like, my second um favorite sport. [...] But now I think it may go to my first sport because I haven’t played soccer in a while, and I’m really good at volleyball. [laugh]” The subjects she was struggling at the time of the study were world

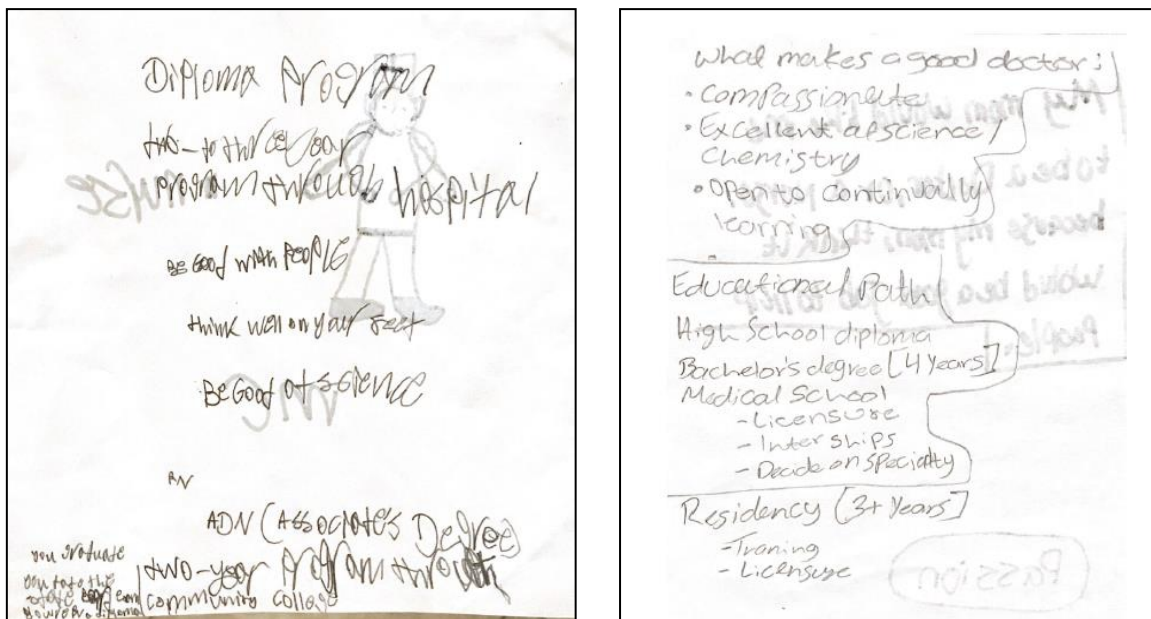
history and English, explaining: “They [world history and English]’re challenging. They’re easy when they [the teachers] explain it, but for me, um... not good at history at all. But it’s kind of challenging for me because it’s more English, and you, know?” ReyRey stressed that the tutoring program helped her in completing the homework of the two subjects and maintaining good grades: “[The tutoring program helps me] a lot. I’m keeping my grade A and B this year.”

A Collage of Students’ Digital Visual Representations – How AR Technology Enhances Meaning and Understanding

Informal conversations with the students show most of them had little ideas about what knowledge or skills required for their future jobs. For example, MC admitted he liked “fixing stuff” but did not know specific requirements for either a mechanic or handyman. “13” expressed her passion for soccer, yet she did not set any clear goals to become a professional soccer player. For her sister – “15” – when asked about specific skills, knowledge, or qualifications she needed to work for the UN, she responded: “Oh, I... I don’t know... You probably go to college?” Rafeal had some ideas as illustrated in his drawing of a doctor (see Figure 21), but becoming a doctor requires more than being patient, having passion, being willing to help people, and getting education. His sister – ReyRey – also brought up some key requirements for pursuing photography such as passion, skills, and talents; yet, like other students, she did not have a vivid idea how the job would be like and what steps she needed to take during her final year of high school. To help the students better understand the jobs they would like to be or those their parents wanted them to be in the future, each of them was asked to select a “How to” video of their interest such as “How to become a doctor” or “How to become a soccer player” on YouTube and take notes while watching it. After that, they described what they had learned from

the videos and whether they still wanted to pursue their aforementioned careers, or they might have changed their minds.

Figures 26a and 26b are the written notes MC and Rafeal took while watching a YouTube video on becoming a nurse and a doctor, respectively. It is hard to comprehend MC's handwriting, so an informal talk with him afterward helped understand his notes and ideas better. Additionally, even though MC most of the times still struggled with oral responses, having the notes at hand enabled him to discuss the topic more in detail and get a deeper understanding of what he needed to prepare if he ever wanted to become a nurse in the future. MC also watched a video clip of his possible job (i.e., mechanic) and took some notes, so he could compare and contrast the requirements for the two jobs and reconsider which one would be a better option for him. Taking part in note-taking activity is also a way to develop the students' literacy skills as they needed to listen carefully (listening skill), read the subtitles if available (reading skill), take notes (writing skill), and discuss what they have learned from the clip (speaking skill).



Figures 26a and 26b. MC's notes (on the left) and Rafeal's notes (on the right).

After discussing the self-selected YouTube video clips, the students were instructed to create their own Auras, or digital visual representations (DVRs) of their drawings (as trigger images) which would pop the videos up when scanning the images through HPReveal app (formerly Aurasma) on their phones or tablets. These Auras were stored in each student's account and shared in a common place, so everyone in the group could view the others' DVRs.

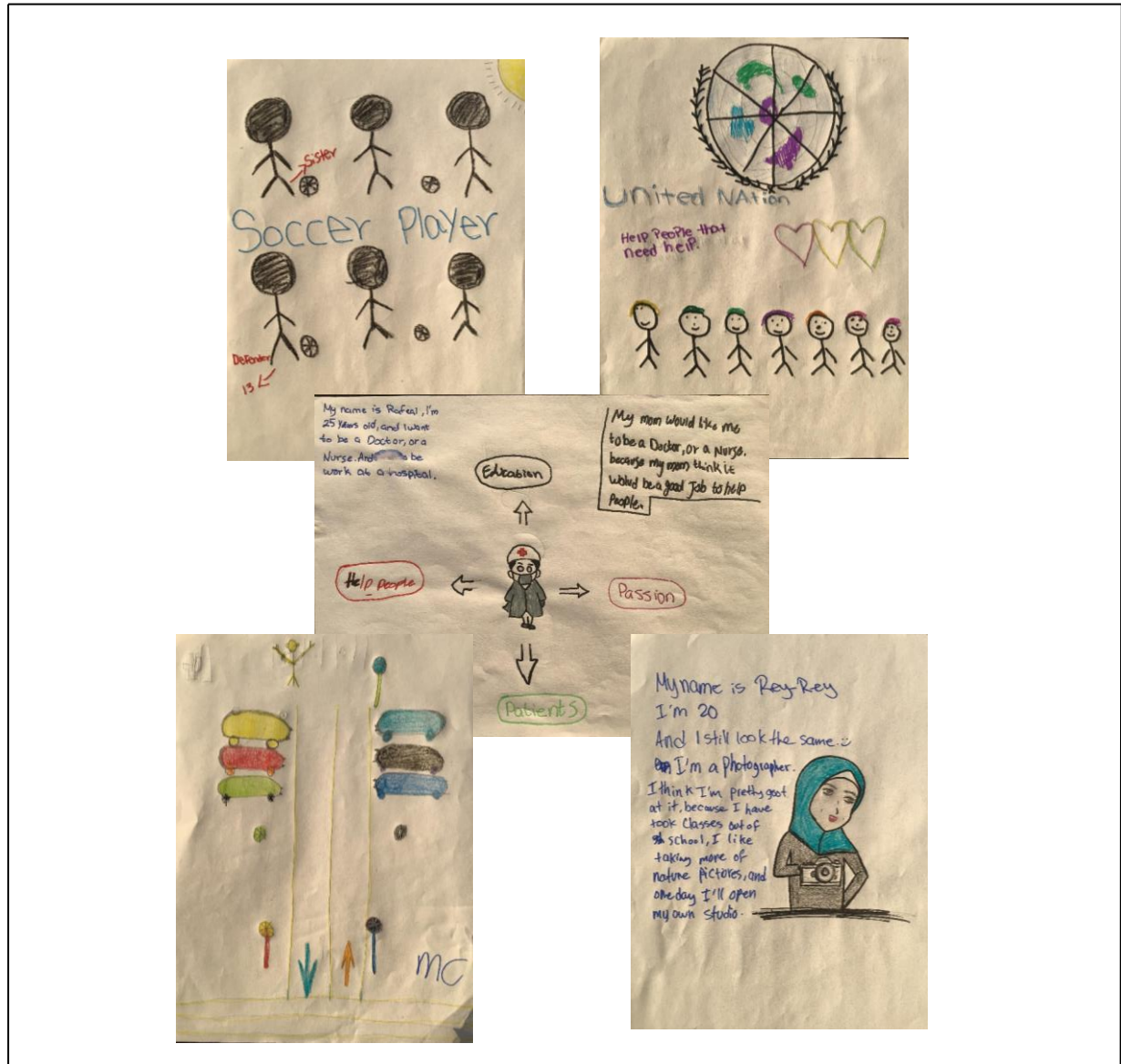


Figure 27. A collage of students' digital visual representations portraying their ideal L2 selves.

Under guidance and support, each student created their own Auras by first uploading their drawing as the trigger image to HPRReveal app on their phone and then linked their selected video to corresponding drawing. After that, they just needed to use the app to scan the drawing and the linked video would emerge from the image. At the last meetings of the study, the students worked together to create a collage of their digital visual representations, so they could share their DVRs among one another as well as other students and tutors in the program. Figure 27 is a collage of the students' DVRs portraying their ideal L2 selves while figure 28 is a collage of their DVRs portraying their ought-to one. For easy access for those who view the collages in Word document, the link of the video clip was embedded into the corresponding drawing. For instance, when we Ctrl-click the drawing of "13's" dream/ideal job – soccer player in Figure 27, we can watch a "How to become a soccer player" chosen by the student. Similarly, when we Ctrl-click the drawing of "13's" ought-to job – doctor in Figure 28, we can watch a "How to become a doctor" chosen by her to understand more about the job her parents would like her to pursue.

During the final meetings, the students were also asked to share their opinions about the study, particularly the participation in DVRs or Auras activity. Most of them provided positive comments, mainly about how the study helped them think carefully about their learning goals in both short- and long-term period. They could also reflect on their learning experiences, what they had improved so far, what challenges they were still facing, and how to overcome those challenges. Specifically, they learned more about different kinds of jobs along with the requirements for each job, so they could be better prepared for their dream or ideal jobs. Some commented although it was challenging to get to know how to use the app at the beginning, watching their and other students' DVRs was a cool experience. In particular, "15" shared that:

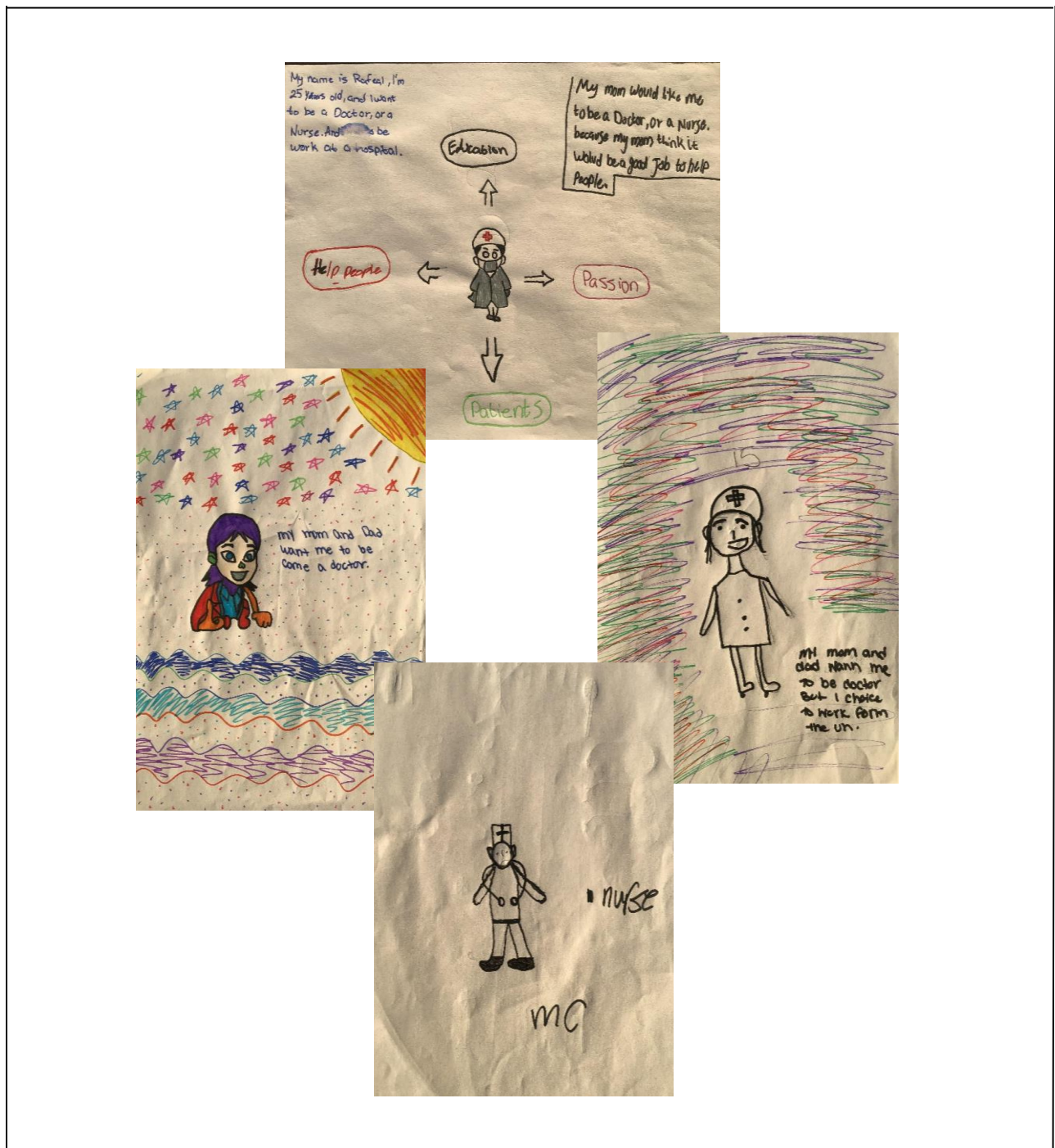


Figure 28. A collage of students' digital visual representations portraying their ought-to L2 selves.

I really like it [drawing activity] help me with my life, like, how to get it to it 'cause like, it help me with um... how to get my future job and what to do.[...] It [creating the videos] help me how to like think about it. Like, before, like, choosing it, think about it, what you wanna do after that. I really like it. Thank you!

The students' DVRs were also shared among volunteers and directors of the program who joined the Art Day on Saturday afternoons in order to get their comments on the effects of these DVRs on the students' language learning and career orientation. Most of them provided positive feedback on the use of video-embedded images as an innovative way to boost students' autonomy when they needed to search the videos on their own to find the most appropriate one that suits their interests. Scanning the students' drawings using AR technology was a cool experience for both art-makers (i.e., the students) and art-viewers (i.e., the tutors, volunteers, program directors); however, one of the program directors pointed out that:

It [the AR tech] can be a double-edged sword. [On the] one hand, it can help the students better understand about the job requirements, so they can better prepare themselves for the job market. [On the] other hand, it may confuse and... probably overwhelm them, like, there are bunches of videos out there, and they just don't know which one is the right one to watch. They may watch a wrong one and have a wrong idea of that kind of job, and then feel demotivated to continue to pursue their dream job.

As a result, this program director suggested the students receive timely support and guidance from a more knowledgeable adult (e.g., family member, tutor, teacher, etc.) in the video-selecting procedure. Another suggestion is to have the students connect with some person in the field or industry through various mediums such as meeting the person in person and/or following them on social media like Instagram, Twitter and/or Facebook, so they can receive

real-life advice and perspectives. Most of the volunteers and tutors agreed that it would be a good idea to have the students in the program take part in creating their own DVRs and share their works with each other; however, they expressed concerns over time (it could be time consuming to instruct and guide the students through the whole process while time spent on tutoring and helping them complete their schoolwork remains the priority of the program), lack of devices (although most of the students have phones, not all have access to the Internet to use the AR app), as well as technology-phobia (regarding the fact that not every volunteer tutor or even student is comfortable with the idea of exploring new technology).

This section presents the findings to the research questions through a display of the students' visual representations accompanied by their oral and written descriptions. The meaning of some visual representations is enhanced by the embedding of student-selected videos. All the participants were guided to create their language profile tree drawings with an image of a tree as a metaphor for their second language motivational self system (L2MSS). The root of the tree symbolizes each student's learning goals and it shows that while their learning goals vary, they revolve around schooling and future careers. The branches of the tree represent the students' peak learning experiences and their L2 motivational self facets (i.e., actual L2 self, ideal L2 self, ought to L2 self). Students tend to choose their future careers based on various internal factors (e.g., self preferences, interests, current language proficiency) as well as external factors (e.g., parents' expectations, job requirements and benefits). I also noted the existing discrepancy between the students' present selves and their future ones. Possible explanations and suggested ways to reduce the discrepancy will be discussed in detail in the next section.

CHAPTER FIVE: DISCUSSION AND IMPLICATIONS

Discussion

In this section, I will discuss what I have discovered in-depth under the lens of three theoretical frameworks guiding my study: Locke and Latham's (1990) Goal-Setting Theory, Dörnyei's (2005, 2009) L2 Motivational Self System, and Kress's (1997) Multimodality Theory. Each discussion sub-section aligns with the discoveries for each of the research questions in correspondence to pertinent body of research. Implications for educators, researchers, and practitioners alike, on how to better accommodate this vulnerable group are also addressed. The section concludes with limitations of the study and suggestions for future research on the topics.

Students' learning goals guide their attentions and actions. Analysis of the study participants' language profile tree drawings has revealed their learning goals were different, yet they revolved around schooling such as completing homework, improving grades, and graduating from high school. Some students aimed to pursue a dream job (e.g., MC's learning goal is to become a mechanic) or engage in interest-driven activities (e.g., one of ReyRey's learning goals is to travel to explore different countries." There are short-term goals as well as long-term ones. All these learning goals serve to make the students more self-aware of their own decisions and action plans to achieve the goals, which echoes the idea underlying Locke and Latham's (1990) goal-setting theory. Further, these goals depict what the students were currently struggling or needing help with (e.g., doing schoolwork), their interests (e.g., travelling around the world), and/or future endeavors (e.g., graduating from high school, getting a job).

Students who set their goals more specific and challenging (e.g., getting all As and Bs) seemed to display a better academic performance than those who set specific yet easy goals (e.g., completing assignments) – a finding in line with that of Stajkovic, Locke, and Blair (2006). Intrinsic motivation, rather than extrinsic one, however, plays a pivotal role in driving students' effort and commitment to accomplish their set goals as Rafeal shared, “[I] learn English the best when I really like the topic.” This idea confirms the findings of numerous recent studies (e.g., Chen, Elliot, & Sheldon. 2019; Harper, Eddington, Lunsford, & Hoet, 2019; Wallace & Leng, 2020) which attribute the achievement of the learning goals to the students' intrinsic motivation. In particular, the study of Harper et al. (2019) shows perfectionists tend to put more effort into completing the tasks or their set goals, so it is more likely for them to have goals accomplished compared to their non-perfectionist peers. In the present study, Rafeal displayed characteristics of a perfectionist when admitting that he wanted to do everything perfectly including drawing his portraits, playing soccer, and other academic activities, which at the same time, took him more time and effort to complete the drawings, but they turned out ‘perfect’ works in his eyes.

Research on the topic (e.g., Clements & Kamau, 2018; Latham & Locke, 2007; Locke & Latham, 2002; Milyavskaya & Werner, 2018; Mitchell & Daniels, 2003) has argued specific and challenging goals help lengthen learners' effort and commitment into achieving the set goals. Nevertheless, discoveries from the present study have suggested either too easy or too difficult goals can demotivate or discourage the students exemplified by the cases of sister-brother ReyRey and Rafeal: Becoming a photographer seemed to be achieved easily owing to her talents and trained skills, ReyRey did not find it tempting to attend college whereas becoming a doctor seemed to be too hard to pursue (especially after watching a How-to video about specific requirements for the job), Rafeal admitted he might adjust his goal to be either a nurse or soccer

player, which sounded more attainable to him. Through observations and informal conversations with the students, it is also discovered that most of them confused between ‘learning goals’ and ‘action plans’ even though provided with further explanations and examples. While some students provided with clear plans to achieve their set goals such as gaining more confidence, working hard, watching a video clip about the subject, and finding a new way to learn new vocabulary, most of them would state their learning goals as action plans such as passing classes, getting good grades, and graduating from high school/college. This confusion may come from various factors including students’ language proficiency levels, researcher’s study design and attempt to clarify the terms and follow up questions to check the students’ understanding. These factors will be critiqued in detail in the Limitations section.

The findings also reveal that early exposure to the target language can lead to higher language proficiency and better academic performance, which corresponds to previous studies (e.g., Çağaç, 2018; Davies & Taronna, 2012; Hopp, Vogelbacher, Kieseier, & Thoma, 2019): those learning English as a foreign language at an early age compared to their peers tend to have more advantages in regards to language competence, academic performance, and cultural adaptation. Specifically, the benefits of early foreign language learning were observed in the present study. The refugee students who started learning English at earlier age (i.e., around 6 or 7 years old) than the others at latter age (i.e., around 11 or 12 years old) displayed higher BICS and CALP. Murphy (2014), however, placed a word of caution toward this “The earlier, the better” notion because there are other factors such as learning experience, language aptitude, motivation, teaching-and-learning strategies, in addition to age, that come into play. Continued formal education also is a key factor influencing language ability and mastery of this population since

those receiving language learning continually performed better in not only English but also in other subjects than others experiencing interrupted formal schooling.

Similar to the findings of pertinent studies (e.g., Clements & Kamau, 2018; Latham & Locke, 2007; Locke & Latham, 2002; Milyavskaya & Werner, 2018; Mitchell & Daniels, 2003), the current study suggests through drawing and speaking out their learning goals, the students seemed to acknowledge a discrepancy between their actual/current L2 self and their future/ideal one and this gap tended to catch each of the students' attention in a different manner, which then affected how they would devise their action plans to accomplish the set goals. This discovery is linked to Dörnyei's (2005, 2009) L2 motivational self system and thus will be discussed in-depth in the following sub-section.

Students' L2 self visions reflect their language preference, societal and cultural norms. Analysis of data from the five focal students suggests while most of them chose their ideal/dream jobs based on their passion and interests, some did so based on their current language proficiency level and preference. Take the case of MC as an example: even though he did not have a clear idea about which job he would pursue in the future, he knew for sure he liked to work with his hands or preferred manual work as he shared: “Yea, I lah me? I lah I just want to do this job, lah because I don't need to do lah not a lot of reading lah or writing. Only the hand [labor work], you know?” This statement echoes his sharing during our first meeting that he liked English but found reading and essay writing challenging, which is why he was not very comfortable providing even a short-written description for each of his drawing. Yet he acknowledged he would still need to use English to talk with customers and learn about English terms related to the job to know how to fix things in a right way. MC's desired job seems to match not only his interest but also his language preference. Despite a gap between his current

L2 self/current language proficiency and ideal one/future language proficiency, a manual job as mechanic or handyman would be more achievable and attainable for MC because the gap is not too significant. Dörnyei's L2MSS asserts there is always a discrepancy between learner's actual and ideal L2 self; most of the studies have confirmed this assertion, examining various interventions to help students bridge the gap between the two selves (García-Pinar, 2019; Mackay, 2019; Magid, 2014; Magid & Chan, 2011; Vye, 2016). The findings of the present study, however, suggest that learners seem to self-perceive the discrepancy between their current language proficiency level and the one needed for their future job (i.e., ideal L2 self), and thus tend to narrow down the gap by opting for a job that is more reachable if they do not yet have any clear vision of their future self in mind. For those who portrayed a vivid ideal L2 self (e.g., "13", "15", and ReyRey), this self tend to prevail over the ought-to one, which corresponds to the findings of previous studies (Bursali & Öz, 2017; Doiz & Lasagabaster, 2018; Jang & Lee, 2019; Wong, 2018, 2020). Except for Rafeal, whose ideal L2 self meets the ought-to L2 self, other students insisted they would not change their careers according to their parents' wishes. It is also observed although parents displayed different vision for their kids' future, they seemed to be supportive as ReyRey shared:

Oh, she [ReyRey's mom] said to like "Make sure that it's a really good job first. And if it is, then like, actually you know, find my passion and do what I like in the future." And then after I showed her what I had done in the classes and everything, then she started supporting me more into becoming a photographer.

Unsurprisingly, there seems to be a common profession the students' parents wished them to become: either a doctor or a nurse. This similar idea of the student's ought-to self reflects the shared cultural norms among the students' communities, which is also proven to be a

common norm in most of other societies worldwide where healthcare professionals such as doctors are highly valued and recommended to children by parents even at their very early age (Doiz & Lasagabaster, 2018). Parents of the study population had to sacrifice a lot of things including leaving their homes behind with the hope that their children could have a better life, better education and better future. Therefore, possible explanations for this shared expectation from the students' parents involve their past experiences, that is, what they have gone through as a refugee or asylum seeker, what had taken place or is still taking place in their home country as well as certain areas in the world as Rafeal elaborated the underlying reason why his mom wanted him to become a doctor since he was only a little boy, "[mom wanted me to become a doctor] because the war is happening and everything and they gonna need a lot of doctors." However, a note of caution is that while social-cultural factors such as cultural norms, obligations, and expectations can have an impact on the ideal and ought-to L2 selves, they vary across cultures: there are different influential roles the society and family play in constructing learners' motivation in Asian societies as opposed to Western ones (e.g., Gu & Cheung, 2016; Huang et al., 2015; Yang & Noels, 2012).

The ideal L2 self seems to lie at the heart of Dörnyei's L2MSS, which has received considerable attention from researchers, educators, and scholars alike. The findings of several studies have suggested the more vivid the vision of the ideal L2 self is, the higher motivation the learner has, the more effort that learner puts into learning, and therefore the better the learner performs academically (Bursali & Öz, 2017; Dörnyei & Chan, 2013; Jang & Lee, 2019; Kanat-Mutluoglu, 2016; Kim & Kim, 2014; Saito, Dewaele, & In'nami, 2018; Wong, 2018, 2020). The findings of the present study bear some resemblance: those who portrayed clearer images of what they would like to become and how they would use English in their future job tended to display

higher proficiency in the target language (both in verbal and written language). It also needs to be noted that some students' ideal L2 selves keep changing depending on how they perceive themselves or their actual L2 selves at the time being asked. While in the cases of "13" and "15," their ideal L2 selves remained the same after a couple of months within the study, those of other students (MC, Rafeal, and ReyRey) changed when asked again about what they would like to become in the future. One suggested explanation is the change in students' actual L2 selves or their current language proficiency level: When there is no significant change or development in the way they perform the target language, there are two possibilities: 1) they do not want to change the ideal self because it is their lifetime passion, or 2) they may not feel the need or wish to change their future one. In other cases, for those who realized their language skills and performance changed drastically (either better or worse), they may consider other options different than the ones they had chosen before. For example, at the beginning of the study, ReyRey shared she would like to become a photographer because she enjoyed taking photos and also obtained the skills for the profession. However, one day (after about two months into the study), she approached me and said "I'm changing my mind. I want to be an architect, not a photographer anymore." She further provided explanations for her change as, "Because it [architecture]'s kind of um... like, it's like it leans more designing and math. And I think I'm really good at this one, like, arts stuff, like, I'm good at that, you know? Those kinds of stuff, so I think it would fit me perfectly." She did not take geometry class until her final quarter of senior year nor did she realize until then that she was good at the subject, which made her to change her mind about what she wanted to become in the future. At that time, she also reconsidered taking photography as a hobby only. This indicates students can have a vivid vision of their ideal L2 self, yet this vision is not fixed as it might change in accordance with their in-flux actual L2 self.

Rafeal's case is similar to his sister, but it seems to be more complicated (see the extract below) when there are other options coming into play:

Rafeal (RA): That's when I... I really want to become a doctor when I was a little kid.

Right now, I want to be a nurse or maybe a soccer player, working hard to get to a pro team. That's what I'm trying, and that's it. That's the only thing that I want [...] Doctor, nurse, or soccer player.

Researcher (R): So, which career do you think, like, more doable for you at this moment?

RA: At this moment, I'd say, soccer because I really like to play. Studying for me is not my... not... I don't really like studying.

R: Um. Like, you like something, like, hands on activities, like practice.

RA: Like, moving, motivation, and everything. [...] But, studying doctor, ah, will take a lot of, you know, medical school, will be hard. You're gonna need to study a lot.

R: It takes time, yea.

RA: And I know soccer will be a hard, you need to practice a lot more, just to be a better soccer player, but at the same time, you still need like that's what... 'cause it's more fun doing it with friends.

The extract above one more time suggests the sophisticated interrelationship between students' actual and ideal L2 selves: As their actual L2 self changes (improves or declines), their ideal L2 self tends to change accordingly, altering to a more or less challenging vision of future self the student would like to achieve. Students can also possess a variety of ideal L2 selves which reflect their different interests, talents, skills, and/or concerns amid the status of job market at the time. Further, while numerous studies (Dörnyei & Chan, 2013; Hessel, 2015; Kim & Kim, 2014; Magid, 2014; Magid & Chan, 2011; Vye, 2016) indicated vivid L2 visions can

enhance learning motivation, Mackay (2019) stressed learner motivation itself is a complex aspect, mediated by various other factors such as learner attitudes, interests, and language preferences as discussed above as well as learning experiences, which will be dissected in the following sub-section.

Students' learning experiences vary yet share common threads. A third component within L2MSS is the L2 learning experience, which tends to be undertheorized and understudied; yet, it should not be considered “secondary in importance” as it has proven not only a strong but also the most powerful predictor of motivated behavior (Dörnyei, 2019, p. 19). While each of my refugee students portrayed unique stories pertaining to their schooling, language learning, and life experiences, there existed commonalities or common themes among their stories. First, when asked about the moment they learned English the best or their peak learning experience, teachers appeared in all of the students' drawings and mentioned in their verbal and/or written descriptions as well, which highlights the key role teachers play in these students' learning journeys – a similar theme emerging in several studies (Haberlin, 2017; Matsumoto, 2007). Most of the times, students reported positive experiences with their teachers: MC's ESOL teachers helped him learn English; “13's” English teacher taught her how to spell out word by breaking it down; “15's” history teacher complemented her for answering the question correctly; Rafeal's teachers taught him grammatical rules when he was back in Slovakia; and ReyRey's teacher offered in-person explanation whenever she did not fully grasp the content or instruction of the bell work. “13” in particular stressed the significance of her teacher by sharing the big obstacle she would be facing in learning was when her teachers did not go to school anymore, “If my English teacher doesn't go to school, I can't learn more.” Nevertheless, through the students' sharing, not all the teachers were as supportive and understanding: While “13's” English teacher

provided her with timely support, her art teacher seemed to ignore her with no clear reason, “She [“13’s” art teacher] doesn’t like talking to me.” Matsumoto (2007) also pointed out there were positive as well as negative peak learning experiences expressed by the participants in the study: Most of the students expressed teachers’ patience and enthusiasm as key factor influencing their learning attitudes and motivation. Getting better in any subject including English gives students a sense of accomplishment and thus act as a powerful motivator for them to work or study harder. Teachers, through students’ mindset, are a crucial companion in their learning journey as well as an indispensable part of their academic success and achievement. This discovery resembles that of Haberlin (2017) in which the students’ drawings depicted the teacher as ‘a major catalyst’ of their peak learning experiences.

Another shared theme is encouraging impacts teachers’ compliments have on students’ learning progress, which echoes the findings of numerous studies (Bang & Kim, 2016; Droe, 2013; Haberlin, 2017; Saito et al., 2018). Students in the present study all seemed to appreciate the feedback and assistance of their teachers, commenting their teachers’ actions and/or words could have a tremendous impact on their learning attitude and motivation. Take the case of “15” as an example. She pointed the moment when she received her teacher’s praise “Good job” was very meaningful to her language learning for she had struggled with speaking, so receiving the teacher’s compliment assured her that she was being understood and that her language was improving, which was considered a huge accomplishment to her at the time. Similarly, Haberlin (2017) discovered teacher’s praise and recognition of students’ effort could lead to their peak learning experiences, that is, when they felt like they learned the most. To put it another way, positive feedback or reinforcement has proven to be more effective than negative on in guiding the students to achieve their learning goals, boosting learning motivation, as well as attributing to

their academic achievement. Droe (2013) further suggested different types of verbal feedback could impact students' learning differently: those who were praised for effort tended to display higher attitude toward task completion while those praised for talent would show better task performance. The findings of Bang and Kim (2016), however, suggest that the way praising is practiced and perceived vary across cultures, particularly between countries following opposite ideologies when investigating this practice in the US versus that in South Korea.

Students who had their siblings co-participating in the study tended to share similar visual representations and it was observed in drawings of “13” and “15” the two sisters from Djibouti and Ethiopia. Rafeal's and ReyRey's drawings although did not bear much resemblance, Rafeal often asked his sister, ReyRey for assistance when he had difficulty sketching a certain area. During oral conversations, “13” would frequently look for her sister, “15” for help when she struggled expressing herself through words. Despite not having any siblings joining the study together, MC would also share his drawings and ideas with other peers, especially male ones such as Rafeal. This discovery suggests the impacts siblings and/or friends have on creating a positive learning environment for the students, which is in line with the findings of previous studies (Gu & Cheung, 2016; McCarthy, 2016; White, Watts, & Trlin, 2002). On the one hand, families' support, that is, the support from the students' parents and siblings, is critical to those students' language development and identity formation as the findings of Gu and Cheung (2016) indicated the positive impacts that parents' encouragement had on learners' L2 future self-images, their ought-to L2 self, and subsequently their intended effort or motivational behavior to learn English. One of the key implications is promoting both the ideal L2 self and the heritage culture of these ethnic minority students as a way to support their bicultural identity construction and development, which echoes Hurburun (2018)'s

assertion, “[language] is often considered a symbol of cultural pride [...] and as a means of enhancing family cohesion” (p. 39). Apart from families, refugee students mostly also receive support from their peers while joining activities both in and out of school contexts and this type of support sometimes yields more significant outcomes as McCarthy (2016) noted students, especially in middle and high school (ages 11 to 18) tend to share more things with friends than families owing to the changes in their physical and psychological development as well as ‘common zones’ in regard to language use, same interests, same clubs, and ‘secret’ stories shared exclusively among peers.

One emerging theme although not shared among the participants is worth discussing for its resonance and #MeToo effects, which is the power of language against bullying. L2 learning experience defined by Dörnyei (2019) as “perceived quality of the learners’ engagement with various aspects of the language learning process” (p. 19) and should be a positive one to fully activate and excel learner motivation. Nevertheless, the story of “13” illustrates how she was not able to join some sports at middle school and how she became a victim of “language bullying” due to ‘language barriers’:

I... back um in middle school, I really want to play soccer in middle school, but I couldn't play 'cause I didn't speak English. [...] That's why I didn't like... play any sports in middle school. Or like join or step or after school, do some clubs stuff like that 'cause I thought like I wasn't good enough. I thought if I go, there will be like “What? The student don't speak English”, how people you know, they judge before looking at you.

Peker (2020) also acknowledged English language learners (ELLs) tend to be the most exposed victims of both traditional and cyber-bullying because of their limited language

proficiency in responding to the bullies. This can have traumatized effects on not only the students' physical but also mental health, resulting in low self-esteem, identity loss, L2 learning anxiety, and poor academic performance, to name a few, while this group is trying to adapt to and then settle in a new country or community (Lim & Hoot, 2015; Nansel et al., 2001; Ushioda, 2011; Van der Wal, de Wit, & Hirasing, 2003). The findings of several studies (Nansil et al., 2001; Peker, 2020; Van de Wal et al., 2003) suggest ELLs became more aware of the 'language barriers' as a key factor of their bullying victimization, so they would feel highly motivated to improve their language skills as a way to tackle the issue, which aligns with what the present study discovered: "15" once being misjudged and mistreated shared it was when her English became better that she found a way to fight back against this form of bullying:

So, them like, quiet. 6th grade, I used to listen to them and ignore them. But now that I speak, like, more English, I understand everything, so I would be like something's wrong talking about me or talking about my other friends, I will talk back and be like "It's not right. Don't talk stuff like that".

AR technology and technology in general is a tool, not a panacea. The findings of the present study advocate the use of AR technology as an innovative medium to boost students' engagement and motivation, which contributes to a large body of literature on the topic (Brinson, 2017; Cadavieco, Goulão & Costales, 2012; Chang, Morreale, & Medicherla, 2010; Cheng & Tsai, 2014; Ji & Shin, 2019; Liu & Tsai, 2013; Singhal, Bagga, Goyal, & Saxena, 2012; for a review, see Le & Dinh, 2018; Khoshnevisan & Le, 2018; Wu, Lee, Chang, & Liang, 2013). These studies framed by Kress's (1997) Multimodality Theory suggest one of the affordances AR technology offers is the ability to augment the presentation of visual information through adding virtual features into the image and thus enhance meaning, which is also evidenced in the

present study when the students' digital visual representations (DVRs) helped both themselves and the audience gain a better understanding of their drawings. The AR app, which can be easily installed in mobile devices such as smart phones or tablets, is another advantage of this newly emergent technology (Liontas, 2020); however, for those who come from low socioeconomic families such as migrant and refugee students, although most of them possess mobile devices, not everyone has access to free Internet, which conversely turns to a challenge of not being able to make the best of the technology.

All of the students in my study were excited to learn about the new technology at first. Some struggled installing and operating its functions for a while, but later became used to navigating the app with timely guidance and support. This confirms some challenges AR technology is facing including technical issues, an overwhelming number of available AR apps for educators and students to choose from, as well as concerns pertaining to its usability, user-friendliness, and cognitive overload (Dunleavy, Dede, & Mitchell, 2009; Liontas, 2018; Wu et al., 2013). The scope of the present study is small ($N = 5$), so it was not particularly challenging to instruct and guide each student through the DVRs creation process. Nevertheless, implementing similar activity in a big class ($N > 10$) can raise another concern: teacher would find it hard to provide individual support and scaffolding to every single student in class (Wu et al., 2013). On behalf of the students, completing a multitask (when they need to switch their focus and attention back and forth with the app) can be an overwhelming experience, which results in gradual loss of their motivation and interest in the activity, a counter-effect of initial purpose of using AR app at first place, that is, to arouse students' interest and boost their motivation (Wu et al., 2013). Therefore, as one of the directors of the tutoring program suggested, AR-based activities need to be conducted with caution and adequate guidance, which

aligns with suggestions from other scholars (Dunleavy et al., 2009; Wu et al., 2013) focusing on pedagogical implications rather than technological possibilities. Lontas (2018) stressed that “digital learning, in all its electronic manifestations, will force many of us [as educators] to rethink the ways we teach and the ways our students learn across all learning areas and domains both locally and globally” (p. 16). AR technology and technology in general should be utilized as a tool to facilitate language learning and teaching, rather than a panacea or a ‘cure-all’ solution to every classroom problem or practice (Barack, 2018).

Implications

The implications made in this section are not only for ESOL teachers and educators but also for all practitioners, researchers, school administrators, program directors as “gate openers,” and everyone who cares about English language learners, particularly migrant and refugee ones. In order to better accommodate this group of students, we need to be 1) **C**ulturally responsive, 2) **A**ware, 3) **R**esourceful, and 4) **E**ncouraging. In short, all we need is to CARE in the first place. Then, we will have a closer look at each sub-section below to gain a clearer idea of what can be done to assist refugee students in both their academic and social life.

Culturally responsive. Refugee students carry along with them unique stories about who they are, where they come from, what leads them to flee their home country to a totally new place, what challenges they faced and continues to face in the new land, to name a few. Thus, being culturally responsive or being respectful to the students’ cultures is a key to create an inclusive and supporting learning environment for diverse populations (Wlodkowski & Ginsberg, 1995). Research on culturally responsive teaching (CRT) has indicated this approach has positive impacts on students’ learning attitudes and their academic performance. Specifically, implementing CRT strategies in the classroom can promote diversity, inclusivity,

and equity as well as enhance students' motivation when they notice their culture is valued among peers and teachers (Gay, 2000; Ladson-Billings, 1995; Phuntsog, 1998). Tomal (2007) further argued that understanding students' cultures is one of the effective ways to fully comprehend their self-motivation and gain their mutual trust when they feel like their stories and their cultures matter as "15" – a refugee student from Djibouti and Ethiopia shared:

If you don't understand, some of them do, like, they understand, it's like well, some people won't understand you if they've been through what you've been through I'm talking about is what teacher won't understand why probably they didn't know, they only know what's like in here, so like they won't feel what I'm feeling.

Here "15" claimed her teachers did not go through what she went through, so they could not feel or understand her situation. It is sad but true; however, although teachers cannot fully understand what the students had gone through, they can always try to put themselves in the students' shoes and get to know the students better through informal talks, brief surveys and/or Show and Tell fair when students have a chance to share their home countries and cultures. This way will create a bond between the teacher and each student as well as instill a mutual trust from both sides. Before helping the students bridge the gap between their actual and ideal L2 selves, it is critical to bridge the gap between the teacher and students through implementing appropriate CRT strategies in educational settings. Apart from CRT, there are other approaches and techniques proven to be meaningful to students' active engagement and language development teachers can take into consideration such as Communicative Language Teaching (CLT), Sheltered Instruction (SI), Total Physical Response (TPR), and Arts-Literacy Activities (ALA), to name a few. In a CLT-based learning environment, students are exposed to real-life communications with native speakers of English who can be their teachers, peers or actors from

authentic materials (e.g., TV shows, YouTube videos, etc.). This exposure is proven an important source of not only students' learning motivation but also their academic achievement in numerous studies (Cheng, 2015; Matsumoto, 2007; Wiyono, Gipayana, & Ruminiati, 2017). Within SI, Sheltered Instruction Observation Protocol (SIOP) offers a list of effective strategies to teach various contents integrated with the target language to English language learners (Macas, Fontes, Kephart, & Blume, 2013; Short, Fidelman, & Louguit, 2012). Research on paralinguistics, particularly on TPR, suggests this technique works well with all ELLs, especially those at the lower levels such as Pre-production (PP) and Early Production (EP) because it helps them engage in learning activities while reduce language anxiety as they still struggle with long complex sentences (Ofiaz, 2019; Zulpan, 2018). Collaboration and co-teaching, initially originated in Special Education, have also been implemented in general education for the best of ELs' academic outcomes while not making them feel isolated or the 'black sheep' of the class (Honigsfeld & Dove, 2010). Richards (2011) has suggested arts-literacy activities such as creating paint strips, drawing and taking photos as an age-appropriate way to encourage young learners to respond to literary texts in a meaningful and creative way, which makes their learning more enjoyable. Depending on needs analysis of the students, their language proficiency level, preferences, interests along with resources available, teachers can select the best approach for their class. Sometimes the best approach can be a mixed one or hybridity of various methods referred to as 'eclectic approach'. Some scholars such as Larser-Freeman (2000), Mellow (2000) and Brown (2002) have advocated 'principled eclecticism' in L2 education for it has proven effective in various contexts (Alharbi, 2017; Faust& Kandelshine-Waldman, 2011; Gao, 2011; Papadima, 2007; Sarifa, 2020). Yet it is the teachers' job to be critical, so it will not turn out to be a "*Frankenstein*" approach for their students.

Aware. Another key implication for teachers as “gate-openers” is to be aware and mindful of various factors affecting their students’ motivation, language development, as well as identity construction. First, although it is recommended to find out about student’s background, teachers need to be aware that their students, especially migrant and refugee ones, may have ‘experiences’ they are not yet comfortable sharing. These students had to flee their home countries with their families, and as a result, they may wish to leave all unpleasant memories behind. The best practice, therefore, is to be patient and understanding: these students need time to overcome the distressing experiences as well as build the trust needed that would permit them to share their stories. Additionally, the way the students perceive themselves at present and in the future is likely to change, and this change is mediated by various factors including their current interests, strengths and weaknesses, language preferences, alongside external factors such as parents’ expectations and learning experiences. Bearing in mind all these possible factors can help teachers better assist their students in setting specific and achievable learning goals as well as taking timely actions to reduce the gap between the self they would like to become (i.e., ideal L2 self) and the one they perceive themselves at present (i.e., actual L2 self). Goals play a key role in students’ academic and social life, so it is critical that teachers know how to instruct their students to set a goal that is not too easy nor too challenging. Similar to the idea of comprehensible input, that is, the content to be taught needs to be slightly above students’ current language level (Krashen, 1985). When the goal is attainable (i.e., the gap between their actual and ideal L2 self is not too significant), students are likely to feel more motivated and increase their effort in achieving the said goal.

Teachers also need to be aware that although refugee students are usually labeled as Students with Limited or Interrupted Formal Education (SLIFE), it does not mean they are not

smart enough to understand learning concepts or terminologies. Most of the students in this group demonstrate that they are able to solve the problems without fully comprehending every terminology in the questions. Another thing to take into consideration is various factors in play for second language acquisition. Students may have been in the new learning environment for the same length of time, but they still demonstrate different levels in SOLOM, at different stages of second language acquisition, and gaps between BICS and CALP. To tackle this matter, first teachers need to figure out the underlying reasons causing these gaps, so they can come up with the most appropriate intervention and differentiated instruction alongside personalized plan for each student. Given that refugee students' learning profiles vary in gender, age, proficiency level, learning styles and cultural backgrounds, differentiated instruction, defined as the way a teacher adjusts instruction and assessment to meet the needs of each student and address the diversity in classrooms (Tomlinson, 1999), can have positive impacts on personal motivation and linguistic development of this vulnerable group. These adjustments, as Tomlinson and Cunningham (2003) elaborated, continue being made based on how students interact with learning materials. Seating arrangement and location is also an important factor to bear in mind because where the students sit matter and influence their attention, contribution, as well as motivation (Fernandes, Huang, & Rinaldo, 2011).

Teachers also need to be aware of and take serious actions toward 'language bullying' because of its traumatizing long-term effects on the students' psychological development (Peker, 2020). Schools should be a place where every student feels safe and secured rather than terror and fear. Thus, it is the teachers that need to stand for their students and also teach them how to protect or defend against the bully in the right way in case they cannot receive help from the teachers or other people in a timely fashion. It is critical that teachers keep checking on the

victims to make sure their situation will not become worse as “15” – a used-to victim of this type of bullying – shared:

R: ... did your teacher know about that [bullying]?

“15”: Um um [shakes head]. No like, back in middle school, if you told peo, if you turn bully into the teacher, you actually get bullied more [...] ‘cause the teacher will do something to the student... like kick them out or like, get eyes set, but like you... the student will come back and still make fun of you tell everybody. So, now everybody student in that school against you somehow, I don’t know.

Resourceful. At all times, especially in times of uncertainty, teachers need to be resourceful, that is, to be adaptable to the unprecedented circumstances and able to come up with possible solutions to challenges in a timely manner. Resources may be limited, but resourceful teachers are those who will find out a way to adapt to the situation by compiling various sources or creating learning materials by themselves. Sometimes the resources are available, but it does not mean they are helpful without specific guidelines and/or proper accommodations. Take the bilingual dictionary as an example. When students are placed in an ESOL program, providing them with bilingual dictionary, which has both their native language (L1) and target language (L2) can help them look up the terms they do not know. Nevertheless, before giving them this type of resource, teachers need to make sure the students are biliterate in L1 and L2, that is, they are able to read and understand both languages. Even when they display their biliteracy, teachers also need to check whether they know how to use the dictionary effectively. Apart from a number of helpful instructional strategies suggested by Gregory and Burkman (2012) such as avoiding making assumptions, letting the students use their L1, and having them make connections between their heritage language and culture, Niño Santisteban (2014) noted that

being culturally responsive, developing a trusting teacher-student rapport, and taking students' interests into consideration in material selection and design are also crucial to boost learning motivation and accelerate literacy growth along with meaningful identity (re)formation of refugee learners.

With the advancements of modern technology, it is not challenging to find authentic materials and other technological tools to make teaching and learning more accessible and meaningful. Using multimedia aids (e.g., audio, video, images, etc.) is rapidly growing for they are proven to enhance learning by augmenting traditional text-only presentations in general (Mayer, 2002, 2014; Smith & Woody, 2000) as well as promote L2 vocabulary learning and reading comprehension in particular (Agca & Özdemir, 2013; Liontas, 2001; Solak & Cakir, 2015). However, technology should be considered a tool that aids teaching-and-learning, rather than a panacea or 'cure-all' solution to every problem. Indeed, it is the teachers that make the best out of available resources; thus, it is highly advisable that teachers be mindful and critical when integrating any technological tools or approaches into their classrooms.

Encouraging. From leaving the home country to moving from one camp to another one until settling in a new place is an arduous journey for everyone, particularly refugee populations. Receiving initial support would mean a lot to this group, which calls for the aid from certain support programs that can help those who just arrived adapt to the new environment such as teaching them not only language for survival so that they know how to get a job, book doctor's appointment, pay their bills, but also the host country's cultural norms so that they can overcome the culture shock. There is also a need for continued schooling for refugee students as the report of UNHCR (2019) has shown that those who received this type of support perform better than those who experienced interrupted formal education. Students express their appreciation to

teachers who are supportive and understanding, who gives them individual care and attention even in a big class, who do not press or rush the students if they respond slowly as it proves the students are processing the language through translating back and forth from L1 to L2 or they might be going through ‘silent period’, who recognize the effort the students had put into the work and provide them with positive reinforcement through praise/compliment. As ELLs including refugee students start learning a new language, they can feel discouraged by not being able to understand lessons or instructions. Providing students with encouraging words, praise, or rewards can help them feel positive about their learning experience. Most of the times, positive feedback can have tremendous impacts on students’ self-esteem and self-motivation, and it will become one of the moments the students never forget in their life (Droe, 2013; Harbelin, 2017).

In a world full of scattered lives and broken hearts, let us build bridges, not walls as depicted in Figure 29. As the world fights, we CARE. Firstly, care means we are Culturally responsive, willing to learn from and relate respectfully with people of our own culture as well as those from other cultures (Gay, 2000). Secondly, be Aware that refugee students may have ‘experience’ they are not comfortable sharing. To unlock their ‘past-luggage’ requires time and mutual trust. Thirdly, learn to be Resourceful. We may have limited access to resources for this population, but we can make use of what we have through doing research, seeking help from colleagues, and collaborating with the others. Lastly, be Encouraging by providing continuous support for refugee students to guide them to a better and brighter future.



Figure 29. ‘CARE’ illustration – What we can do to support refugee students’ academic and personal development.

Limitations and Suggestions for Future Research

There are several limitations of the present study I need to address. First, my interpretations of the students’ drawings and corresponding written descriptions may not exactly reflect what they wanted to express. Students, especially those with limited language proficiency level, may find it challenging to talk about their visual representations in order to confirm my interpretations. Even though visual arts-based research can provide an alternative way for these students to express themselves, not every student is comfortable drawing or taking photographs. Therefore, future research might consider adopting a hybridity of traditional qualitative methods (e.g., interview and observation) and other new qualitative approaches (e.g., narrative, poetic inquiry, music as inquiry, dance and movement as inquiry, etc.).

Second, the study is limited to the stories the students wanted to share. Refugee students go through different and unique lived experiences, but concerning the time constraint of the study, I was only able to listen to some of their stories and experiences. In addition, learning about the students' history was critical, yet I noticed that not all the students were willing to share their past experiences. More detailed information about the students' history occurred in our informal conversations during tutoring sessions, but it was inadequate to fully understand part of their past. Having students feel comfortable enough to share their stories, particular unpleasant ones, requires copious investments of time and effort, and the building of mutual trust notwithstanding. Attaining such ends may well be feasible through a longitudinal study with the same participants and over a longer period of time than the 10-week period applied in the present study. Additionally, I had my own interpretations when viewing the students' artwork based on my personal perceptions and experiences. What I considered important in their drawings and writings may well not be their main point of view. I also need to acknowledge hermeneutic considerations, which posits that other researchers may interpret the data differently than I have because of differences in experiences and world views.

Third, one of the main limitations of conducting qualitative study is the researcher's bias. In essence, I had my own biases toward the study's participants as I was their tutor. I may have constructed certain opinions toward my students during the time I tutored them. As a result, I may be unable to maintain 'fresh eyes' in the data analysis procedure. Even though I tried not to interfere much in the students' production time, our oral interactions in the pre-drawing and post-drawing may have influenced the way they portrayed themselves (i.e., actual-, ideal-, and ought-to L2 self) and other topics (i.e., language profile tree, peak learning experience). In other scenarios, the students could have created different drawings had I changed the study materials

or my instructional support, or had they worked with other tutors/volunteers. Another concern is that the students may have withheld information or have memory lapses, distortions, or both about their past experiences owing to their unstable living conditions and disrupted schooling, which, in turn, could distort the trustworthiness of the study here reported. The participation of siblings (the case of “13”-“15” and ReyRey-Rafeal) in the study somehow helped to minimize this limitation through member-check, but future studies could also be conducted with other close student networks such as family members, friends, and classmates to ensure all provided information is accurate to the extend possible. Further, regarding the nuanced relationship between the student’s native language (L1), the target language (L2), and the motivational facets (ideal and ought-to L2 selves), future research is needed to shed additional light on the topic.

Last, due to limited timeframe of the present study, there are still questions left unanswered, which opens limitless opportunities for future research on the topic. The questions are listed as follows in no particular order of the importance:

- In what ways do refugee students at different levels (e.g., elementary, tertiary) describe their learning goals, L2 motivational facets, and learning experiences through visual arts? What stories are told through other forms of arts (e.g., dance, music, theatrical performance)?
- In what language skills can AR technology help refugee students the most? Is there a correlation between AR intervention and the students’ motivation? Is there a correlation between AR intervention and the students’ linguistic development? Is there a correlation between AR intervention and the students’ academic performance?
- When refugee students have multiple ideal L2 self visions, which factors will determine their ideal L2 self orientation?

- When refugee students have multiple ought-to L2 self visions, which factors will determine their ought-to L2 self orientation? Does the student's ideal L2 self always prevail over the ought-to L2 self?
- How do positive learning experience, negative learning experience, and peak learning experience affect refugee students' L2 learning? Which learning experience has the most significant impacts?
- Do the ways refugee students' family members (e.g., parents, siblings, guardians) perceive their L2 motivational selves influence the way refugee students perceive their own motivational selves? If yes, in what ways? Who will have the most influential impacts on the students' self-perceptions?
- Do refugee students' L2 motivational selves change over time? If yes, in what ways? What factors determine the changes? Do their actual L2 selves change as their ideal L2 selves change? Do their actual L2 selves change as their ought-to L2 selves change? Do their ideal L2 selves change as their ought-to L2 selves change and vice versa?

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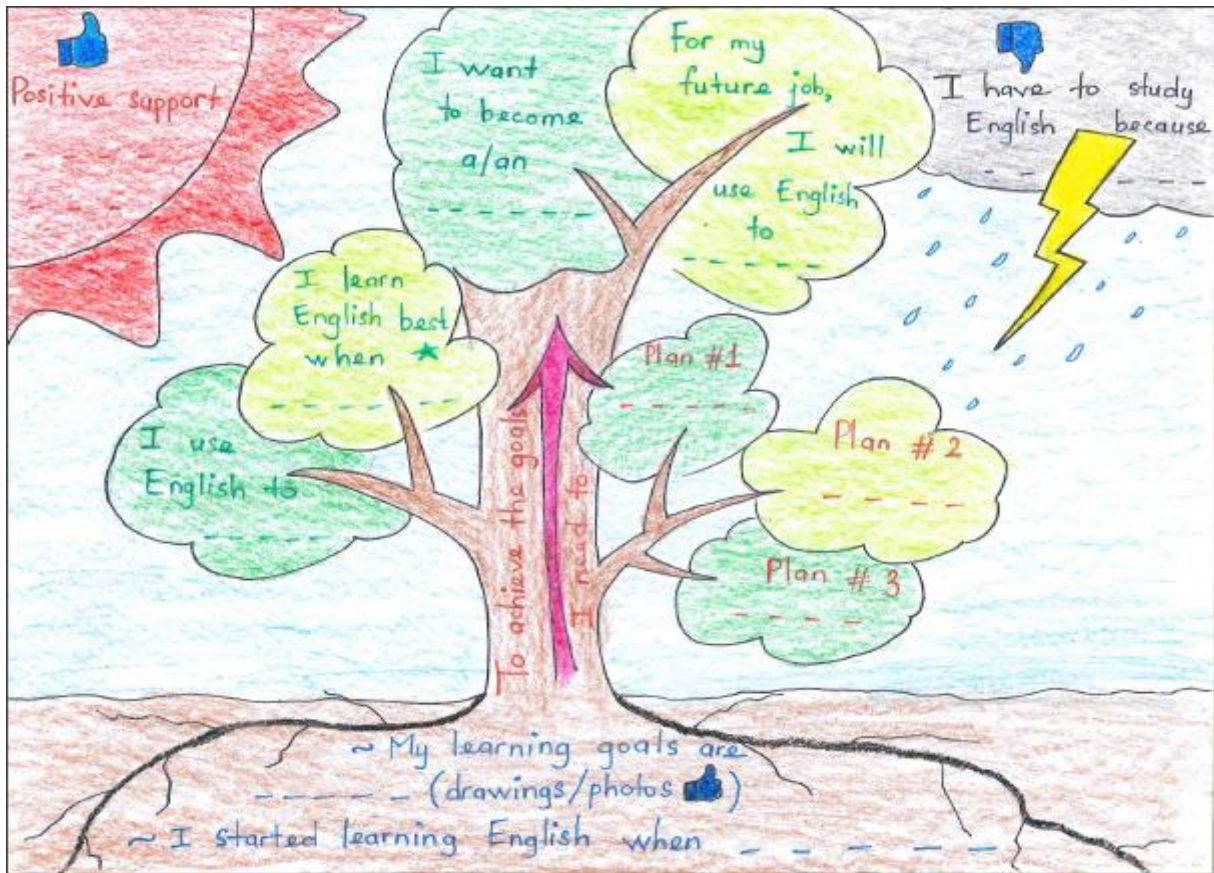
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APPENDICES

Appendix A: The Language Profile Tree Illustration



Appendix B: Image Guide



Appendix C: IRB Protocol

Exploring Refugee Students' Second Language (L2) Motivational Selves through

Digital Visual Representations

Nhu Le

Version #2

Date: 03/05/2019

1. Rationale for the Study

While the 'travel ban' immigration executive order under President Trump administration is still a 'hot-button' issue, the United States maintains the largest host country of resettled refugees and the second largest one of Syrian refugees in the United Nations High Commissioner on Refugees (UNHCR) system (Khurma, 2017). Apart from emotional struggles, refugee students also face 'language barriers' when they move to a new country (Dryden-Peterson, 2015; Lee & Walsh, 2015). Accessible forms of literacy and practical strategies can help this vulnerable group bridge the gaps in their skills and knowledge (Arizpe, Bagelman, Devlin, Farrell, & McAdam, 2014). Second language (L2) motivation also plays a critical role in students' academic success (Deci & Ryan, 2000; Dörnyei, 2009; Gardner, 1985). Research on motivational factors within this population, however, is overlooked. Therefore, the current study aims to explore how a group of high school refugee students (ages 14 to 19) perceive their L2 selves in various learning settings, that is, at their schools and in the tutoring after-school program through technology enhanced visual representations. Visual arts have proven effective to let learners express their inner thoughts and feelings, especially for those who struggle to articulate (Gipe & Richards, 2019; Leavy, 2015). Further, augmented reality (AR) technology has opened multiple potentials to enhance the traditional visual representations, which allows learners display their ideas in a clear and realistic way (For a review, see Le & Dinh, 2018).

2. Background Information

2.1. Dörnyei's L2 Motivational Self System

Generally, the L2 motivational self system consists of three core components: a) the learner's internal desires, b) the social pressures from the learner's social environment, and c) the learning experiences. Dörnyei (2009) specified it as: the ideal L2 self (i.e., the learner's aspirations and goals he/she would like to achieve), the ought-to L2 self (i.e., a product of learner's obligations and expectations from the social environment), and the L2 learning experience (i.e., external factors such as teachers, peers, and classroom environment). Of the three elements, the ideal L2 self is a powerful motivator to learn L2 as it portrays the "learner's desire to reduce discrepancy between his/her actual and ideal self" (Dörnyei, 2009, p. 29). The ought-to L2 self, on the other hand, shares similarities with the instrumental/extrinsic motivation in that it reflects the social pressure (e.g., disappointing one's parents, failing exams, losing prestigious jobs) on the learner's self preferences (Dörnyei, 2009). All three elements in Dörnyei's L2 motivational self system plays a key role in L2 learners' language learning and development.

2.2. Dual Coding Theory

Dual coding theory explains the powerful effect mental imagery has on human memory. It posits cognition involves the activity of two separate albeit interconnected processing codes or systems: a) a verbal system that deals with linguistic objects and events, and b) a nonverbal system that deals with nonlinguistic objects and events, in the form of mental images (Clark & Paivio, 1991). A large body of research has supported the theory as it proves the simultaneous utilization of both codes (i.e., audio and visual information) can lead to better retention of the learned contents (Baker, 2015; Falter-Thomas & Lenox, 2014). Indeed, images can have a profound impact on

interpretations of personal experiences, life choices, and meaning-making of daily phenomena (Falter-Thomas & Lenox, 2014; Gipe & Richards, 2019).

2.3. Multimodality Theory

Multimodality is a social semiotic approach to contemporary communication (Kress, 2010).

Students engage in socialization processes through their life experiences that convey unique social norms and values (Kress, 2010). They then construct knowledge about these norms and values through multimodal forms of expression and meaning-making processes (Hodge & Kress, 1988). Dual coding theory complements multimodality theory because “both verbal and nonverbal experiences can occur in different sensory modalities, including vision, hearing, and touch in the case of language, and all five senses in the case of mental images” (Falter-Thomas & Lenox, 2014, p. 17). Mayer (2014) proposed 12 principles of multimedia learning as a helpful instructional guideline for material design and development to reduce learners’ cognitive overload and thus promote better learning outcomes.

3. Research Questions

The *A Priori* research questions that will guide my inquiry are:

- (1) What learning goals do five middle and high school refugee students express through their visual representations (e.g., drawings, visual maps, photographs)?
- (2) In what ways do these students portray their actual, ideal, and ought-to second language (L2) selves?
- (3) What peak learning experiences in their schools and in their tutoring sessions do these students express through their visual representations?
- (4) In what ways does augmented reality (AR) technology enhance students’ visual representations?

4. Study Design

In this study, I will use *arts-based research* (ABR) to explore how high school refugee students visualize their learning experiences and L2 selves. Arts-literacy activities encourage students to respond to literary texts in a meaningful and creative way, which makes their learning more enjoyable, especially for those with limited literacy (Gipe & Richards, 2019). Quantitative and qualitative methods such as interviews have widely been utilized to measure three elements of Dörnyei's L2 motivational self system. I propose to employ ABR as an innovative way not only to let the students express their thoughts and feelings regardless of 'language barriers' but also to get a profound image of their inner minds.

5. Sample Size

I plan to recruit three high school students to participate in the study. The participants' ages range from 14 to 19 and they come from diverse countries such as Syria, Iraq, Yemen, and Ethiopia. All of them attend the tutoring after-school program and have limited knowledge of English literacy, so they join the program to develop their literacy skills and improve academic performances at school. They also live with their legal parents and go to schools in Hillsborough County area.

6. Study Population

Tutoring conducted with refugee students used to take place off-campus, but it is presently being held in SOC 27 every Monday (4:45 - 6:45 PM) and EDU 416 every Wednesday (5-7 PM) at USF. The program is being run by WOKE Inc., a non-profit organization. There are about 10-12 tutors working with the students to help them with schoolwork and/or doing activities to enhance their literacy (e.g., learning with flashcards, learning through games, etc.). The site has become a main resettlement area for several groups of refugees, mainly from the Middle East (e.g., Syria),

Asia (e.g., Burma), and African countries (e.g., Congo, Ethiopia, Somalia). Some students from tutoring program also take part in soccer training and games every Friday evening (7-9 PM) and Sunday morning (9-11 AM).

The inclusion criteria include:

- Ages from 14 to 19 years old;
- Limited English literacy;
- Live with legal parents; and
- Regular tutees at the tutoring site.

The exclusion criteria include:

- Ages below 14 or over 19 years old;
- Do not need support in English literacy;
- Under the care of temporary legal guardians; and
- Do not attend tutoring sessions regularly.

7. Expected Results

Regarding expected results, I first hope the findings of the study will show that visual representations reflect the students' learning goals and objectives, along with other factors impacting their learning such as positive support they receive from school, family, and tutoring program as well as challenges or obstacles that can demotivate these students. I also hope to better understand how the students envisioned themselves in the future through their self portraits of their various L2 selves. These goals may or may not correlate with their current proficiency level and academic performances, but vivid visions of their possible future L2 selves can help bridge the gaps between their current level and their future one. In other words, when L2 learners have a bright self-image of how successful they will be in learning or using English

in the future, this vision can serve as a powerful motivator to achieve that reality and reduce the discrepancy between their actual and ideal L2 selves. Apart from these L2 self visions, students' peak learning experiences that show the moments they learn the most at various settings can also play a key role in boosting L2 motivation and academic performances. Second, the study includes activities that require students to list their learning goals and devise practical action plans to reach those goals. Learning about students' goals and their action plans can provide teachers, tutors, and families with clear ideas on how to accommodate their needs and assist them to accomplish their goals. Last, AR technology can help enhance the quality and understanding of the students' artwork. By letting the students choose the digital videos to embed to their visual products, it can also provide them an opportunity to take charge of their own learning and be more creative in creating the artwork to express themselves.

8. Study Staff

Principal Investigator: Nhu Le

Faculty Advisor: Dr. John I. Liontas

9. Conflict of Interest Statement

Although I am employed by USF Teaching & Learning Department, the tutoring program that I am attending is being run by a non-USF organization. Thus, my job responsibilities should not interfere my research responsibilities.

10. Potential Risks to the Subjects

There is no potential risk to the research participants. Steps are carefully taken to minimize any potential risks:

- The tutoring takes place in a secure site on campus;
- Consent forms are obtained from the tutees' parents before the study is conducted;

- Pseudonyms are used to protect the participants' identities;
- Supportive and comfortable learning environment is created. Students are encouraged to express their ideas and feelings through the visual presentations (e.g., drawing, photograph, or graphic journal) they feel comfortable with the most; and
- Participants can withdraw from the study anytime they would like to.

Confidentiality: Even if we publish the findings from this study, we will keep the study information private and confidential. Anyone with the authority to look at the records must keep them confidential.

11. Experimental Procedures

I plan to collect data during Fall 2019. I will obtain the consent forms from the students' parents once I receive the approval of Institutional Review Board (IRB) for the study. Data for the study will be: a) students' visual representations (e.g., drawings, visual maps, and photographs), b) online images and videos, c) observation field notes, and d) informal talks/interviews during tutoring.

At our initial meeting, I will ask the students some basic questions to learn about their families, hobbies, schooling, and learning goals. The eliciting question is "What is your goal of learning English?" I will ask them to visualize the goals through any way they find the most comfortable with, either draw or select suitable images online. In three consecutive meetings, I will ask the students to portray their current, ideal and ought-to L2 selves through their preferred method. During the whole semester, I will also ask them to express their perceptions of learning experiences at their schools and in tutoring program settings through visual representations. The eliciting questions include "What do you like most about school/tutoring?" "What do you not like about school/tutoring?" "Where do you use English most?" The visual map helps guide the

students complete the tasks. The students are also encouraged to select relevant online images and videos to complement their visual representations. Lastly, I will introduce them about augmented reality (AR) technology and instruct them how to create their own AR enhanced visual representations.

12. Potential Benefits to the Subjects

By agreeing to participate in the study, the refugee students, especially those who struggle to articulate in English, find another way (i.e., through visual representations) to express themselves. They are given opportunities to draw or choose images about what they love and care, such as their own portraits, hobbies, and favorite learning places in/out of school settings, their dream jobs. They are also encouraged write and talk about their artwork, which helps support their literacy development. It is hoped the participants not only get more motivated to language learning, but their literacy skills develop over time to be fully prepared for their college life and future career. Further, oral interactions help build the students' self-confidence and social skills. The participants are also introduced to a number of free learning materials suitable to their ages and proficiency levels available in the program.

13. Human Subjects Considerations

I attend the tutoring after-school program for refugee students twice per week. At the beginning of my study (also the start of the semester), I will ask the program administrators/directors to distribute the USF IRB approved study team recruitment materials and parental permission consent forms to potential participants. I will meet with potential participants and their parents at one of the tutoring meetings to collect signed consent forms. Parents of the 14-17 year-old students will complete parental permission consent and the 14-17 year-old students will complete written assent by themselves. Individuals ages 18-19 years old will complete their own written

adult consent document. As language could be a barrier, I will provide the parents and student participants with informative visual aid pamphlet. The parents and student participants also receive the consent form translated in their native language (i.e., Arabic).

All the information about the study is stated clearly in the consent form. The students' real names along with other relevant information will not be revealed under any circumstances. To maintain the participants' privacy and confidentiality, pseudonyms will be used, and data (i.e., photos of students' drawings and writings, audio recordings, transcripts of the oral interactions) will be stored in a secure network computer located in my TA office (EDU 302P) on USF campus. Research data will be stored for a minimum of 5 years following the final report of the study. Information in the students' visual representations, written and verbal descriptions that can reveal the students' identities will be covered or changed with appropriate pseudonyms. The participants have the right to withdraw from the study anytime they would like to. The collected data will be deleted as the wish of the participants as well.


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IRB's Approval Documents

 IRB



eIRB: Study Approved Inbox x

 **rsch-arc@usf.edu**
to me



IRB Study Approved


To: **Nhu Le**

RE: **Refugee Students' L2 Selves**

PI: [Nhu Le](#)

Link: [Pro00036638](#)

You are receiving this notification because the above listed study has received approval letter by navigating to the project workspace by clicking the Link :

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Pro00036638: Refugee Students' L2 Selves

Principal Investigator: Nhu Le
Submission type: Initial Study
Primary contact:
PI proxies: John Lontas
ARC study: Pro00036638

IRB office: IRB 1
IRB coordinator: Andi Encinas
Regulatory authority: 2018 Requirements
Risk level: No greater than minimal risk

Annual Disclosure Past Due



History Funding Contacts Documents Follow-on Submissions Reviews Snapshots

Filter by  **Activity** ▾ Enter text to search for  [+ Add Filter](#) [X Clear All](#)

No data to display.

Appendix D: IRB Parent Permission Form



Parental Permission for a Child to Participate in Research

Information for parents to consider before allowing your child to take part in this research study

Title: Exploring Refugee Students' Schooling Experiences and Motivational Second Language (L2) Selves through Digital Visual Representations

Pro # 00036638

Overview: We are asking you to allow your child to take part in a research study. The following information is being presented to help you and your child decide whether or not your child should participate in a research study. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

When we use the term “you” in this document, we are referring to your child.

Study Staff: This study is being led by Nhu Le who is a doctoral student at University of South Florida. This person is called the Principal Investigator. She is being guided in this research by Dr. John I. Liontas. Other approved research staff may act on behalf of the Principal Investigator.

Study Details: This study is being conducted at classrooms in Education Building and Social Sciences Building of University of South Florida. The purpose of the study is to explore how a group of high school refugee students (ages 14 to 19) perceive their present and future selves in various learning settings, that is, at their schools and in the tutoring after-school program through technology enhanced visual representations. The participants will be asked to draw/take pictures of themselves and their learning environments during 10 weeks of tutoring. They will also be asked to describe their drawings/photographs in an informal 15-minute conversation with the Principal Investigator. Additionally, the participants will be guided to select relevant videos on YouTube to illustrate their ideal jobs in the future and utilize the videos to talk about their dream jobs.

Participants: You are being asked to take part because you attend tutoring sessions one to two times per week and you seek help with schoolwork, language support, and career orientation after graduation from high school.

Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start. Your decision to participate or not to participate will not affect your student status, course grade, recommendations, or access to future courses or training opportunities.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. There is no cost to participate. This research is considered minimal risk. Minimal risk means that study risks are the same as the risks you face in daily life.

Confidentiality: Even if we publish the findings from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

Why are you being asked to take part?

You are being asked to take part in the study because you attend the tutoring program every week and you need assistance with your schoolwork.

Study Procedures:

The study will be take place at classrooms in Education Building and Social Sciences Building. You will be asked to participate in 10 visits/tutoring sessions which will take about 15 minutes. The total amount of time you will be asked to volunteer for this study is 150 minutes over the next three months. At each visit, you will be asked to:

- Draw pictures of yourselves at the present and in the future with the following guiding questions “Draw yourself now” and “Draw yourself in 5 years”.
- Take photos of your learning environments (at schools and during tutoring sessions) with the following guiding questions “What do you like most about your school/tutoring?” and “What do you not like about your school/tutoring?”.
- Describe your pictures and photographs with the following question: “Can you describe your pictures/photos to me?”. Your responses will be audio-recorded. By agreeing to take part in the study, you also agree to be the recording. The recordings will be stored in a secured computer in my office and only I will be able to get access to the files. Your real names and other identifiable information will be changed to protect your identity. The recordings will be maintained for a minimum of 5 years following the final report of the study.
- Select relevant images and videos from the Internet to describe your future jobs.

Total Number of Participants

About three individuals will take part in this study at USF.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study.

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to participate or not to participate will not affect your student status (course grade).

Benefits

The potential benefits of participating in this research study include:

- The participants, especially those who struggle to articulate in English, find another way (i.e., through visual representations) to express themselves;
- The participants are also encouraged to write and talk about their artwork, which helps support their literacy development;
- The participants not only get more motivated to language learning through their visual representations portraying their learning goals and dream jobs, but their literacy skills also develop over time to help them fully prepared for their college life and future career;
- Oral interactions during the interviews help build the participants' self-confidence and social skills.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will not be compensated for your participation.

Costs

It will not cost you anything to take part in the study.

Privacy and Confidentiality

We will do our best to keep your records private and confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Certain people may need to see your study records. These individuals include:

- The research team, including the Principal Investigator and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.
- The USF Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, and staff in USF Research Integrity and Compliance.

Your information or samples collected as part of the research, even if identifiers are removed, will NOT be used or distributed for future research studies.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

You can get the answers to your questions, concerns, or complaints.

If you have any questions, concerns or complaints about this study, call Nhu Le at 813-652-9013. If you have questions about your rights, complaints, or issues as a person taking part in this study, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Consent for My Child to Participate in this Research Study

I freely give my permission to let my child take part in this study. I understand that by signing this form I am agreeing to let my child take part in research. I have received a signed copy of this form to take with me.

Signature of **Parent** of Child Taking Part in Study

Date

Printed Name of **Parent** of Child Taking Part in Study

Printed Name of the **Child** Taking Part in Study

Statement of Person Obtaining Informed Consent and Research Authorization

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research participant speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research participant has provided legally effective informed consent.

Signature of Person Obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent

Appendix E: IRB Child Written Assent Form



Assent of Children to Participate in Research

Pro # 00036638

Title of study: Exploring Refugee Students' Schooling Experiences and Motivational Second Language (L2) Selves through Digital Visual Representations

Why am I being asked to take part in this research?

You are being asked to take part in a research study about your schooling experiences and your goals of learning English. You are being asked to take part in this research study because you attend the tutoring sessions every week. If you take part in this study, you will be one of about three people at this site.

Who is doing this study?

The person in charge of this study is Nhu Le. She is being guided in this research by Dr. John I. Liontas. However, other research staff may be involved and can act on behalf of the person in charge.

What is the purpose of this study?

By doing this study, we hope to learn how a group of high school refugee students (ages 14 to 19) perceive their present and future selves in various learning settings, that is, at their schools and in the tutoring program through technology enhanced visual representations.

Where is the study going to take place and how long will it last?

The study will be take place at classrooms in Education Building and Social Sciences Building. You will be asked to participate in 10 visits/tutoring sessions which will take about 15 minutes. The total amount of time you will be asked to volunteer for this study is 150 minutes over the next three months.

What will you be asked to do?

- You will be asked to draw pictures of yourselves at the present and in the future.
- You will be asked to take photos of your learning environments (at schools and during tutoring sessions).
- You will be asked to describe your pictures and photographs.
- You will be asked to select relevant images and videos from the Internet to describe your future jobs.

What things might happen if you participate?

To the best of our knowledge, your participation in this study will not harm you.

Is there benefit to me for participating?

The potential benefits of participating in this research study include:

- You can find another way (i.e., through visual representations) to express yourself;
- You are also encouraged write and talk about your artwork, which helps support your literacy development;
- You can not only get more motivated to language learning through your visual representations portraying your learning goals and dream jobs, but your literacy skills also develop over time to help you be fully prepared for your college life and future career;
- Oral interactions during the interviews help build your self-confidence and social skills.

What other choices do I have if I do not participate?

You do not have to participate in this research study.

Do I have to take part in this study?

You should talk with your parents or guardian and others about taking part in this research study.

If you do not want to take part in the study, that is your decision. You should take part in this study because you want to volunteer.

Will I receive any compensation for taking part in this study?

You will not receive any compensation for taking part in this study.

Who will see the information about me?

We will share your information with your parents and tutors so that they can better help you.

Can I change my mind and quit?

If you decide to take part in the study you still have the right to change your mind later. No one will think badly of you if you decide to stop participating. Also, the people who are running this study may need for you to stop. If this happens, they will tell you when to stop and why.

What if I have questions?

You can ask questions about this study at any time. You can talk with your parents, guardian or other adults about this study. You can talk with the person who is asking you to volunteer by calling Nhu Le at 813-652-9013. If you think of other questions later, you can ask them. If you have questions about your rights as a research participant you can also call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Assent to Participate

I understand what the person conducting this study is asking me to do. I have thought about this and agree to take part in this study. I have been given a copy of this form.

Name of person agreeing to take part in the study

Date

Signature of child agreeing to take part in the study:

Printed name & Signature of person providing
Information (assent) to subject

Date

Appendix F: IRB Adult Consent Form



Informed Consent to Participate in Research Involving Minimal Risk

Information to Consider Before Taking Part in this Research Study

Title: Exploring Refugee Students' Schooling Experiences and Motivational Second Language (L2) Selves through Digital Visual Representations
Pro # 00036638

Overview: You are being asked to take part in a research study. The information in this document should help you to decide if you would like to participate. The sections in this Overview provide the basic information about the study. More detailed information is provided in the remainder of the document.

Study Staff: This study is being led by Nhu Le who is a doctoral student at University of South Florida. This person is called the Principal Investigator. She is being guided in this research by Dr. John I. Liontas. Other approved research staff may act on behalf of the Principal Investigator.

Study Details: This study is being conducted at classrooms in Education Building and Social Sciences Building of University of South Florida. The purpose of the study is to explore how a group of high school refugee students (ages 14 to 19) perceive their present and future selves in various learning settings, that is, at their schools and in the tutoring after-school program through technology enhanced visual representations. The participants will be asked to draw/take pictures of themselves and their learning environments during 10 weeks of tutoring. They will also be asked to describe their drawings/photographs in an informal 15-minute conversation with the Principal Investigator. Additionally, the participants will be guided to select relevant videos on YouTube to illustrate their ideal jobs in the future and utilize the videos to talk about their dream jobs.

Participants: You are being asked to take part because you attend tutoring sessions one to two times per week and you seek help with schoolwork, language support, and career orientation after graduation from high school.

Voluntary Participation: Your participation is voluntary. You do not have to participate and may stop your participation at any time. There will be no penalties or loss of benefits or opportunities if you do not participate or decide to stop once you start. Your decision to participate or not to participate will not affect your student status, course grade, recommendations, or access to future courses or training opportunities.

Benefits, Compensation, and Risk: We do not know if you will receive any benefit from your participation. There is no cost to participate. This research is considered minimal risk.

Minimal risk means that study risks are the same as the risks you face in daily life.

Confidentiality: Even if we publish the findings from this study, we will keep your study information private and confidential. Anyone with the authority to look at your records must keep them confidential.

Why are you being asked to take part?

You are being asked to take part in the study because you attend the tutoring program every week and you need assistance with your schoolwork.

Study Procedures:

The study will be take place at classrooms in Education Building and Social Sciences Building. You will be asked to participate in 10 visits/tutoring sessions which will take about 15 minutes. The total amount of time you will be asked to volunteer for this study is 150 minutes over the next three months. At each visit, you will be asked to:

- Draw pictures of yourselves at the present and in the future with the following guiding questions “Draw yourself now” and “Draw yourself in 5 years”.
- Take photos of your learning environments (at schools and during tutoring sessions) with the following guiding questions “What do you like most about your school/tutoring?” and “What do you not like about your school/tutoring?”.
- Describe your pictures and photographs with the following question: “Can you describe your pictures/photos to me?”. Your responses will be audio-recorded. By agreeing to take part in the study, you also agree to be the recording. The recordings will be stored in a secured computer in my office and only I will be able to get access to the files. Your real names and other identifiable information will be changed to protect your identity. The recordings will be maintained for a minimum of 5 years following the final report of the study.
- Select relevant images and videos from the Internet to describe your future jobs.

Total Number of Participants

About three individuals will take part in this study at USF.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study.

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to participate or not to participate will not affect your student status (course grade).

Benefits

The potential benefits of participating in this research study include:

- The participants, especially those who struggle to articulate in English, find another way (i.e., through visual representations) to express themselves;
- The participants are also encouraged to write and talk about their artwork, which helps support their literacy development;
- The participants not only get more motivated to language learning through their visual representations portraying their learning goals and dream jobs, but their literacy skills also develop over time to help them be fully prepared for their college life and future career;
- Oral interactions during the interviews help build the participants' self-confidence and social skills.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will not be compensated for your participation.

Costs

It will not cost you anything to take part in the study.

Privacy and Confidentiality

We will do our best to keep your records private and confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Certain people may need to see your study records. These individuals include:

- The research team, including the Principal Investigator and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.
- The USF Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, and staff in USF Research Integrity and Compliance.

Your information or samples collected as part of the research, even if identifiers are removed, will NOT be used or distributed for future research studies.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

You can get the answers to your questions, concerns, or complaints.

If you have any questions, concerns or complaints about this study, call Nhu Le at 813-652-9013. If you have questions about your rights, complaints, or issues as a person taking part in this study, call the USF IRB at (813) 974-5638 or contact by email at RSCH-IRB@usf.edu.

Consent to Take Part in Research

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent and Research Authorization

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research participant speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research participant has provided legally effective informed consent.

Signature of Person Obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent

Appendix G: Student Participants' SOLOM

Table A1. SOLOM Teacher Observation Scale.

SOLOM (Student Oral Language Observation Matrix) Teacher Observation Scale					
Student's Name:		Grade:		Date(s):	
Language Rated:		Teacher:		Total Score(s):	
School:					
	A. Comprehension	B. Fluency	C. Vocabulary	D. Pronunciation	E. Grammar
1	Cannot be said to understand even simple conversation.	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself/herself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.
Score					

Table A2. MC's SOLOM Evaluation and Score.

Areas	Justification	Score
<i>Comprehension</i>	Most of the times MC had difficulty understanding what was being said or asked.	2
<i>Fluency</i>	MC hesitated and paused frequently in most of the responses.	2
<i>Vocabulary</i>	MC understood basic simple words, had limited vocabulary bank, and used gestures to explain certain words.	2
<i>Pronunciation</i>	It was hard to figure out what MC was saying because of his thick accent and poor pronunciation. He mainly struggled with these particular sounds [θ, ʃ, tʃ, s], especially final sounds.	2
<i>Grammar</i>	MC mostly made grammatical errors that he might not be aware of such as correct verb tense use and subject-verb agreement.	2
Total: (Level I – Beginning)		10/25

Table A3. “13’s” SOLOM Evaluation and Score.

Areas	Justification	Score
<i>Comprehension</i>	“13” mostly understood what was being said at slow speed and sometimes with repetition and visual aids. Nevertheless, she occasionally misunderstood what was being said without explanation or clarification.	3
<i>Fluency</i>	“13” paused occasionally in her responses to look for right words to express herself.	3
<i>Vocabulary</i>	“13’s” vocabulary was limited; she mainly gave very short responses; most of the time, she misused words such as ‘somewhere that’ and ‘to put my art class up’.	2
<i>Pronunciation</i>	It was quite easy to understand “13” pronunciation as she tried to speak loud and clearly. However, there were cases in which her accent and mispronunciation led to misunderstanding.	3
<i>Grammar</i>	“13” mainly used only simple present tenses in her responses, which resulted in her incorrect use of verb and tense when she was talking about things happened in the past or will happen in the future.	2
Total: (Level II – Low Intermediate)		13/25

Table A4. “15’s” SOLOM Evaluation and Score.

Areas	Justification	Score
<i>Comprehension</i>	“15” understood what was being said at normal speed without difficulties although there were a few times she asked for repetition perhaps because she did not pay full attention.	4
<i>Fluency</i>	“15” responded to my questions at normal speed with almost no or few pauses to search for the right words or way to express ideas or opinions.	4
<i>Vocabulary</i>	“15” rarely misused words during communication; however, her vocabulary seemed inadequate compared to her current grade level.	3
<i>Pronunciation</i>	Despite her accent and a few improper stresses on certain words, “15” was able to enunciate her thoughts clearly and loudly.	4
<i>Grammar</i>	“15” used various structures (e.g., simple, complex, and compound sentences) to express herself. However, her only use of simple tense verbs resulted in some grammatical errors, which obscured meaning.	3
Total: (Level II – High Intermediate)		18/25

Table A5. Rafeal's SOLOM Evaluation and Score.

Areas	Justification	Score
<i>Comprehension</i>	Rafeal understood most of what was being said, but sometimes full understanding required repetition and/or clarification.	3
<i>Fluency</i>	Rafeal frequently pauses to search for right words or ways to express his thoughts.	3
<i>Vocabulary</i>	Rafeal's vocabulary seemed inadequate compared to his current grade level. He occasionally misused certain words such as patient as an adjective versus patient as a noun.	3
<i>Pronunciation</i>	Most of the times Rafeal's strong accent and soft voice led to misunderstanding. He also frequently omitted the final sounds of the words when needed.	3
<i>Grammar</i>	Rafeal occasionally messed up tenses in her responses, which obstructed meaning and understanding of the message.	3
Total: (Level II – Intermediate)		15/25

Table A6. ReyRey's SOLOM Evaluation and Score.

Areas	Justification	Score
<i>Comprehension</i>	ReyRey understood what was being said at normal speed although she required repetition or clarification a few times to make sure she fully grasped the questions.	4
<i>Fluency</i>	ReyRey responded clearly and fluently with proper use of empty linkers such as um, you know, etc. Nevertheless, her overuse of certain empty linkers such as 'stuff like that' had a negative impact on her fluency.	4
<i>Vocabulary</i>	ReyRey demonstrated proper vocabulary use; however, her lexical repertoire seemed inadequate compared to her current grade level (e.g., she misused the word 'portfolio' instead of 'portrait').	3
<i>Pronunciation</i>	ReyRey's pronunciation was loud and clear despite her strong accent and improper stresses of certain words.	4
<i>Grammar</i>	ReyRey mastered in grammar, using various structures, correct tenses and verbs to express her thoughts. She made a few grammatical errors, but these errors did not obscure meaning.	4
Total: (Level III – Low Advanced)		19/25

Appendix H: Transcripts

Conversation between Researcher (R) and MC on October 19th, 2019

R: Okay. Um, hi. So today we are going to talk about yourself.

MC: Yea.

R: And, um. Is it okay for me to record the...?

MC: Yes.

R: ... conversation?

MC: Yes.res

R: Okay. Thank you! And um. So, I know your name already, but um first can you introduce um your name. What's your name?

MC: Okay. My name's [MC's real name].

R: Okay. So, [MC's real name]. How old are you?

MC: I'm a sixteen.

R: Sixteen years old?

MC: Yes.

R: So, you must be in sophomore?

MC: Yes.

R: I remember. So, eleventh grade?

MC: No, ten grade.

R: Oh, tenth. Okay. My bad. So, you are in tenth grade right now?

MC: Yes.

R: Which school do you go to?

MC: Freedom.

R: Freedom?

MC: Yes.

R: Uh huh. Okay, that's good. And so, to write about you, I cannot use your name [MC's real name]. So, you talked about that, right?

MC: Okay.

R: So, I would like to know if there is any name that you want to use?

MC: Oh, I don't know.

R: I mean, if you play game or like in other activity, do you have any name um for... your game? Any nickname that you like?

MC: I don't know.

R: How about like think about your favorite sports. So, you... you play soccer, right?

MC: Yes.

R: So, you like soccer? Any soccer player's name that you like? Maybe you can use it for yourself?

MC: Maybe... I don't know, Miss.

R: Okay. So, who is your favorite soccer player?

MC: Merci.

R: Merci?

MC: Yes.

R: Okay. Yup. So I can you M, probably?

MC: Yes. M?

R: M.
MC: Yes, M. It's good.
R: Like letter M?
MC: Yes.
R: Then, it should be good. Okay. [laugh]. Also, can you tell me a little bit about your family background? So, how many members are there in your family?
MC: Um... With me, it's eight.
R: Okay. So, it includes your dad?
MC: My mom. And I've got two brothers. And two sisters.
R: Two brothers or?
MC: Three brothers and two sisters.
R: Three brothers? And two sisters.
MC: Yes.
R: Okay. Your mom, your dad, three brothers, two sisters, and you.
MC: Yes.
R: It's eight. Wow. It's a big family.
MC: Yea.
R: And can you tell me more about, like... um you know, like what your parents do?
MC: My parents working?
R: Yea.
MC: or work?
R: Yea.
MC: Um, oh but I don't know the um the work name. But I just know that I make it bread. No, the bread that we eat.
R: I remember.
MC: Yes.
R: So you mentioned last time.
MC: Yes.
R: So, your mom and your dad make bread?
MC: No, only my dad.
R: Okay.
MC: My mom not work.
R: Okay. So...
MC: She just like...
R: Like the housewife?
MC: Yes.
R: Stay at home and take care of you?
MC: Yes.
R: Okay. That's good. And oh I remember last time I met your older sister?
MC: Yes.
R: And you know how old she is?
MC: Oh, I don't know. Eighteen? Or nineteen.
R: Okay. So, eighteen or nineteen.
MC: Yea. Probably nineteen. I don't know.
R: Okay. That's fine.
MC: I'm not sure. I think we will turn nineteen this this month, oh I don't know.

R: Whoa. So, your sister's birthday is coming?
MC: I don't know. This month. I don't know.
R: That's fine.
MC: I know.
R: It's totally okay.
[Both laughed]
R: So, you know what she does? Like...
MC: Oh, she get... she's not making this, but oh lah she gave lah to put it, lah glue like that.
R: So like she's making the frame?
MC: Yea, they making the fr.. the company, the company they making the frame.
R: The company?
MC: Yea. And they do that lah they just staple the frame [acts like stapling something].
R: Oh, so like stapling the painting?
MC: Yea. Yea. Like that.
R: That's cool. That's cool. So, how about your other siblings? Like other brothers and sisters?
So you have one older sister?
MC: No, I got one... one older brother and one older sister, one older brother, and then me, and then my younger sister and my younger brother.
R: Okay, so... yea, I know. It's a big family.
MC: Yea, yea.
R [laugh]: But that's fine. So, you mentioned about your oldest sister.
MC: Yea.
R: And can you tell me a little bit more about your older brother?
MC: Okay.
R: So, how old is he? Do you know?
MC: He thirty.
R: Thirteen?
MC: Thirty.
R: Oh, thirty. So, he's the oldest.
MC: Yes, he's the older.
R: He's the oldest son.
MC: Yes. He's the oldest son.
R: Oh, yea. So, he's the oldest son. Thirty. Like me.
MC: Yea.
R: I'm also thirty [laugh].
MC: I think he gonna turn. I don't know. Thirty-one. Or thirty. I'm not totally sure. Because...
R: That's okay. Around that thirty-one or thirty.
MC: Yea.
R: And you know like what's he doing right now?
MC: He just working with my sister, same thing.
R: Oh...
MC: But it's like same same work but different board, I guess... Board they cut it the..
R: The board?
MC: They cut it the board, but she the girl did...
R: Ah, so like the boys usually cut the board.
MC: Yes.

R: And the girls like cut the wood, right?

MC: Yes. They also do this too [acts like stapling something to the table]. The stapling.

R: The stapling?

MC: Yea.

R: Okay. That's interesting.

MC: Yea.

R: So, that's your oldest um brother. And comes your ... sister?

MC: Yes.

R: And then...

MC: Another brother.

R: Another older brother?

MC: Yes.

R: And you know his age?

MC: Yea. His seventeen. Yea. He's seventeen.

R: He's seventeen?

MC: Yea, he's seventeen. He goes to school with me.

R: Oh, so. You go... like he goes to the same school?

MC: Yea. Same school. But he's like lah special school, special school, not like he goes same school, but he got different one class, different one class, like that.

R: Okay.

MC: Yea. And special kid. Like that.

R: Yea. I see. I know what you mean, like..

MC: Yea.

R: Like he needs more support for like his English, right?

MC: Yea.

R: Something like that.

MC: Yea... he yea he goes that kind the class.

R: Um huh. And oh so, he's a senior?

MC: Actually, when last year he was junior, right?

R: Okay.

MC: He was... oh he was study with same thing and then they move him to the a that special class... And then this year he goes to school either schedule. They say eleven grade.

R: Eleventh grade?

MC: Yea. But lah last time like this is lah all the city needs to take picture, right? They give my brother picture too. So, I don't know. Eleven or twelve.

R: Okay.

MC: But I would say oh lah eleven.

R: Okay.

MC: Yea. I think.

R: So, according to the paper that he got like he's now eleventh grade student?

MC: Yea.

R: Okay. That's good.

MC: Yea.

R: And oh then it's you. And then ...

MC: My younger sister.

R: Your younger sister? I think I saw her and...

MC: She goes to Liberty.
R: Oh, Liberty.
MC: Yea. He's ... She's eighth grade.
R: Eight grade. And so, she's like about fourteen? Or...
MC: I think fourteen. I think he would turn fourteen.
R: Fourteen. Okay so, she's turning fourteen.
MC: Yea. Fourteen.
R: Okay. So right now she's thirteen. That's good.
MC: Yea.
R: And then your youngest brother?
MC: Yes. He also goes to Liberty.
R: Liberty?
MC: Yea. He's seven... Seven.
R: Seven?
MC: No, six six.
R: Oh, six. So, he's like just fresh... oh no first.
MC: Yea, yea. Six.
R: So, first grade?
MC: No, six grade.
R: Oh, sixth grade.
MC: Yes, yes, six grade.
R: So, he's at sixth grade now and he's turning probably... he's about twelve?
MC: I don't... yea, I think, eleven or twelve.
R: Eleven or twelve.
MC: Yea.
R: Probably.
MC: Yea. I don't even know the...
R: No no, that's fine.
MC: The...
R: If I had a big mem.. like big family like you, like I wouldn't remember.
[Both laugh]
R: Trust me. Thank you!
MC: Yea.
R: And now let's talk a little bit about your home country. So you told us you are from Burma. Is that right?
MC: No, I was born at Thai Refugee Camp. But my mom, my mom and my dad, my older brother, they were born in Myanmar.
R: Myanmar.
MC: And then the war, the war you know? The wars start and then they move to Thai Refugee Camp. And they, my older sister, we were born at the Thai Refugee Camp.
R: Okay. So, you said you were born at the Thai Refugee Camp?
MC: Yes.
R: Okay. And with other like brothers and sisters?
MC: Yea.
R: Okay. And do you remember how long did you stay there? Like did you live in the...
MC: Yes. We lah we like eleven and half, when I came here, I was like six grade, so...

R: Oh, so you said when you went here...

MC: I was at six grade.

R: You were at seventh?

MC: Six, six.

R: Grade?

MC: Six, six grade.

R: Oh.

MC: I came here two thousand... I already ... I already like eleven.

R: Okay.

MC: I came here like two thousand and fifteen. Two thousand and fifteen, sixteen, or seventeen.

R: Okay. So, you came here when you were around eleven years old.

MC: Yes.

R: As far as you remember.

MC: Yes, it is. October, October and then I I...

R: October.

MC: Yea, I think. October.

R: Okay, so you were born over there.

MC: Yea.

R: You went to school there?

MC: Yes.

R: You stayed there until you were eleven?

MC: Yea.

R: After that you went to Tampa or like you went to other place?

MC: No, we just came here.

R: Okay. So you and your family went to Tampa.

MC: Yea.

R: And you have been staying here since then?

MC: Yea.

R: Okay. That's good to know.

MC: Yea.

R: So if you said like you were ... like eleven right?

MC: Yea.

R: Eleven then, and now you are sixteen?

MC: Yes, sixteen.

R: So, it's been like around five years.

MC: Oh, it's like four years lah 'coz you know when I came it then eleven, right. And then one month I turn twelve.

R: Oh, okay.

MC: Yea, like that.

R: So like you were turning twelve.

MC: Yea.

R: Okay. And now you are like sixteen.

MC: Yea, but like totally it like four years, I think.

R: Um huh. Okay.

MC: Four years.

R: Four years so far.

MC: Yes. I think...

R: How do you feel like living and going to school here?

MC: Yea, it's good.

R: You like it here?

MC: Yea.

[Both laugh]

R: It's good. And um I mean, if you don't feel comfortable talking about this, that's fine. Like you don't have to.

MC: Yea.

R: And do you have any memory about the time like when you were in the Thai Refugee Camp? Like I mean anything about the schooling there, about the living condition there? Anything that you remember the most?

MC: Oh... Look I don't really know, but when I was ten, I I was two grade, two grade.

R: So, you were at second grade?

MC: Yea, two grade 'cause I fail it three times. When I was like first grade, I don't know. It's kinda like kindergarten stuff. And we stop kindergarten. And then no was grade yet. But still I don't know like...

R: Okay.

MC: Yea, I start like there are two times, then like I go to one grade and I pass one, and then I start go go to two grade, and then lah two months something like that and I came to here.

R: Okay.

MC: Yea.

R: So, you spent some time, like you spent the first grade and the second grade over there.

MC: Yea.

R: And what did you learn? Like you remember? Did you learn how to speak Myanmar?

MC: We we learn English.

R: Okay.

MC: And then, my language, and then Myanmar. We learn three language. And then it it have um Karen history and it have... Karen history and it have the world history or we learn something.

R: Okay. So you said Karen history or...?

MC: Yea. Karen history.

R: And then the world history?

MC: Yea. We learn lah how many countries...

R: Okay, so you learned how to speak your language and...

MC: Yea.

R: Which is...

MC: Karen.

R: Karen.

MC: Yea.

R: And then um Thai language?

MC: No, not Thai language.

R: Oh, so you didn't learn Thai language.

MC: We not learn Thai language. Lah in Thai they have a lot of Refugee Camp, right? The where I live they don't learn Thai, but some people where they live in the Thai Refugee Camp, they learned Thai.

R: Oh, okay. So, you said you just learned how to speak your language, Karen, English, then and... That's it?

MC: Yea, yea.

R: Three?

MC: Yea, three. And Myanmar.

R: Oh, what is that? What is the language?

MC: Myanmar.

R: Myanmar. Oh, like the one that you...

MC: Yea, Myanmar.

R: Um huh. Okay. That's good to know.

MC: Yea.

R: So, can you say a little bit about like the difference or like the similar things between living here in Tampa and living in Thai oh Camp Refugees?

MC: I think it's difference because oh the way we live here the housing is different. No, the water different. We don't get it, like here we need to get it, and carry, bring it to the home, so people they mean like I don't know how to call the thing... there's a small thing and they drink and you bring to your home.

R: Okay, so you mean like in Thai Camp Refugees...

MC: Yea.

R: You need to get the water from somewhere and...

MC: Yea.

R: And carry it back home.

MC: Yea.

R: Okay. And here like you can just get the water...

MC: Yea. The houses is not like that, we don't have air condition, nothing.

R: Okay, so it must be hot like over there.

MC: Yea. It's not that hot either. It is...

[MC's mom interrupts with some snacks and drinks].

R: Thank you! You don't have to do... Thank you [laugh]! Thank you so much!

[MC's mom speaks in Karen]

MC: He said thank you so much.

R: Oh, no problem. Yea [say thank you in Karen]. Thank you!

[MC's mom speaks in Karen]

MC: She said thank you for helping my work and then God bless you.

R: Thank you! Thank you! God bless you, too. You can translate that to your mom.

MC: Yea.

R: Thank you!

MC: And then you just organize this.

R: Thank you so much [laugh]! Okay, ah... so we talked about the differences between over there and here.

MC: Yea. The water, and lah we eat, you know? We don't got a lot of food. And we are, you know the dollar we use, right. For example you were lah they you me lah one thousand, but we have big families, so only my dad and my only brother works, so so sometime we eat good, you know what I'm saying. We eat good, but lah, we get eat like bread, lah we can buy only bread you know, only stuff that we cannot get so snacks there we want ah I say my dad and my mom

usually give me... every time we go to school we don't get a lot of bread. It's not like America, so usually my mom, my mom gives me one dollar for one day.

R: Oh, so here you have like one dollar for each day.

MC: Yea.

R: That's good.

MC: Yea. So, I was... school is not is not that far, so it the it the oh twelve o'clock they let us take a break like lah thirty minutes and then we can keep it to our home and eat, you know? Yea.

R: Okay. So, you said it's like here, right? Or like...

MC: Oh, it's in my country.

R: Thailand.

MC: Yea.

R: Okay. So, at noon you have like a break to eat something.

MC: Yea. But here you don't need to bring, you know? They give us food.

R: Yea, like the school.

MC: Yea.

R: Usually gives you the lunch and everything.

MC: Yea.

R: Do you like the lunch that you have?

MC: Yea, I like it.

R [laughs]: So you like American food?

MC: Yea, I like American food.

R: That's good. What's your favorite food?

MC: Oh I don't know. Cheeseburger. [laugh]

R: Oh, cheeseburger.

MC: When I first come here, I s.. lah, I gave my class, right, yes ah ha so a friend to give my luggage and she lah I saw a burger, right? And they did me make me taste it, so when I look at it, I was like "Oh, this is so [laugh], ha. It look to me and oh, I like "I cannot eat this". And I did not eat it and I just eat nuts and when I go school more more, and then... usually I don't know how to call this stuff before that pizza. I don't know how to call it. I just pull it. And then I just try to eat, and then every day every day, and then it give me more better and I like it, you know.

R: You like it better.

MC: Yea. First when I taste it, it it's...like...

R: It's strange, yea?

MC: Yea.

R: I know. It's a strange food, so like you don't know what it is, like how how should I eat it, you know? Like...

MC: Yea, and they have chicken. It's good. Yea. First, I eat, yea, I eat chicken.

R: Yea

[Both laugh]

R: Chicken is good, too.

MC: Yea, it's yea.

R: And then...

MC: But pizza thing, first time when I saw, I not usually get it lah, and then I go to school more, and I take it, and it's really good. I eat more.

R: Yea. It's the same like when I first came here, you know, I don't know how to order burgers, I don't know how to order pizzas.

MC: Yea.

R: But the more I... eat it, the more I like it. And then I understand how to order it, too.

MC: Yea.

R: So, that's interesting.

[Both laugh]

R: So, let's talk more about, okay, your school.

MC: Yea.

R: So, um when you first came here, you went to um...

MC: Liberty Middle School.

R: Liberty? You're saying?

MC: Yea.

R: The same as your sister and brother like went like go to?

MC: Yea.

R: So, you started sixth grade, right?

MC: Yes. Six grade. Yea, six grade.

R: Okay. And um, so you graduated middle school?

MC: Yea. Yea, I graduated middle school.

R: So, what do you think about your like ... schooling experience? Like from sixth grade to eighth grade. How did you feel like... Did you feel like it's difficult for you or like...?

MC: Um I feel like it's difficult for me where I started like first... oh six grade... way people speak I I don't understand Miss, it is. I learn as... I I can't understand, but I cannot speak lah I don't know how, I cannot speak... then usually I told my friend so he give more best, so they could understand it, you know...

R: That's fine.

MC: Yea.

R: Yea, you are improving.

MC: Yea yea.

R: Trust me. So, that's one of the challenges...

MC: Yes.

R: I must say. Like you said... somehow you understand what the people are speaking to you, but like you find it hard to...

MC: To speak it better for the...

R: Yea, to speak it, like to respond.

MC: Yea, yea.

R: To them. So, you asked some of your friends to help you? Or did you...

MC: Ah ah, where where I go to where I go to Liberty, so I could I could practice more.

R: So, you practice more. Like you practice...

MC: I don't practice. I don't practice. I don't practice [laugh]. Only I just tell my friend lah yea like that.

R: Yea, but like you are improving, we can tell like you speak much better, and then you can write better, too. So, that's good.

MC: Yea.

R: Um, so now you are in tenth grade, right?

MC: Yes. Ten grade.

R: And how do you feel about your school? Like do you have any favorite subjects?

MC: Um, not really [laugh].

R: You don't like any subjects? [laugh]

MC: I just like English, okay. It's better, you know?

R: Oh, so you like English because it's getting better.

MC: Yea.

R: That's good! And is there any subject that you find it hard to learn? Or like you need more help?

MC: I think... biology.

R: Biology.

MC: And history.

R: I know. History is tough. Yea.

MC: Yea.

R: So, like biology I'm not very good at biology, too 'cause there are a lot of terms that I don't understand.

MC: Yea yea. Math, sometimes math. I understand it. Then sometimes when they put it "s", I don't get it anyway, you know?

R: Oh, what does it mean "s", like?

MC: I don't know, like some math right like the teacher told lah the teacher and I gave it, and then when test coming it lah it different a little bit, the sign different, so I don't know or get it.

R: Oh, so like it's the different terms on the paper?

MC: Yea.

R: And history is tough, too.

MC: Yea.

R: Like you need to read a lot.

MC: Yea.

R: Memorize [laugh].

MC: Yea. I don't know why I need to write it, you know. I don't really know how to read, so it will give you the essay, correct, but then you have to read, and then I need to write para, you know, paragraph.

R: Yea, paragraph. I remember...

MC: Yea, that kind it's easy because you know they have both, and they give the question, and you find the word, and that question, and then they give me essay and see that one, and...

R: So, for that class, you can see the word and then you can find the word in the...

MC: Yes, there are question and essay like that.

R: Okay. So, that's good.

MC: Yea.

R: Uh huh. And oh do you have any like support like do the teachers in class help you with like any English or any questions you may have in class?

MC: Yes, well... I just do ... help me.

R: So, the teachers are very helpful and supportive?

MC: Yea, yeah.

R: And oh, do you have any friends or classmates that come from oh Myanmar, like you?

MC: Oh, ah I have one. I have two. I say two. But I just have one class with him, one class, only one. The other one I don't have class with...

R: Does he also go to soccer practice?

MC: Yea, that man. But I don't got class with him. I got class with his his brother.

R: Oh, his brother.

MC: Yea. They got.
R: Yea, I remember.
MC: Yea.
R: Okay. That's good. So, so at school do you use Karen to speak with um that friend or...?
MC: Yea, sometime.
R: Okay because he can understand Karen.
MC: Yes. He got it. He understand. But usually he speak English, you know [laugh].
R: That's good. Uh huh. And um speaking back about your family. So, at home you usually speak Karen?
MC: Yes, I speak Karen.
R: Okay. Karen. And ah um do you also speak English to your sisters and brothers?
MC: Yea, sometime.
R: Sometimes?
MC: Yea. 'cause we sometime usually speak Karen.
R: Okay, so Karen is still the main language that you use at home.
MC: Yea.
R: Uh huh. And so, you can speak Karen and can you write it? Or can you read Karen?
MC: Oh, when I was twelve lah when I was ten, right I still one grade I don't know how to read Karen. I don't know how to read Karen. And when I start six grade, it give me more better at Karen, and then I came here, and then I never read, I never write anymore. I used to use it...
R: Yea, it's hard because like no one teaches you how to use it...
MC: No, if I learn, I could read. But I'm lazy, know lah when I read Bible, I can understand more...
R: Okay. So you also read Bible in Karen?
MC: I I don't read Bible, that's why I forgot the word [laugh].
R: Okay [laugh]. How about your parents? Like do they still...?
MC: Yea yea. They did. Yea.
R: They read Bible in Karen?
MC: Yea, they read Bible. Yea.
R: Okay, that's...
MC: Yea. I don't read that, so that's why I forgot [laugh].
R: I understand. Yea.
MC: Who go who go to church and they read and see in Karen, too.
R: So, you go to church, and...
MC: Every Sunday.
R: Every Sunday.
MC: Every Sunday, afternoon.
R: Okay. Sunday afternoon.
MC: Yea.
R: So, most of the people who go to that church...
MC: Yes.
R: Speak Karen? Or...?
MC: No. Most people speak Karen, but my lah, the pastor, my pastor, like they have that church they have the big pastor they have. He from, he's from Africa.
R: Um.

MC: I don't know. I don't know where I don't know what she's what's the country he's from. I forgot. But um...

R: But he's from Africa.

MC: Yes. But the one that he speak in Myanmar speak Karen. The one that he speak Myanmar he got volunteer, you know?

R: Uh huh.

MC: They do pastor that two.

R: So, the pastor asks for someone to translate.

MC: Yea.

R: Okay.

MC: Yea yeah. No no. Not like that. The Myanmar pastor he speak and then the Karen, my uncle I say my uncle, he translate for Karen when that Miss, Myanmar when he talks and my uncle translate Karen.

R: Oh, okay.

MC: Like that.

R: So like, when you go to the church, so the mass is spoken in English, right? And then your uncle...

MC: No, no no no.

R: No?

MC: No. The pastor one he do the service in the morning only. In the afternoon only the Myanmar pastor only.

R: Oh, okay. So mainly in Myanmar.

MC: Yes. But one my friend in the first week, we only lah Africa, Africa people and Karen people and they go to together and they watch it the morning.

R: Okay.

MC: Like that.

R: So, what language oh?

MC: I think they...

R: Is the pastor...?

MC: I don't know what pastor he, but lah all they the people come to the church, they mostly speak Swahili and French.

R: Swahili?

MC: Yes. Some people speak French, you know?

R: Oh, that's interesting.

MC: Yea.

R: Okay, so. Okay, what I understand is that your family goes to the church.

MC: Yea.

R: And your uncle will speak Karen.

MC: Yea, to translate.

R: Translate what's being said over there.

MC: Yea.

R: Okay. That's good. And so, your main religion is oh...

MC: Christian...

R: Christian. Christianity. Okay, that's good to know.

MC: Yea.

R: Um, so we have the church. We have school. Oh, okay. Um, let's check.

MC: Yea.

[R runs through the interview guiding questions in her notebook]

R: Um, so we talked about challenges, learning goals, your hobbies. Um, so do you have any specific hobbies besides playing soccer?

MC: Happy? The stuff like that?

R: Like what do you like to do in your free time?

MC: Um, I just lah relax, I play soccer like that.

R: Okay, play soccer.

MC: Yea.

R: On the phone, right?

MC: Yea [laugh].

[Both laugh]

MC: That that on the phone sometimes... is real.

R: Yea. Uh huh. That's good. So, when did you start going to soccer practice?

MC: I start like lah I don't know I forgot I... when I was like seven grade or something.

R: Oh, so like three years ago? Probably.

MC: Yea, I hope so. Yea.

R: Yea.

MC: Yea, but yea. I think so.

R: What do you like about soccer? Like why you play soccer? Why you go to soccer practice?

MC [laugh]: I don't know.

[Both laugh]

MC: I just like to have fun and ah you know you know...

R: Keep fit?

MC: Yea.

R: Do some work-out?

MC: Yea.

R: Okay, it's good. So, which position do you usually play?

MC: I play defend.

R: Defend. Do you like it?

MC: Yea. I like it.

R: That's good. And um so, you must make a lot of friends at school and in like soccer practice, right?

MC: Yea.

R: Do you have any good friends that you usually hang out?

MC: Yea, yea.

R: Together?

MC: Yea.

R: So, you do have some good friends that you hang out, like you play soccer together?

MC: Yea.

R: Okay. That's good. Are they from your like are they share the same the home country like you? Or they are from different...?

MC: Different country.

R: Different countries?

MC: Yea.

R: Okay. Can you name some of the countries that that they are from?

MC: Ah, I guess Puerto Rico.
R: Oh, Puerto Rico?
MC: Yea. And Arabic. They speak Arabic.
R: Oh, they speak Arabic?
MC: Yea.
R: Do you understand Arabic?
MC [laugh]: No.
[Both laugh]
MC: I don't know. I just know lah oh hello, something.
R: Oh, okay. That's good to know.
MC: Yea.
R: Some basic or some common phrases. Okay.
MC: And some people from Congo. Congo. Africa. They speak Swahili for Congo. Congo.
R: What is that? Cogo? Congo?
MC: A country. Yes!
R: Congo. Okay.
MC: Africa, Congo.
R: Yea, I know that country.
MC: Yea.
R: That's good to know.
MC: Yea.
R: Okay. So, now like you told me like you don't know what you want to be in the future, right?
MC: No.
R [laugh]: That's fine. That's fine.
MC: I I don't know 'cause I don't really know [laugh]. I kinda. I don't know, Miss.
R: That's fine. That's totally fine. Like because later on I will figure it out. So, to help you figure it out, maybe let's talk more about what you want to do or like what you are good at, or...
MC: Okay.
R: What you like most, right?
MC: Yea.
R: So, let's talk about this, like some subjects at school, you said that you like English, so hopefully you know like you need to use English a lot in the future, right?
MC: Yea.
R: So, ah think about like some options that may come to your mind.
MC: Huh?
R: Like, for example, you are playing soccer.
MC: Yea.
R: Like have you ever thought that you want to become a professional soccer player?
MC: Oh no.
R [laugh]: Why not?
MC: I don't know [laugh]. I don't know. I feel like you know if you lah like if you play soccer really good, you um you um you clever, right? For example, you also play soccer good... lah the state, then you go to other state, some more you better you so, they don't work here anymore, you know?
R: So, like right now you're just playing for fun, right?
MC: Yea. I just play for fun, you know, to kill my time.

R: Yea?

MC: Yea.

R: That's good. Hm, that's good to know. So, think about more like like what your parents, and your sisters, and your brothers do right now. Do you want to do any kind of similar job like your dad, or like your sister and brother, like that, or you want to do something different?

MC: I don't know.

R [laugh]

MC: Maybe different. I don't even know. Yea, I don't know [laugh].

R: That's fine. That's fine. That's okay.

MC: Yea.

R: And also like do your parents or like your siblings ever talk to you about like what they want you to be in the future? Like, so for example, like in my family, like when I told my parents I want to become the teacher, and like my parents said "Oh, that's a good career", you know? So, like "Follow it".

MC: Yea.

R: But like in other families like the parents want their children to become a doctor or like to become some kind of the jobs.

MC: Yea [laugh].

R: Like the good jobs in the society, so I don't know about your family, like...

MC: I don't know. But my mom lah my mom lah they she likes nurse.

R: Oh, okay.

MC: Nurse. You know?

R: She likes nurse.

MC: Yea.

R: Uh huh. Nursing.

MC: I don't know. It's really hard. I don't know. [laugh].

R: It's tough. Yea, I know, but I mean I know some people...

MC: Yea.

R: Who are also a nurse.

MC: Yea.

R: And I feel like if you can work, you know, late at night because they usually do the night shifts, so...

MC: The the I so, it fine. If I do that, it's so me lah to learn that thing. But the thing that you need to lah to change the people thought, I think it will be easy.

R: Or you need to change the ideas or did that...

MC: Yea, they make it like they popular thing, you know?

R: Yea, I know.

MC: They check it easy.

R: That's the thing that you need to learn if you want to become a nurse.

MC: My my dad know how to do that.

R: Oh, really?

MC: Yea, he do that. Like where he serving the people, you know? The thing I don't know.

R: So, like if people need to be injected, right?

MC: Yes, some people where they got hurt, they don't want to go to doctor. They just bought medicine. They come to my dad, my house, and they...

R: Okay. So, your dad helped them.

MC: Yes.

R: To like heal the pain?

MC: Yea.

R: That's good! Maybe that's something. Like thinking if you don't want to be a nurse like maybe you can go to something like pharmacy, like pharmacy school, like learn about medicine, different stuff. And then you can also ask your dad for some ideas, like how to heal the people's pain, how to use different types of medicine, you know?

MC: Yea. I just like boh lah the people there, the fixes, the houses thing, yea, I like it. But I lah a lot of thing. But lah...

R: So, you like what? You like the...?

MC: The fixes, the houses, like some people like where they lah something wrong with it, lah they call a phone and they go fix it like that. Fixing the house.

R: Fixing the home?

MC: Yes, the houses. Like for example, my houses, right is broke, right? Like my the toilet is not work, and then we call ah a plumber here. And they fix it. That thing.

R: Oh.

MC: Fixing.

R: You mean like the me...

MC: Not mechanic.

R: Mechanic?

MC: No, not mechanic.

R: No, not mechanic. But like someone who comes to your house and fix the...

MC: Yea. The thing.

R: The things in your house for you?

MC: Yea.

R: Yea, I think it could be the plumber, probably or it could be the... yeah I know what you mean.

MC: Yea.

R: So like for example if the lamp broke.

MC: Yea, not work.

R: Uh huh, so like you're coming to fix it.

MC: Yea.

R: So, you like that kind of job?

MC: Yea. But this is university diploma, I got to, you got to...

R: Yea, you got it, like after you finish high school.

MC: I I hope I can get my diploma where I can I get diploma it's better for me to find a job, you know?

R: Yea, that's true.

MC: Yea.

R: So, you like fixing things?

MC: Yea. Well, yea...

R: Did you fix anythings? [laugh]

MC: Ah, I don't know. I did not lah yet.

[Both laugh]

MC: But lah one lah my um my cousin, my cousin, he she ... she husband, she husband work that, you know?

R: Okay, the same job?

MC: Yea. They go.. work work...

R: So, it's similar like you go to house, and you help fix the things in the house.

MC: Yea, yeah. They got paid really good, you know?

R: I know.

MC: They got fifty dollar. In the day you work more, they give you higher.

R: More?

MC: Yea, higher, you know?

R: Yea. Sounds good. So, that's a good way for you to think.

MC: Yea, a lot. But mechanic. It's kinda, I don't know. I don't know.

R: Yea, like cars, mechanic can be...

MC: I like it, too. But I feel like it's kinda hard, I don't know. Yea...

R: Yea.

MC: But if it if I get my diploma, it's better for me to learn. You know, you have to study, but lah you don't need to do a lot of stuff, you know?

R: Like more, like hands-on activities, like...

MC: Yea. You need to do more or did the hard to fix thing, you don't need to do a lot of the the work.

R: Thinking [laugh].

[Both laugh]

R: And writing [laugh].

MC: A lot of writing 'cause I don't I don't know how to do writing stuff like that.

R: Yea, I mean that's fine because some people are really good at like doing, you know, hands-on activities.

MC: Yea.

R: Like I cannot fix my car, so that's why like everything that happens to my car, I have to take it to the mechanic.

MC: Yea.

R: Yea, so. Thank you that we have some people like you, you know? You like fixing things, you like, you know, doing doing some manual jobs. So, that's good.

MC: Some some people they only like doing IT or computer stuff like that [laugh].

R: Yea. We are different, so some people are doing computer jobs. Some people are doing like mechanics, or like manual job. And for me, I like writing [laugh].

MC: Yea, you different.

[Both laugh]

R: So, have you ever talked to your parents about like this kind of job, like you want to do something like this?

MC: Yes, I did.

R: And what did they say? Like...

MC: They said "Good".

R: It's a good...

MC: Yea.

R: So, they support like they support...

MC: Yea.

R: You to be something like that?

MC: Yea.

R: How about your mom? Like does she still want you to become a nurse?
 MC: Yes.
 R [laugh]: So like...
 MC: No, she she... whatever I do, you know, she...
 R: She supports you?
 MC: Yea.
 R: So, that's good. Okay. Yea, I think that's it. So far, so good. And then if I have any other questions, I may ask you later.
 MC: Yes, yes. You can ask me.
 R: But that covers everything here.
 MC: Yea.
 R: Thank you so much, [student's real name].
 MC: Yea.
 R: So, it takes about forty minutes, so it's good. Okay.

Conversation between Researcher (R), "13" and "15" on October 26th, 2019

R: Okay, so let's get it started. First, can each of you introduce a little bit about yourself? So, I need to know your age, your grade, and the nickname that you like. So, first your real name and then any nickname. So, your name first.
 "15": Hi, I'm ["15's" real name]. Um...
 R: Any nickname you want to use?
 "15": "15". [laugh]
 R: Okay. That's a cool name.
 "15": And ah I'm sixteen years old. And...
 R: So, the grade?
 "15": Oh, I'm 10th grade, sophomore.
 R: And which school do you go to?
 "15": I go to Freedom High School.
 R: Okay. How about you?
 "13" [laugh]
 R: It's funny?
 [All laugh]
 R: Okay, take your time. [laugh]
 "13": Hi, my name is ["13's" real name]. And my nickname is "13". And...
 R: [laugh] Okay.
 "13": I'm in 8th grade. And I'm thirteen years old.
 R: Okay, so because you are thirteen, you want to have the nickname "13"?
 ["13" nods her head]
 R: Okay. Any story behind that like what "15" told me?
 "13": No. Um um [shakes head].
 R: No? [laugh]
 "13": I couldn't... I couldn't think of any nickname, so I said "13".
 R: Okay. That's fine. I mean if you think of any name, just let me know.
 "13": Okay.
 R: I'm gonna change it. Okay, no problem. And which school do you go to?

“13”: Liberty Middle School.

[“15” laughs]

R: Are you okay? Okay, Liberty. So, you are 10th grade, right and you are 8th?

“13”: Uh huh.

R: Okay, can you tell me more about your family? Like... do you have any other siblings?

[“15” laughs]

R: That’s beautiful, I know, the birds. That’s fine. Okay, “15” or “13”, either of you.

[“15” and “13” look at each other and laugh]

R: Okay.

“15”: Okay, I’ll take this serious. I feel like those... those birds gonna poo at me.

[R laughs]

“15”: I’m gonna cry home.

R: They won’t. My car is a target. My car is their target. I mean, we shouldn’t be their target. So, we should be good. Yea, it happens tho, but okay, maybe go to another area.

“15”: Okay, let’s go. Let’s go. Let it shall pass.

R: Yea.

“15”: That’s alright. Oh...

R: Yep, so back to the question. So, ignore all the birds, you know. They won’t poo [laugh] at us hopefully.

[Birds chirp loud]

R: So, let’s talk about your family a little bit. So, how many siblings, I mean, sisters or brothers do you have?

“15”: So, I only have one brother who is only three with me, so I have two other sisters, which is her [pointing to “13”] and another baby.

R: Oh, yea. I remember.

“15”: And my mom and my dad. Yea.

R: Okay, so there are... your mom, your dad...

“13”: Six.

R: You are the oldest?

“15” and “13”: Yea.

R: And then that’s...

“13”: I’m the second.

R: You? [pointing to “13”]

“13”: Yea.

R: Second oldest. And then the guy?

“15”: [the brother’s name].

R: Okay, then your little sister?

“15”: Yea.

R: So, there are six members in your family.

“13”: Yea.

“15”: Uh huh.

R: Okay, how old is your little sister?

“15”: She’s like three now.

R: Oh, so she’s only three.

“15”: Yea.

R: How about your brother?

“15”: He’s like 10.
 R: And he goes to school, right I remember?
 “15”: Yea.
 R: But which school, do you know?
 “15”: He goes to...
 [“13” laughs]
 “15”: ... Shaw Elementary.
 R: What?
 “15”: Shaw Elementary.
 R: Shark? Shocked?
 “15”: No, it’s the name of the school.
 R: Shocked, really? I haven’t heard the name before. Is it a real school?
 [“13” and “15” laugh]
 “15”: Yes. [laugh]
 R: Is it a real name of the school?
 [“13” and “15” laugh]
 “15”: Shaw Elementary.
 R: Shocked?
 “15”: It’s not shocked like Shaw.
 R: Shaw? S-H-A-W?
 “15”: Yea.
 R: Probably? You know how to spell it?
 “13” [shakes head]: Oh oh.
 [R laughs]
 “15”: Yea, he goes to that school.
 R: Okay, so it’s Shaw, not Shark, probably.
 “15”: Yea.
 R: So, Shaw Elementary School. So, he’s 10, right?
 “15”: Yea.
 R: So, he’s like... which grade? Um....
 “15”: He’s supposed to be 5th grade, but he failed a grade, so he’s in 4th grade. [laugh]
 R: Oh no... [laugh] So, like right now he’s in 4th grade. Okay, he seems like a troublemaker at home, but okay, we’ll get back to him later. How about your mom and your dad? You know exactly what they do? I mean, what they are working for a living?
 “15”: Yea, my mom is a hotel maid, like she’s maid. And my dad works at a factory.
 R: What kind of factory?
 “15”: It’s like a...
 “13”: It’s in downtown.
 “15”: It’s like clothes.
 R: Clothes?
 “15”: Clothes factory, I think. I don’t know.
 R: Clothes factory, probably.
 “15”: Or school factory, I don’t know. One of those.
 R: But like, he’s working downtown?
 “15”: It’s not downtown. It’s on... what does it call?...
 R: Is it close to your place?

“15”: No. It’s like far away.

R: Wow, okay. But anyhow, so your mom and your dad both work?

“15”: Work. Yea.

R: And do they stay home?

“15”: Yea. They... My dad stays at home Wednesday and Saturday. My mom stays home Monday and Tuesday.

R: And other days they go to work?

“15”: Yea.

R: And then you guys go to school, right?

“15”: Yea.

R: So, who will take care of your baby sister?

“13”: My dad at home, but like...

“15”: My dad he.... He’s home. And when my mom comes, he goes to work, like....

R: Yea, so they take turn?

“15”: Yea.

R: Okay. Makes sense. Uh huh. So, that’s about your family background. Okay. And um... so last time... I think we did talk about that, but at home what kind of language do you use to communicate with your family members?

“15”: We mostly speak...

“13”: Oromo.

“15”: We mostly speak Oromo and Somali.

R: Okay. I mean like you can use both of the languages?

“15”: Yea, like we mix them together, like we don’t speak it straight Oromo. We speak Somali, Oromo, Somali. And we mix everything together.

R: But like you guys do understand each other, right?

“15”: Yea, yea. We do, yea.

R: Okay, how about you, “13”? I mean, you also mix Soma... like...

“13”: I talk in English.

R: Really? Do you use Oromo and Somali?

“13”: Yes. Sometimes. I talk in Oromo, not Somali.

R: Oromo, only in Oromo, not Somali. But you like you also speak Spanish, I mean English at home, too?

“13”: Uh huh.

R: How about your mom and your dad? Like what kind of languages do they use?

“15”: So, my mom speaks English as well. She’s learning English, so she’s speaking English as well, so we talk back to her. And my dad, he’s trying, but he’s not trying like...

[R laughs]

“15”: Like...

R: Hello.

“15”: He’s like speaking Oromo, so...

R: So, he mainly speaks Oromo?

“15”: Yea.

R: And oh... Somali?

“15”: Yea. No, he doesn’t speak Somali.

R: Oh, so because your dad only speaks Oromo?

“15”: Yup.

R: So, he speaks Oromo. But your mom knows...

"15": Oromo, Somali, Amharic, yea.

R: Wow. Okay, yea. She really knows a lot of languages. How about like your little sister and your brother?

"15": Oh, she only speaks 'food'. [laugh]

[All laugh]

R: I know. Like baby talk, baby talk. So, that makes sense.

"15": She, she... She mostly speaks English, but like broken English, like oh ay yah...

R: Ah, yea. Last time I was there, yup.

"15": Yep.

R: I noticed. How about your um brother?

"15": Oh, he speak English. He's a little one.

R: That's fine. That's fine. Like he's growing up, so yea.

"15": Yep.

R: I think he will change soon. Okay, so you said like in your family you speak multiple languages. And can you tell me like back then. So, you are from... what is the name of the country again?

"15": So, we are like, me and my sisters and brother are from Djibouti.

R: Uh huh.

"15": But my parents are from Ethiopia. So like we're Djibouti and Ethiopia.

R: Okay, so let's just like briefly describe your journey, right? So as much as you can.

"15": Okay.

R: So, your mom and your dad were born in Ethiopia.

"15": Yea. And they left.

R: And they left? That means so in Ethiopia as far as I know, there are many languages...

"15": Yea.

R: ... spoken over there. So, your dad knows Oromo.

"15": Yea.

R: And your mom knows Oromo, Somali...

"15": Amharic.

R: Am...

"15": Amharic.

R: Amharic, right?

"15": Yea.

R: So, they left the country. You know when did they leave the country?

"15": Hm like around... nineteen ninety something.

R: Okay. Were... so, you were not born then?

"15": No.

"13": We born in Djibouti.

"15": So, like they went. They didn't know each other when they left.

R: Uh huh.

"15": So, they met in Djibouti up to two thousand what like... in 2000 or something.

R: Okay.

"15": Around 2000 they met.

R: Okay, 2000.

"15": And they got married, and they had me.

R: In Djibouti?

“15”: Yea.

R: Okay, and then your sister.

“15”: Yea, same thing.

R: How about your brother?

“15”: Yea.

R: Was he born in Djibouti, too?

“15”: Yea.

R: Uh huh. Okay, so three of you were born there.

“13”: Yea.

“15”: And my little sister. She born here.

R: Oh, so your little sister was born here?

“15”: Yea.

R: Okay. So do you remember the time when you lived in Djibouti? I mean do you have any memories about that place?

“15”: Oh yea, it was fun. It was way different than here. I mean like in a good way, no bad way.

R: Uh huh. Everything has two sides, so...

“15”: Yea. It was just too different. When I came here, everything seems so different, like I was like “I would never get used to this”.

“13”: And she change, too.

“15”: And then I...

R: Everyone changed for sure.

“15”: And then I get used to it, staying here. I like it, so yea.

R: Uh huh. So, what... like if you can name one thing, like the most different thing between Djibouti and here, like which one?

“15”: Um, most well there people usually help people.

R: Yes.

“15”: And here like until if you like, if you are not close to people, they don't know you. But there, even though if you don't know people, you just say, be like “Oh, hey. How are you?” stuff like that.

R: Okay, so people there like...

“15”: And people like... over there, they are so close, you will know everybody. It's just like everybody will know everything about you. They're like this, stuff like that. Yea.

R: So, you knew your neighborhood, right?

“15”: Yea, I know everybody in my neighborhood, like everybody who is far away from me.

R: Yea. It's just similar to Vietnam, you know?

“15”: Yea.

R: If we live in a neighborhood, we know each other and we try to help each other when things come...

“15”: Yea.

R: And here, like sometimes you don't even know your neighborhood.

“15”: I swear, yea.

R: Yea. And your neighbors don't even want to get to know you.

“15”: Yea. Exactly.

R: It's the main difference, for sure.

“15”: Yea.

R: How about you, "13"? Anything that you see like the big difference between like do you have any memory back there in Djibouti?

"13": Um... the holidays...

R: Holidays?

"15": Yea. We have...

R: So, what kind of holidays? Like what is your favorite holiday back there?

"13": We have Eid, the... Eid...

R: 'Eat'? What is that?

"15": It's Eid like when you in Muslim... it's basically when you are like finished fasting, the end of Ramadan after 30 months, I mean, 30 days, and then you have like three days to celebrate. Basically... Basically, it's like Muslim celebrate when they finish their fasting. And everybody in the family come and eat food.

R: Oh, so...

"15": Like that.

R: So, because like you were fasting for long, you...

"15": Yea.

R: ... appreciate the food?

"15": Yea.

R: ... more. So, it's also like family time together?

"15": Yea, and then neighbor and everybody just come together.

R: Okay. That sounds nice. That sounds really nice! So, do you guys remember which age did you come to the states?

"15": Oh, I came here when I was 11. And she came when she was...

R: So, four years ago?

"13": 10.

"15": Yea.

R: So, you came when you were 8?

"13": No, 10.

R: You are now 13.

"13": Yea.

R: So, four years ago, probably you were 9 or 10.

"13": Yea, somewhere that. I don't know.

"15": She was probably 9 'cause like 9 and then her birthday came. Or something like that, I don't know.

R: Okay, yea. Probably because like you remember the year when you came here?

"15": The year we came two thousand and sixteen (2016).

R: Yea, so like about four years ago.

"15": Yea.

R: Okay, sounds right. So, did you go straight to Tampa, this area or like you went to some place else?

"15": So, we came from like different state-state. So, instead of like going, we took the longest way to come to America. And we went to New York to get our work, like paper done and everything.

R: Paperwork?

"15": Yea. Stuff like that. And then we went straight to....

R: Tampa?

“15”: Tampa. Yea.

R: Okay, so you were in Djibouti.

“15”: Yea.

R: Then you just oh went straight to New York, right? You didn’t have to stop any...?

“15”: Yea, we went to Kenya. After Kenya, we went somewhere else.

R: Oh.

“15”: I don’t remember.

R: Okay. So like you didn’t go straight here.

“15”: Yea.

R: So you went to...

“15”: We went to different countries and stuff like that.

R: Uh huh.

“15”: I think we went like to three different countries before. I don’t know.

R: But did you stay there long?

“15”: No, we didn’t. It was only like, we went, we stayed for like hours, then our plane came.

R: Oh.

“15”: Like we didn’t stop. We didn’t have time to stop.

R: So, it’s just like the layover, right?

“15”: Yea.

R: So, like you just stop at the airport of the place and you wait...

“15”: Yea, wait and then go. Yea.

R: Okay. Okay. So, you don’t have any specific to say about those things?

“15”: No.

R: Okay. So, how about like when you went to New York, how long did you stay there? You remember?

“15”: I think it was like the hour.

R [laugh]: So like...

“15”: They just took a picture of us stuff like that, and we do the fingerprint.

R: Oh, so it’s still the layover.

“15”: Yea.

R: So, it’s similar to me when I usually fly here, I need to go to New York, you know to have the visa stamped.

“15”: Yea, stuff like that.

R: Okay. Okay. So, that’s everything about paperwork and then like... to Tampa.

“15”: Yea.

R: So, the first feeling when you got to Tampa or like any memory when you first came here?

“13”: We know people, like... We know people here. They are from our country.

R: Oh.

“15”: No, first we did not know anybody.

“13”: Yes, we do.

“15”: No, we didn’t.

[R laughs]

“15”: We know like after they came to our house. We didn’t know they were here. Stop talking if you don’t remember anything. Anyway, first we we first came at nine. It was at nine. Everything was different. So, I thought we were gonna go... like gonna live in a city. No, like how we went

from the airport to the sub, and we went to downtown. Everything was so pretty. I thought we were gonna live in the city, you know, like...

R: Yea, like downtown?

“15”: Yea. Big city. Yea.

R: Maybe in...

“15”: And then we move... we went to an apartment. [laugh] And we were like, okay, yea. And then we met in the morning. It was in the morning, we met people that we know.

R: Oh.

“15”: From my back... my home country, back where we used to live.

R: So, how did you know about those people? Like...

“15”: ‘Cause they told, the person that who brought us from... from the airport...

“13”: The airport. Yea.

“15”: He knew Somali. He knew some...

“13”: He helped Dad.

“15”: Yea, and he knew that... I think he didn’t know we know, but there’s new people who came from here and said hi and stuff like that, you know. So like, if you’re from Djibouti or Ethiopia or Somali, and you’re a person who came from, you stay with your country, you have to go like say hi and maybe welcome stuff like that.

R: Okay.

“15”: ... And told them stuff like that.

R: And it includes RR’s family?

“15”: I mean, RR’s family we didn’t know until like after one year later.

R: Oh. Okay, maybe because her family came after?

“15”: No. They used to live in different apartment. It’s like far away from us.

R: Oh.

“15”: And then they moved to where we lived.

R: So, you’ve been living there for maybe four years, right?

“15”: Yea, yea.

R: Wow, that’s a long time.

“15”: Yea.

R: Okay. And another question. I mean, if you feel like you don’t feel comfortable answering, that’s fine.

“15”: Yea.

R: Because like it’s mainly about the reason, like... have your parents ever talked to you about like the reason why you had to go to the states to stay here? Why you gotta leave your home country to come here?

“15”: Oh... Well, our parents, they told us “to get better education”.

R: Okay.

“15”: And better life. So, they want us not to be like them ‘cause they had back in country where they used to live in Ethiopia, they were like.... war between Ethiopia and Eritrea, so there not safe. And that’s why they left... to come to Djibouti to have better life, but it didn’t work.

R: Okay.

“15”: And then they had us, so they wanted to have better life than them.

R: Yea.

“15”: That’s why they brought us here to have education and be better person.

R: Okay. Yea.

“15”: Yea, stuff like that.

R: I feel like that. I feel like most of the parents would do that, you know?

“15”: Yea.

R: That you’d have a better life.

“15”: Yea, better education.

R: Better job. Yea, better education for sure.

“15”: Uh huh.

R: Okay, because you mentioned “education”. Let’s go to that topic for now.

“15”: Uh huh.

R: So, you’ve gone to school for 4 years, and then... Both of you?

“15”: Uh huh.

R: Oh, anything, any difference again? Any difference between the school here and the school back home?

“15”: Well, back home the schools are way different than here. Here like people take schools serious. I mean like... I mean that’s a good thing... ‘cause back home everything like you can just leave, nobody cares.

R: Really?

“15”: Yea, you can just leave in the middle of the day. You can leave... And there like they just don’t teach school good. They just teach us come, write down, and leave. They don’t know just like write it down, but you don’t know what it is.

R: So, there is a school. Is there a school?

“15”: Yea, it is school.

R: So, like it’s a building where you go?

“15”: Yea.

R: But like you can just leave without asking the teacher’s permission?

“15”: It’s not like you know, you... you’re not allowed to leave school. But there like the school is close to your house. It’s like this, you just go. If you don’t wana like stay there, you can just leave with that without asking the teacher at your grade.

R: How about the teachers? Are they strict? I mean...

“15”: No... No no no. They’re not strict. They don’t even care.

R: Hah.

“15”: They only like work for school there to get money.

R: Um...

“15”: So, they are not like serious teachers.

R: Oh, okay.

“15”: Yea.

R: So, they are foreign?

“15”: Yea.

R: Okay, I see. I see. And what kind of subjects did you learn over there?

“15”: Oh, we basically learn French ‘cause it’s a French country.

R: Oh.

“15”: But I don’t speak French. And we learn English a little bit. And we learn science and history.

R: Did you learn math?

“15”: Yea, we do math, too.

R: Okay, okay. That’s good to know. Do you have any memory back then [asking “13”]?

["13" shakes her head]

R: No? Not school?

["13" shakes her head]

R: Okay. How about the schools here? So, you said they are more serious?

"15": Yea. Here like... they like take it serious 'cause if they don't, they would not get paid, you know I mean?

R: Yea. And then like you need to have certain grades to pass the class as well.

"15": Yea.

R: Okay. So... So, there must be a lot of challenges for you. I must say challenges for both of you when you start the school here.

"15": Yea.

"13": Yea.

R: Can you name some challenges that...?

"15": Well, the first challenge when I... I was like when I start school, I was middle school 6th grade... so, everything was hard 'cause I don't speak English. Well, I don't even know how to read or like do anything well like the teacher will say, and I would usually be like "I don't know what you saying". But then, I learn how to speak English... And then, I learn how to read by going to tutoring.

R: Um, like the same here or different?

"15": Different, different.

R: Okay, so different one.

"15": Yea. And when we there, and I learn how to read. And learn how to do some math work.

R: Okay. so at school... so which middle school did you go back then?

"15": I went to Liberty Middle School.

R: So, it's the same as...?

"15": Yea.

R: So, at that school, like do they have any kind of ESOL service for you?

"15": They do, but like the ESOL they have, like they don't care. You know what I mean?

R: Okay. And is there like any classmate who comes from the same country as you?

"15": It's same country?

R: Uh huh.

"15": Yea. I had one class. It wasn't classmate. She was like old, one year older than me.

R: Okay. So, like senior.

"15": Yea. She's like when I'm like sophomore, she's senior now.

R: Did you...?

"15": So back then...

R: Did you talk to her? I mean...

"15": I mean, she came when I was 7th grade... to the same school that I go to. So, we didn't talk a lot at 7th grade because we went to different schools.

R: Okay.

"15": Yea.

R: Okay. That's the challenge. But so, you go to tutoring, you know, like the other one, and now you're going to tutoring.

"15": Yea.

R: You feel like we can help you?

“15”: Yea. Now I know how I can be part of like anything, you know what I mean ‘cause I... back um in middle school, I really want to play soccer in middle school, but I couldn’t play ‘cause I didn’t speak English.

R: Um.

“15”: And I learn no what the teacher say or like...

R: Um.

“15”: Yea, or what she said. That’s why I didn’t like... play any sports in middle school. Or like join or step or after school, do some clubs stuff like that ‘cause I thought like I wasn’t good enough. I thought if I go, there will be like “What? The student don’t speak English”, how people you know, they judge before looking at you.

R: No...

“15”: That’s what I...

R: They shouldn’t do that.

“15”: I mean they do that in middle school ‘cause some kids do that.

R: Yea. They’re bad kids for sure. But you know you are making progress, and like you’ve improved a lot.

“15”: Yea, but then... but then my first I was like “Let’s me get out of my zone”. And...

R: Um, so that’s yourself, right? You talk to yourself and feel like you need to get out of the box, you need to like put yourself together.

“15”: Yea.

R: Just stand up for yourself and then try to be more...

“15”: Yea, and when I went to high school, so I went to Freedom High School. And I was like I knew a lot of people, like... speak same language as me. And then, so one of my three friends join the-s volleyball team. And I made it. And I played. But I didn’t play full year ‘cause I was bad, I didn’t know how to serve.

R: That’s fine. That’s fine.

“15”: Yea. Mainly I join and talk to people. Yea.

R: So, let’s talk about Bible study because it’s like, I know your religion. You... You do something else, right? You don’t do Bible, you do ah...

“15”: Quran.

“13”: Quran.

R: Yea, Quran.

“15”: Yea.

R: But like it, it’s just like the chance for you to meet other people?

“15”: Yea.

R: And then speak with them.

“15”: Yea.

R: Okay. That’s good. That’s a good... How about you, “13”? Anything you want to say about your school and your study? I mean what are some of your favorite subjects?

“13”: Math.

R: Math. So, you like math. Anything else besides math?

“13”: Um, no.

R: No? And can you tell me why you like math?

“13”: Because like um I don’t... I used to don’t like it, but right now when I am in 6th grade, and like I know I get it, and then I just like...

R: Oh, so like when you understand it, you like it better, right?

“13”: Yea.

R: Okay. And how about you, “15”? You have any favorite subjects at school? [laugh]

“15”: Um...

R: No? [laugh]

....

R: Nope. Not really?

“15”: I like English.

R: That’s good. English is very important, you know?

“15”: Yea.

R: Okay, so what do you like about English?

“15”: I just like speaking English in our class [laugh].

R: I know.

“15”: [laugh] Okay and...

R: You have potential, I mean like... [laugh] I can feel it. [laugh]

“15”: I like English because I learn different things back in home, we just learn how to read, I mean a little bit reading, but not like here.

R: Uh huh.

“15”: You write an essay. You write it everything down. You, you basically like learn different things about English, you know what I mean?

R: Different aspects, like you learn different skills, you know...

“15”: Yea.

R: ... reading, listening...

“15”: You know, back home...

R: ... speaking, writing, right?

“15”: Basically, we learn English, not like not typing like writing stuff. We learn English how to say hi, hello.

R: Oh.

“15”: Stuff like that.

R: Like the formula.

“15”: Yea.

R: Like you are the robot. Just like back home, you know, we have, the conversation.

“15”: Yea.

R: We have to memorize it, like...

“15”: Yea, yea.

R: “Hello, how are you? I’m good. How about you?” like something like that.

“15”: Yea. And then here, you come here, they don’t care what grade are you in, you have to be like... people like were from here know how about essay and stuff like that.

R: Yea.

“15”: They know too different, like I’m not like it, so like the teacher help me. Yea.

R: Okay. That’s good! How about the subject that you don’t like?

“15”: I not like math.

R: [laugh] So, it’s very opposite.

“15”: Yup.

R: And why?

“15”: Well, I like... I mean, she came when she was like 5th grade, like she learn most of like...

R: Like the foundations, basics.

“15”: Yea. So, I came 6th grade, like I don’t know anything. I still don’t know like, I mean, I know, how to do some of them, but like still hard for me.

R: It’s a way they do math different than the way the way they...

“15”: The way they... There you learn how to multiply and subtract, divide. But here, like, you use some different thing...

R: I know like different features in solving. Okay, I got you.

[“15” coughs hard]

R: You okay?

“15”: I don’t know what’s going on.

R: Are you emotional? [laugh]

“15”: No. But it hurts.

R: Sorry...

“15”: It’s okay.

R: How about you, “13”? You have any subject that you don’t like?

“13”: History.

R: Why?

“13”: Because the class is too much.

R: You mean you have to memorize a lot?

“13”: Yes.

R: Okay. I’m sorry. Yea. The same to me. History is not my thing, but well... Okay, let’s. So, you mentioned about his... English already. How about you, “13”? What do you think about English?

“13”: It’s good.

R: It’s good? You feel okay with it?

“13”: Yea.

R: I mean, you don’t like it, you don’t really hate it, right? I mean...

“13”: It’s okay.

R: It’s okay. Okay. So, we talked about your family background, your school. Um, okay, one more thing is like do you have any learning goals for this semester in particular? You know learning goals? Or like what you want to achieve, what you want to get at the end of this semester?

“15”: I really want to get As and Bs on my classes.

R: Okay. So, you want to have good grades?

“15”: Yea.

R: Any challenge for you right now? I mean are you still doing good for the subjects?

“15”: Yea, I’m really failing in my... What class I’m failing? My biology class.

R: Wow.

“15”: ‘Cause I’m so bad at science. And the teacher, the way she teach us is so hard.

R: I’m so sorry...

“15”: I know, but like I told her every day, like I don’t know what you talking about, and it’s like my third language, I still don’t know like she’s using different hard words, biology words DNA... stuff like that.

R: Yea, terminologies.

“15”: Yea. I’m like I don’t know what the word means, and she explain to search that. And I do like, I search that, but I still don’t know what it means... Yea.

R: Okay, so we try to help you. I mean...

“15”: Yea.

R: There are some tutors who are really good at science, you know.

“15”: Yea.

R: I’m not that person, but I can tell you biology is tough.

“15”: It is.

R: But just keep trying, trying. Don’t give up!

“15”: Okay.

R: Okay, how about you, “13”? What is your goal? I mean, what is your learning goal for this semester?

“13”: To put my art class up ‘cause I got a D on it.

R: [laugh] Yea, you mentioned that. How is that class going?

“13”: I had a 90, and she put it to 60.

R: Why?

“13”: I don’t know.

R: So, like you turned in all of the paper? All of the drawings? Everything?

[“13” nods her head]

R: I don’t know. Some teachers are really driving me crazy. At least you give the students a reason, you know? And like, you cannot just change, like from A to something, like C or D, right? Maybe you can ask... Maybe you can ask the teacher...

“15”: Yea, just ask her.

“13”: She doesn’t like talking to me.

R: But still, talk to her. I mean, I have one professor who hasn’t responded to my email, but like I come to her office [laugh] and she’s like, okay. I’m so sorry... But “14”* (pseudonym of another student in tutoring program) also has that class with you, right?

“13”: Yea.

R: How’s she doing in the class?

“13”: She got a zero.

R: [laugh] Oh, I’m so sorry. But like because she didn’t do the work, right? [laugh]

“13”: Yea.

R: And like, seems like she doesn’t care much, but I feel like you care. So, maybe try to talk to the teacher and just ask her why you got, you know, like the.... the lower grade.

“13”: Uh huh.

R: Okay. So, how about the hobbies? Okay, this’s a lot of sets of questions. You have any hobbies? Anything you like to do in the free time?

“13”: Play soccer.

R: You love playing soccer.

“15”: I like three things that I enjoy doing to do. I like to play soccer. And then, for my free, I like to go to the beach even though the beach far away from me.

“13”: It’s not far away.

“15”: I like the sunset.

R: It’s not too far away, like half an hour if you have a car.

“15”: Yea.

R: I know, I love it.

“15”: It’s like the sunset when you like it’s so beautiful.

R: Yea, the sun is going down, so...

“15”: Yea. And then it’s like part of the ocean stuff like that.

R: I love it!

“15”: Yea, and my third one: I like painting, but I’m bad at it.

R: No.

“15”: I’m trying. [laugh]

R: I like painting and drawing, too even though like, I’m not very good. But, it’s good to know.

“15”: Yea.

R: So, speaking of these three hobbies.

“15”: Uh huh.

R: Um, are you thinking of finding a job or like doing any career that is related to one of these hobbies?

“15”: Um... I probably stop playing soccer. I’m thinking about it, but like... um yea.

R: So, you want to be like a professional soccer player, like?

“15”: I have to be education, too stuff like that. So, like my family want me to educate, stuff like that. And I do want to play soccer, but not too much.

R: So, right now you just do it as like your...

“15”: Yea.

R: I mean, like your... your favorite sport, or like something like that.

“15”: Yea.

R: Okay. Okay. So, we get to that later after you finish your drawing, about your family and the thing you like.

“15”: Uh huh.

R: But how about you, “13”? You want to become a professional soccer player in the future?

[“13” nods her head]

R: How about your parents? What do they say about this?

“13”: I think they okay with it, but they want me to become a doctor.

R: [laugh] Every parent. Every single parent, I told you, wants their kids to be a doctor.

“15”: Yup. My parents used to be like that, too. But I said “Okay, I’m good”. I’m not good at like biology or like any chemistry or other stuff, so... Yea, but we’ll get back to it later. Okay, thank you guys! Okay. So, I need to...

Conversation between Researcher (R), ReyRey (RR) and Rafeal (RA) on November 2nd, 2019

R: Okay, so you told me you are from Yemen? So, which language do you speak?

RA: Arabic.

R: Arabic.

RR: Uh huh.

R: And do you speak Arabic at home?

RA: Yes.

RR: Yes.

R: With each other?

RR: Yea, with my mom, too.

R: Okay. Okay, that’s good!

RR: But sometimes we speak African with my mom.

R: Speak...

RR: Speak African, yeah. African language because we’re mixed, African and Yemenis.

R: Okay.

RA: The languages of Ethiopia.
R: Ethiopian?
RA: Ethiopian. So, that's the name of the language?
RA: Um huh.
R: It's not Oromo. It's not Am... Am... It's...
RA: Amharic.
RR: No, it's Amharic. Yea.
R: Amharic. Okay. So, like you can speak like between Arabic and Amharic.
RR: Yep.
RA: Mostly me, I speak more Arabic than Amharic. I'm not good with the language.
R: So, you actually, like you speak more Arabic.
RA: Um. I understand the language, but I can't speak Amharic.
R: So, you can understand Amharic, but you don't like, speak that much.
RA: Yea.
R: And who taught you Arabic and Amharic?
RA: Arabic, I learn it from school because I took an Arabic lessons.
R: Okay.
RA: I knew it's easier for me, but Amharic, I listen to my mom when she talk to her friend. From there, sometimes I ask her what it means, and I start learning from her.
R: Okay. So...
RR: You see, my mom, we grew up. Our first language, just Arabic because my mom and her family they speak Arabic in front of us. And then once we started growing, my mom speaks both of them, Arabic and Amharic to us.
R: Okay.
RR: So, we grew up understand it.
R: Uh huh.
RR: You know, but I speak it. He [RA] doesn't speak it. He only understands, but doesn't speak it. But I understand, and I speak it.
R: Okay. It's because like you learned the language more.
RR: Yea. And I communicate with my mom more. She understands me more than him, so I kind of learn how to speak it, too.
R: Okay.
RR: Yea.
R: I see. So, you said like your mom's first language is Arabic?
RR: No, it's Ethiopian.
R: Oh, okay.
RR: Yea, but our first language is Amharic. I mean, we, it's Arabic. My mom's is Amharic.
R: Uh huh. Okay, so that means your mom is from Ethiopia.
RA: Yea.
RR: She's mixed.
R: So, mixed between...
RR: Arabic, Yemen, and ah... Ethiopian.
R: Okay, okay. I see. That's interesting.
RR: Yea. [laugh]
R: And um, so... is it okay if I ask about your dad or like like... like that's something that I shouldn't ask?

RR: Well, we never ah... Well, we met him when were like... little kids, so we don't really remember him.

R: Okay.

RR: Because yea, like that. He's not in our life anymore...

R: So, you talked about like when you were in Yemen? Like you met your dad or like...

RA: Nope.

RR: No, he left when we were really young. We don't really remember him.

R: Okay.

RR: You know?

R: Okay. That's fine. I mean, that's totally fine. Um... So, you usually speak Arabic and Amharic with your mom and her family, right?

RR: Her family, yea. They also speak Ethiopian and Arabic.

R: Okay, okay. So, how... I mean, like... my question is like... can you guys read, like Arabic and Amharic and Ethiopian?

RR: No, we can read and write in Arabic, but not Amharic. [laugh]

R: Because your mom taught you, or like because you went to school?

RR: No, she... my mom taught me Ethiopian, but only speaking, so I understand it. She didn't teach me Amharic. And I didn't care to learn how to write and read. [laugh]

R: Okay.

RR: But she knows how to read and write in Amharic and Arabic.

R: Okay. That's fair.

RR: But me and him, we only write Arabic and read Arabic.

R: Okay, so mainly Arabic.

RR: Uh huh.

R: Uh huh?

RR: Yea.

R: That's good! And do you remember when you went to the US? Like how long ago?

RA: June or July?

RR: June third, two thousand... fifteen.

R: June 3rd, 2015?

RR: Yes.

R: So, it's almost 5 years.

RR: Yea.

R: Uh huh. You remember like the first day when you got here, like how did you feel?

RR: I remember. I cried for two days [laugh] straight.

R: Aw... My bad....

RR: Yea, 'cause we didn't know anybody there. And then the third day, we met our neighbors. They're African, too. And I met Fay* (RR's friend) that day. Yea, I met her at June 5th or June 6th.

R: Okay, like just 2 or 3 days after you got to Tampa. And like, does she also speak Arabic?

RR: Yea, she does. But not a lot. She's... speaks Oromo more.

R: Oh, but do you understand Oromo?

RR: No. No... My mom understands it a little bit.

R: Okay. So, like you guys usually ah... um talk in English, right? Communicate in English?

RR: Yea. I mean, me and my brother yea, we communicate in English, but when it comes to my mom, we speak Arabic.

R: Okay. Yea, I mean with Fay, like you guys usually...

RR: Ah, we speak English unless we're saying a secret, we don't speak in English. We speak in Arabic or Ethiopian.

R: Oh...

RR: She doesn't speak, but she understands Ethiopian.

R: That's interesting!

RR: Yea.

R: So, like you... you can... talk to her in Ethiopian.

RR: Yea.

R: And like, she can understand.

RR: Yes.

R: Okay.

RR: "15" too. Yea. She understands....

R: Yea. I know like "15" knows Oromo or like Ethiopian, so maybe you guys can understand each other better.

RR: Yea.

R: How about you, RA? Like you remember how you felt when you first got to Tampa?

RA: Ah, when we... ah getting out of Slovakia, I did cry. But I just didn't like coming here because Slovakia was really good.

R: Slovakia is like in...

RA: Slovakia, it's in Europe.

R: Yea, Slovakia. So, you did like... You like it better over there?

RA: Uh huh.

R: Why?

RA: I had a lot of friends. Ah... I started playing soccer over there, really good. I... They teach me a lot. And then... there was... I say, it's more better than here. Just... I don't know how to explain it... just I had more, like I met a lot of people, and now like it's like you separate from them...

R: Do you still talk to them?

RA: No, I don't.

R: Okay, so like when you moved here, like, you can't keep in touch with like the friends over there, I think.

RA: I mean, not a lot, but um... mostly, not a lot.

R: Are they also from the same country, or like, from different countries?

RA: No, most of them are from Somalia.

RR: All of them. [laugh]

RA: Most of them...

R: So, just like what? Harah* or Fatima*, right?

RR: Yes.

R: I think she's from Somali as well.

RR: Yea.

R: Okay. But you had a good time in Slovakia or...?

RR: Yea, we had the best time there. You could say it was one of the best places, Slovakia because it was really clean and really nice. Most people, they go to the shopping, and it's like open shopping...

R: Okay.

RR: It's a lot of walking places, and...

RA: And no need for car.

RR: ... when you go there, you don't feel like you don't need the car because of how nice the weather is... the walking... everybody so nice, you know? It's like... and they're all like so pure, they're so bright color...

R: I know.

RR: It's kind of their first time seeing darker people. They see you. They're really nice. They're positive. Like, they said hi to you when you walking randomly, you know? And their place is really really clean.

R: Okay.

RR: And houses are nice. Their shoppings are so nice. They always have a celebration, and like, the shopping place ah... they also have oh, they have beer celebration. They have student's day celebration. They have elementary day's celebration.

R: They have different types of celebrations.

RR: Yea. Their ice cream is the best.

R: Awe....

RR: It's like cone ice cream. You just go and...

R: Makes me wanna go there someday.

RA & RR: Yea, you should.

R: Okay. And how long did you guys stay there?

RR: We stayed there for four months.

R: Oh, only four months.

RR: Yea. We wanted to stay more, but it's kind of... we finished. We were one of the earliest people that finished because most people stayed there over a year.

R: Okay.

RR: Yea.

R: So, it's part...

RA: And...

RR: And it was...

R: It was part of the program?

RR: Yes. It was part of... It was like a camp.

R: Okay.

RR: It's like a big huge place, and we lived in it. Yea, it's like a... it's a camp. It was like, we do like, tests, and everything there and stuff. So, it's... Everybody was close. Everybody knew each other, you know? People are really kind. They were really nice, the people there and stuff. Ah, their museum is really nice. Their grass is so clean and so green.

R: Awe...

RR: It's really nice!

R: Looks like like an ideal place to live in, you know?

RR: Yes. It's the best place to live in. Some people actually stayed there to live there. They decided not to come to American, but live there.

R: Okay.

RR: Yea, and now they're working at the camp. Like they help other people, too.

R: Yea.

RR: Yea.

R: Okay. Sounds good!

RR: Um... I... What's else? Oh, their place, like, during the summer, there's a lot of flowers that grow. I'd never seen as much as flowers here.

R: So, like they do have four seasons?

RR: Yea, they do. They have four seasons. They have snow. They have [laugh]. But when it comes to summer, it's the best time to get ice cream, to go out and walk. There're flowers...

R: Because of the flowers?

RR: Yea. You just go outside and like just sit in the grass, and like, make a flower crown. It was a lot of fun when I was there!

R: Awe, that's lovely!

RR: Yea, it was really nice! I would go back to visit it. It's really a nice place to live, to their houses...

R: Yea, sometimes. Do you still have, like, contact with anyone over there?

RR: Yea. Sometimes we contact... Um, most of them we lost in contact with them, but they still remember us. They know us because we were one of the quickest people to leave there, in four months 'cause almost half... almost half of them, they stayed there a year and over.

R: Okay.

RR: Yea. We were like one of the, like, our case was done really quick, you know? Yea.

R: So, like you guys were staying there to wait for like all of the paperwork to go through, right? Before you went to the states.

RR: Yea.

R: Okay. So, just go back time a little bit.

RR: Uh huh.

R: So, like you guys were born in Yemen?

RR: Yea.

R: And... um you remember how long did you stay there until you moved to other places?

RR: For me, I stayed there 12 years. For my brother, he stayed there 10 years because we are...

R: Before you...

RR: 10 months...

R: Before you moved to Slovakia?

RR: Yea.

R: So, that's the only place that you...

RR: Moved to... Yea.

R: Before the states?

RR: Yes. That's the only place.

R: Yea. I see. Yea, sometimes I feel like America is not the best place [laugh] to live in, you know?... But...

RR: They used to teach us how to cycle, so when we went to America, we would cycle. When we came here, we didn't see anybody cycling.

RA: I thought America would be better, but...

R: Yea. I know. Yea. Even in Vietnam, we said like "Oh, American, America is a paradise, or like a dream place, but..."

RA: Yea.

R: You got to go, like you got to come to the place to... to get it, understand it.

RR: Uh huh. Yea.

R: Anyhow, so you've been here for five years?

RR: Yes. [laugh]

R: Okay, yea. That's basically some key information I want to hear from you, guys. Um... And then wait for you to finish that, so I could ask you more... Oh, okay one more thing, like, so to get to know more about your family. So, um can you tell me a little bit about your mom? Like um does she work? Or like...

RR: No, she doesn't work.

R: Uh huh. So, when you guys came here, there is an organization that helps you?

RR: Social security and health insurance service. They help us for seven months, and um after that, they didn't.

R: Um, okay.

RR: So, we went. My mom's friend actually, she... we didn't know her before, the friend. She just came and started to help us. And now she's a really good friend. She's... she's one of the most people that was with my mom since day one that helps us a lot, you know. That's always there for us. She took us to my mom's appointment, to everything, to check what's wrong with her ear, and everything. She helped us with school and stuff like that. Yea, she was one of the most people that actually were there from day one. Like she knows my mom's problems, from like first, you know?

R: Okay.

RR: We need, like, to go to the doctor's and stuff, she knows more than I do.

R: So, she's working for an organization you said?

RR: She used to, but not anymore. She stopped after she... When she started helping us, she was working with the Radiant Hands. She was helping them. Yea, and she volunteer to help us. And then after that by couple months, she stopped working for them. But she didn't stop helping us, you know? She was always there with us.

R: Okay.

RR: Stuff like that.

R: Um, it's really nice of her to do that.

RR: Yea, she... she's really nice person. And now she just gave birth to a baby, so she's all the time busy, but...

R: Awe!

RR: Yea, she gave birth to her third daughter.

R: Awe!

RR: Yea.

R: That's sweet! But must be busy.

RA: First daughter.

R: Third?

RR: No, I mean she has two boys and another...

R: Oh, so first...

RR: Yea, her first daughter. [laugh] And now like she's busy all the time.

R: First baby girl.

RR: We barely see her, but...

R: She's from Tampa?

RR: Yea, she lives in New Tampa.

R: Okay.

RR: Yea.

R: So, like she's from Tampa, like originally...

RA: No, no.

RR: No, she's Pakistan.

R: Oh, okay.

RR: She's from there. But she's born and raised here.

R: Okay.

RR: Yea.

R: I see.

RR: She's a really nice person. Yea.

R: It's really nice, yea. Okay.

RR: And then we met coach Megan, and Amanda, and like coach Megan signed me...

R: So, then how did you meet coach Megan and ah coach Amanda?

RR: Well, he [RA] start... He met them before me. He started to go to soccer before me, like two weeks before me.

R: Okay.

RR: And then he told me about it and stuff, and I started going...

R: So, you started with soccer first, right?

RR: That's all we had, soccer.

R: Uh huh.

RR: Me and him [RA], we joined it since it began. Yea.

R: I see, the first day,

RR: 2016, we joined.

R: Yea, kind of three, four years ago with coach Hussein, like Carolyn.

RR: Yea, coach Hussien. At that time, we didn't really have a field. We would, like, go to different places to play. We tried to play. And then coach Hussein started the tutoring program. And um... he started at first for the younger kids because they need help much tutor and stuff. And then we started going to tutoring and it's growing so much. Soccer, it grew a lot since...

R: I'm glad the family is growing big.

RR: Yea. and a lot of people started joining more. Coaches started coming. [laugh]

R: It's nice!

RR: Yea.

R: So, how did you know about coach Megan and coach Amanda and coach Hussein, RA?

RA: Oh, that's... Coach Hussien, I met him during soccer practice um...

R: At school?

RA: No. You... Remember Mahjed, Jihad...?

R: Uh huh.

RA: Them, they first came to America, I met them. We had...

RR: They came after... after they started tutoring.

RA: Yea.

RR: I mean, soccer.

RA: Yea.

R: But you met them at school?

RA: No, I met them in the apartment. They...

R: Oh, they used to live over there.

RR & RA: Yea.

RR: They came 2017, I think. We started tutoring way before then. I mean, soccer, way before that. You met coach Hussein before that. It's just we become more close to him at tutoring, I mean, soccer started, you know.

RA: I don't remember...

R: [laugh] Oh, maybe like yea, somehow you met coach Hussein...

RA: Yea, usually I said I met him during the practice and then I started going.

RR: Maybe he came to our apartment, and he was talking about soccer practice and stuff. And then they started going.

RA: Oh, yea. Yea. Yea, that's right.

R: Okay, yea. And it's also because like you like playing soccer, right?

RA: Um huh.

R: Um huh. It's really nice. Okay, so, I'll let you guys finish your drawings. So, it should be enough. Oh one more thing, like, so you told me like your mom is taking some English classes, right?

RR: Yea.

R: She's still going to the language center?

RR: Yea.

R: Okay. That's good. That's good.

RR: Uh huh.

R: Okay, and that's it. Thank you, guys!

Conversation between Researcher (R) and MC on November 9th, 2019

R: Okay. Hi [MC's real name] again.

MC: Yes.

R: So, again can I also record?

MC: Yes.

R: What we're talking about?

MC: Yes.

R: And you finished your drawing?

MC: Yes.

R: Of yourself?

MC: Yes.

R: So, can you first um tell us your name, your age, your grade?

MC: Okay

R: Your name first?

MC: My name [MC's real name]. I was sixteen years old. And then other things, I don't know.

R: Um huh. So, okay. Can you first tell me...?

MC: Yea.

R: What is the most important thing about your drawing? What do you like most about your drawing?

MC: Ah, I would say... my eye.

R: Oh, you like your eyes?

MC: Yes.

R: Why?

MC: It look better, you know?

R: Uh huh. It looks good to me [laugh].

MC [laugh]: Yea. I don't know.

R: Okay. So, you color your eyes black?

MC: Yea.
R: Okay. And then also your hair?
MC: Yea.
R: Black, right?
MC: Yea.
R: So, you like your eyes the most?
MC: Yea.
R: Anything you want to change about your drawing?
MC: No.
R: No? So, any... everything looks good to you?
MC: Yea. Look good... good.
R: Okay. How about this? Can you describe a little bit about this?
MC: This is my mouth.
R: Your mouth?
MC: Yea.
R: So, can you tell me why you color your mouth black?
MC: I don't know [laugh]. I don't know why my mouth black. I don't know.
R: Okay, it's maybe brown or something like that?
MC: Yes.
R: Okay. So, let's look at the nose.
MC: Yea.
R: Okay. So, can you describe a little bit about the nose?
MC: It look mine, you know?
R: It looks similar to your nose?
MC: Yea. I don't know.
R: How about the ears? I mean like what...?
MC: Yea, yes. It...
R: What stand out to me are your ears.
MC: Yea. It same thing.
R: It's the same thing?
MC: Yea.
R: So, it's also similar to...
MC: Yea, my ears.
R: Your ears?
MC: Yea.
R: Okay. So, the last question is that do you think your drawing can somehow identify who you are? Like, so when people see the picture, they know you are from Asia, for example?
MC: Eh, heh...
[Both laugh]
MC: I don't know. Earth?
R: Or from the Earth?
[Both laugh]
MC: I don't know. They they would think I from Asia. In the picture. So, I don't know.
R: But like when you look at the picture, you feel like it looks very Asian to you?
MC: I hope so.
R: You hope so?

MC: Yea.

R: Yea, I feel like it looks very Asian, you know? Like the color of the eyes, the hair, everything.

MC: Yea.

R: Okay, that's good. Thank you, [MC's real name].

MC: Yea. So what I do next, Miss?

R: That's fine. Yea. Just take your time.

MC: I'm done?

R: Because I'm gonna ask [another student's name] the...

"15": Can I go first?

R: Oh, you...

"15": 'Cause I'm finished.

R: Okay.

Conversation between Researcher (R) and "15" on November 9th, 2019

R: Okay. Um, sorry and thank you again. So, first can you introduce a little bit about yourself?

"15": Hi. I am [student's real name]. I'm fifteen years old. I'm in grade ten now. And I'm from Ethiopia.

R: Okay. Thank you! And, so you just drew a drawing, right? Can you describe a little bit what you drew?

"15": I draw a picture of a sun, and the cloud... cloud, and a picture of ME.

R: Okay. So why you drew a picture of clouds and sun?

"15": Well, cloud and sun, I like my happy place, it's like nature, stuff like that. Like we don't having rough time, just going outside, and just like look at the sky, and everything goes easy.

R: Awe... I love nature, too. I love going outside, too. That's cool. Okay. So, now let's look closer to your face. What do you like most about your face?

"15": Um, I like my smile.

R: Awe... I love it, too!

"15": Thank you!

R: So, like do you usually smile with your friends, your family?

"15": I do. I'm the most, I'm the person that who loves at everything. And they make fun of me though. [laugh]

R: Oh no. But you are very nice and friendly, you know? I bet everyone loves you.

"15": Yea.

R: Okay. How about your hair? Can you describe a little bit about your hair?

"15": My hair, it's like brownish. And it's like curly hair. Yea, and it's a little bit longer.

R: Okay. Uh huh.

"15": Yea.

R: So, you drew your hair without hijab, and... like, you like it better without the hijab?

"15": Um, I like hijab, too. I like cover it up. And I also like showing my hair to like... only girls.

R: Uh huh.

"15": So, yea.

R: Only girls or your family members?

"15": Yea.

R: Probably...

“15”: And like, if you like my uncle, and my... my family member, yes, you can see my hair.
 R: Uh huh. So, it’s part of the culture, right?
 “15”: Yup.
 R: So...
 “15”: Oh no, it’s like religious... Religion.
 R: Oh, religion.
 “15”: Yea.
 R: Okay, but like you feel okay with that?
 “15”: Yea.
 R: Like you respect that?
 “15”: Yea. I respect that.
 R: Okay, that’s good. Okay. How about your eyebrows and your eyes?
 “15”: Um, my eyes are brown, and my eyebrows are black. [laugh]
 R: Uh huh. And I noticed like you drew it very thick, right?
 “15”: Yep.
 R: Is it something that very stand out?
 “15”: Yea, my eyebrows are thick. Yea, it is... First thing you probably see like in my face is probably my eyebrow.
 R: Okay.
 “15”: It’s like very thick.
 R: Yea. That’s true. That’s true. So, if you could change anything about the drawing or anything on your face, would you change anything? Or you just keep it the same?
 “15”: I would keep it the same.
 R: Uh huh.
 “15”: Yea.
 R: Okay, and can you also describe a little bit about the... the clothes in your drawing?
 “15”: Um, I like the clothes that makes tie, tie them. They have like those, the other things in. I kinda like those shirts. And I put them in different colors because like it’s just keeping it same color like boring.
 R: Um.
 “15”: And I like green.
 R: So, you love colorful things?
 “15”: Yea. Colorful things.
 R: And you love green, red...
 “15”: Yea.
 R: Okay. I can tell. So, is this the traditional costume from your culture?
 “15”: No, it’s just a shirt.
 R: It’s just a shirt?
 “15”: Yea.
 R: Okay. But last time you mentioned about the traditional costume from your culture, right?
 “15”: Yea. We...
 R: Can you describe...?
 “15”: We have this traditional like clothe that you wear to wedding, and like New Year’s Eve, some stuff like that... And to a party, and like you wear that clothes to a baz... to a baz... bazaar. Like a place you are...
 R: Bazaar?

“15”: Yea. We wear that to any party, Ethiopian party.
 R: Okay. And can you say the name of the the dress again?
 “15”: It’s yea, I think it’s called oromo um oromo wait ... ‘odaa oromo’.
 R: ‘Odaa Oromo’?
 “15”: Yea.
 R: So, Oromo is like the language, right?
 “15”: No. Oh yea, Oromo is the language. It’s like you say ‘clothes of Oromo’ or something like that, that’s thing they say.
 R: Oh. I know it makes sense somehow.
 “15”: Yea.
 R: Okay. So, ‘Odaa Oromo’?
 [R searches pic for the clothes and asks “15” for confirmation]
 “15”: Yea.
 R: That’s cool. And also, like here I noticed you you drew some... patterns. Can you describe a little bit about that?
 “15”: It’s like a line along my shoulder. It’s like blue. I drew that, it’s just instead of being white like behind my back, I drew um blue. And blue is like the happiest color.
 R: Um.
 “15”: So, yea.
 R: That’s sweet.
 “15”: Yea.
 R: That’s really sweet. Okay. Is there anything else you want to say about your drawing?
 “15”: Um, no.
 R: Okay. The last question though. So, pretty similar. So, like if I or like any other people look at your drawing, do you know like, you think like we can tell where are you from?
 “15”: Well, the first time you probably can’t. But if you like you know me as the person, yes, probably you can tell the picture that. But like if you don’t know me, who I am, like you cannot tell. Yea.
 R: Probably it’s hard.
 “15”: Yea, it’s hard to tell, like, yea nobody is good at drawing, especially me.
 R [laugh]: No, your drawing is beautiful. I love it.
 “15”: Yea.
 R: Yea. Thank you! Thank you so much!
 “15”: Thank you!
 R: Thank you for sharing! Okay, this time, this time save.

Conversation between Researcher (R) and “13” on November 9th, 2019

R: Yes. Hello, hello.
 “13”: Hi.
 R: How are you?
 “13”: ...
 R [laugh]: Don’t be shy.
 “13”: Hi, my name is [student’s real name]. I’m thirteen years old, and I am at eight grade. And I draw a picture of myself.

R: Okay. So, can you describe first um, a little bit about your face? So, what do you like most about your face?

“13”: Um, actually, everything.

R: You love everything?

“13”: Yea.

R: Okay, that’s good. So, I really love your eyes, eyebrows, and the mouth, everything.

[Both laugh]

R: Um, okay. That’s her phone. Okay. So how about like, for example, your sister and you, I can see like some similarities.

“13”: Uh huh.

R: Okay. So, do you agree like you share the same or like similar eyes, similar eyebrows?

“13”: No.

R: No?

“13”: I don’t... I like my eyebrows. How shape like yea.

R: So, you like how your eyebrow looks like this.

“13”: Yea.

R: Okay. So, just one second. [take out her old drawing] And, so before we look at this again, how about the clouds and the sun?

“13”: I draw the clouds and the sun for fun.

R: For fun? [laugh] Okay.

“13”: Yea.

R: So, do you like looking up to the sky? Or like going outside just like what your sister said?

“13”: Sometimes like when it’s like it rain, and the rainbow come out.

R: Oh, so you like rainbow?

“13”: Yea.

R: Okay, sounds good. And how about the flowers?

“13”: The flowers sometimes I go outside, and just like take pictures, so the flowers are like the back... background.

R: So, you love the flowers? You love the nature, right?

“13”: Yea.

R: Okay. That’s nice! Um, how about the clothes? Like can you describe what you are wearing?

“13”: To the shirt, it’s purple.

R: So, is it your favorite color, purple?

“13”: No.

R: So, what is your favorite color?

“13”: Blue.

R: Can, can you wait us a second? Thank you!

[...]

R: Blue? You like blue?

“13”: Uh huh.

R: So, why did you color this purple?

“13”: Because it’s my second favorite color.

R: Okay. [laugh] So, blue is your first favorite color, and then blue oh purple is your second one. Okay. And also, can you describe about this? Is this your hair or is this the...?

“13”: Um, it’s cover with hijab.

R: Hijab.

“13”: Yea.

R: Okay. And I don’t usually see your hair, you know? It’s just sometimes, like... So, can you describe a little bit about your hair? How does it look like? Without the hijab?

“13”: My hair... my hair is curly, and it is black.

R: Is it similar to your sister?

“13”: Um... No. [laugh]

R: No? Because your sister’s hair is also curly.

“13”: Well, it’s curly, but like it shape. Nah... shape like...

“15”: It’s like curlier. But my curly is like tiny.

R: So, that means you have the like smaller curly.

“15” And she has like the...

R: ... The big...?

“15”: She doesn’t have curly hair.

R [laugh]: Really? So, you describe as ‘curly’, right?

“13”: Yea.

R: How about like?

“13”: It’s not curly... but I guess wavy and curly.

R: Wavy?

“13”: Something like that.

R: Okay. Do you like it with the hijab or without the hijab?

“13”: Um, with the hijab.

R: With the hijab? Okay, so the same reason as your sister?

“13”: Uh huh.

R: Okay. [laugh] That’s cute! Okay, so you remember this drawing? [laugh and take out his old drawing of her current-self] So this is what she drew by then.

[R and “15” laugh]

R: [MC’s real name], have you seen this?... Okay, so you guys can say. So, are they similar?

[pointing to the two drawings]

“15”: Yes [laugh]. You know, she got a little bit skin, you know? [laugh]

MC: No, no [laugh]. It’s not similar.

R: It’s not similar? Okay. [looking at ‘13’] Do you think it’s similar?

“13”: No [laugh].

MC: The the the other one, she got she got it away... This one just go through...

R: Oh, so like different hijab?

MC: Different.

R: Okay.

MC: Different dah. It look different.

R: I mean like it looks similar, just except the color, you know?

MC: No, I would say it better. This one, right? This one go down, and this one go straight like that.

R: Uh huh. Yea, it goes like this and that one goes like this.

MC: Yea.

R: Okay. Nice catch. Okay. So, can you tell me like the difference or like any similarities you can see between the two drawings?

“13”: Um, one is small. And one of the other one... is big.

R: Okay. So, basically like do you feel like they look similar to you?

["13" shakes her head]

R: No? So, which one looks closer to you?

"13": This one [pointing to the recent one].

R: Okay, the one you just did. So, when you drew yourself last time, so I noticed like the eyebrows are pretty similar. But like the eye colors is different. So, you color your eyes somehow blue. And then this one is brown. So, can you explain like why you color your eyes blue like this?

"13": I draw the colorful blue thing, like I didn't... I wasn't thinking... I just draw like blue.

R: So, it's like it's not because blue is your favorite color?

["13" laugh]

R: So, you just did it. But this one is more accurate about yourself, right?

["13" nods her head]

R: Okay. And how about the lips? Like this one is red. This one is kind of pink. So, which one do you like better?

["13" chooses the pink one]

R: That one. Can you tell me why?

"13": This is not the lip, but it is like. You know? [sigh slightly] I think they are the tongue.

R: Oh oh. Okay.

"13": But when you smile, or something.

R: So, are you just drawing your tongue out?

["13" shakes her head]

R: No. [laugh]

"13": I don't know.

R: But do you like smiling like most of the times?

["13" nods her head]

R: Okay. That's good. So, the nose is pretty similar, right?

[Both laugh]

R: How about the skin? So, like the skin also looks different.

"13": Yea.

R: So, do you prefer having the fair skin or like the dark brown, the tanned skin?

"13": The dark brown.

R: Dark brown? It's more like you?

"13": Uh huh.

R: Okay. That's good. And last time you also color this blue because blue is your favorite color, right?

["13" nods her head]

R: Okay. So, comparing these two, you still prefer this one [pointing to her just-finished drawing of her present-self]?

"13": Yes.

R: That's nice. Thank you so much!

"13": You're welcome.

R: Okay, the last question like other guys. So, if I see the picture, or like other people look at the picture, you think they can tell this picture is you?

"13": No.

R: But like can they tell about the culture, about where you're from?

"13": Yes.

R: Uh huh. Why?

“13”: Because like... I don't know how to explain it.

R: I know. But maybe look at the hijab, right? So like people usually wear hijab in your religion?

“13”: Uh huh.

R: So, people can recognize “Oh, like that's your religion”. That's why you you cover your hair. That's something. Okay, sounds good. Thank you, [student's real name]. Okay, save save save.

Conversation between Researcher (R) and ReyRey (RR) on November 16th, 2019

R: Hello! So, first can you say a little bit about yourself?

RR: Okay. Hi, my name is ReyRey. I'm from Yemen. I'm seventeen. I usually like to paint. I play soccer and volleyball. I like my eyebrows in the drawing.

R: Okay. As you mentioned the drawing, so can you look at this again and just describe what you just drew?

RR: Well, I drew a side portrait [laugh] because it's easier [laugh]. And the uh...

R: So, what do you like most about the drawing again?

RR: My eyebrows.

R: Why?

RR: That's the best I did. [laugh]

R: Okay, so you like the eyebrows. I love it, too. And how about the eye? What do you think about your eyes?

RR: Um, the eye. I don't really think it looks like my eye. So, yea... But I think it's pretty good.

R: Yea.

RR: But it does not matter.

R: I think you did really good, too. I mean I like it, especially the eyelashes like something like that.

RR: Yea.

R: It's real. Okay, anything else? Like how about your lips? Your mouth?

RR: Um... My lips are okay, I guess. Um, I did mine do both. I guess, so I did both. [Check this at 1:17]

R: Oh, it's lovely.

RR: Um... and I do my nose big even though it's not big.

[Rafeal is saying something]

R: Oh, okay. So, you have a smaller nose?

RR: No, like the... just like tall. Mine is not tall. It's short.

R: Um... it's tall, I mean. Like half way it looks tall to me.

RR: It is?

R: Yup.

RR: Okay. Then...

R: How about other things? Like your hair? Or like anything in the drawing?

RR: Well, I don't know how to draw hairs, so I just drew scarf.

R: [laugh] So, you decided to draw a hijab?

RR: Yea.

R: And if you could describe your real hair, how would you describe your real hair?

RR: Um... curly... Um... dark brown.

R: Is it long or short?

RR: Um, it's medium. Long medium.
R: So, it's pretty like above your waist?
RR: Ye, above my waist.
R: Okay. And do you like it better with or without hijab?
RR: My hair?
R: Uh huh.
RR: Yes, sometimes. But if it's bad [...], it's good.
R: It's what?
RR: [laugh] So, most of the times, yea.
R: Okay. So, I guess like you are wearing the hijab because of your religion, right?
RR: Yea...
R: I mean if it's not because of the religion like um would you want to show it to other people?
RR: Yea, but in my religion, like it's some... um it's what's the word? It's ah um [laugh]. It's ah... What do you call it?
[Rafeal is saying something]
R: You can use another word?
RR: It's optional.
Rafeal: Oh my gosh.
R: Okay.
RR: Yea, it's optional. I didn't know how to say. I forgot.
R: So, it's optional. So, that means like you can take off the hijab?
RR: Yea.
R: But...
RR: But it's preferred to wear it, but it's optional.
R: Okay.
RR: Like I can wear if I want. And I don't have to wear if I don't want to.
R: So, you decided to wear it?
RR: Yea.
R: Um, okay. That's good. And how about the dress? I mean can you describe a little bit what you are wearing in the drawing?
RR: I don't know if it's a dress [laugh]. I go with the shirt, like the black shirt.
R: Okay.
RR: Yea.
R: Is this what you usually wear? Is this your favorite style?
RR: Yea. Yea, I usually wear a lot of stuff like that.
R: Okay. So, do you like black?
RR: No. I don't like black. I just wear black. I just wear black, but I don't like black.
R [talks to Rafeal]: Finished?
Rafeal: I need your help with the eye.
R: Okay, just one second. Okay, that's good.
RR: Yea.
R: She will help you later
RR: Come on. Any more questions?
R: Yes. So, um the final question is that so, if I or other people look at this image, you think they can tell this one is you? Or like the culture you are from?

RR: I don't... I don't... They probably know that I'm Muslim, and they probably not know it's me because it looks [laugh] looks like... [laugh]
 R: I know lah because you drew it, so I know it's you.
 RR: But, yea, you do. But like I don't know about other people will know it's me.
 R: Yea?
 RR: Maybe my eyebrows?
 [Rafeal is saying something]
 R: What, what do you want to say?
 RR: It's just like when you have big eyes.
 R: Oh, you mean that...
 Rafeal: I mean that picture that they...
 R: That's true.
 Rafeal: You drew that, too?
 R: Yea. She has big eyes.
 RR: [...] small eyes.
 [R laughs]
 Rafeal: I mean that's good, you know?
 RR: You're not the only that has small eyes.
 [All laugh]
 Rafeal: Damn!
 R: Okay. So, that's basically everything. Yup. Thank you, [student's real name]. Thank you!
 RR: You're welcome.
 R [laugh]: Okay, [Rafeal's real name]. You're coming next.

Conversation between Researcher (R), ReyRey (RR) and Rafeal (RA) on November 16th, 2019

R: Okay. So, you can tell...
 RR: It [Rafeal's drawing because RR helped him draw some]'s so cute, right?
 RA: Hi, my name is...
 R: I mean if it's not about...
 RA: Rafeal.
 RR: Oh, I didn't realize it's...
 R: No, no. That's fine. You didn't know, but sorry....
 RA: My name is er Rafeal. Um I'm fifteen. And I'm from Yemen.
 R: You're from....?
 RA: Yemen.
 R: Yemen. Okay, the same. So, this one you guys can share or talk together. So, I forgot to ask why you picked or why you chose ReyRey as your name?
 RR: Oh because I saw from um my recent favorite show 'Lucifer'. And they have that character in the movie ah in the show that came. And her name is ReyRey. And I thought it was fun and cute.
 R: Oh, okay. So, what's the name of the show again?
 RR: 'Lucifer'.
 R: Lu... Oh
 RA: Like a devil.
 R: I heard about that.

RR: Yea.

R: So, ReyRey is the main character in the show?

[RA laughs]

R: Like ReyRey is the main character in the show?

RR: No. It's not the main character. It's just a character that came and like in episode... two. So like, I like her name 'cause she's the cute girl, too.

R: Oh, okay.

RR: So, that's why I picked her name.

R: That's interesting. And about you [speaking to Rafeal]. Why did you choose Rafeal as your nickname?

RA: Ah, I picked it because... it's a rare name. Not a lot of people have that name.

R: Uh huh.

RA: And I kinda like it.

R: So, you like something unique, like something rare.

RA: Yea, something rare.

R: Okay. That's good. And did you say your age?

RA: I'm fifteen.

R: Fifteen? Okay. And what do you like to do in your free time?

RA: I usually like to play video games. I play soccer with my friends.

R: Uh huh. What kind of video games that you play?

RA: There's... A Pack, Fortnite. Yea, usually I play these.

R: Okay. That is good. I mean. Okay. So, now can you just describe about the drawing?

RA: My drawing... it's ... my face. Ah, my hair's all of it. So...

R: Okay. So, what stands out? I mean like what do you like the most in the drawing?

RA: My hair. I did it in my first... Um, how do you say? My first attempt, doing my hair. It was good.

R: Okay. So, you like your hair the most?

[RA nods]

R: Uh huh. So, how about the eyes? What do you think about the eyes in the drawing?

RA: They're not the same as mines.

R: Uh huh.

RA: That's all I know. [laugh]

R: That's fine. That's fine. What is the color of your eyes? Do you know?

RR: Dark brown.

RA: Dark brown.

R: Are you guys like having the same...?

RR: Yea, we have the same eye.

R: I mean....

RR: I mean everybody has dark brown and then...

R: Yea, you're right. I also have dark brown, probably or like a little bit black to me. Do I also have dark brown?

RR: Yea, you do have dark brown. Like if you put light like towards it, you can see it's dark brown. But if you don't have no light, it's black.

R: Okay. We have the light here.

RR: Yup, but mine too, it's black right now. But then...

R: No, no with the light, it turned brown.

RR: Yea. And you can see that, too.

R: Yea. The same. So, we share something the same. It's brown.

RR: It's dark brown.

R: How about the nose? Like can you describe it?

RA: I mean, she got big nose. But mine, I got small [laugh].

R: No. I mean....

RA [laugh]: Just kidding.

R: I mean, she has tall nose. Her nose is like thin and tall.

RR: Look! My nose is like the model's. It's most... [laugh] It's like um

RA: I mean my nose...

RR: What do you call it? The green... The green thing ...

R: Who?

RR: Shrek.

R: Oh.

RA: Shrek. Ah, okay.

R: Okay. Not the Hulk. Not the Hulk.

RA: Look. Mine looks better than yours. See? Mine... mine is perfect.

RR: Do you hear that?

R: Uh huh. How about your mouth?

RA: Mouth?

R: Anything special about your mouth?

RA: Nothing [laugh]. Just my mouth.

[All laugh]

R: But I mean like, so the mouth in this drawing, is it similar to ... your mouth in real life?

RA: No.

R: It's not.... the same thing. That's fine. That's fine.

RA: It's just the only hair. That's it.

R: Uh huh. So, the hair really stands out, right?

RA: Yea.

R: Okay. So, um how about... so, if I or other people look at this drawing, you think like they would know that's about you?

RA: I mean if they look at the hair and me, and yeah [laugh].

R: Uh huh. So, again the hair is the main thing...

RA: Yea.

R: That really sticks out?

RA: Yea.

R: Okay. So, let's compare these two drawings. So, like...

RA: I mean, mine is so good.

[RR laugh]

R: I mean it drawing is good. But so, if someone looks at the drawings, you think they can tell that you guys are brothers and sisters?

RA: Oh no.

RR: No 'cause I'm cute. [laugh]

RA: Well, mine. I look... I look um. She looks dreadful. And I look... ah

R: She doesn't look...

RA [laugh]: That was too bad. Mines look ah handsome.

[R laugh]

RA: Yea, that's the right word.

R: Okay. So, again I remember you said you prefer something to be perfect, everything to be perfect?

RA: Yea.

R: So, can you explain more like why you want everything to be perfect?

RA: I mean like um drawing for me if I draw something, I have to be perfect. I like... I don't like it being just... just doing it, just like that. Just for fun. I just I want to prepare for it.

R: Okay. So, like if it looks perfect to you, like it's okay.

RA: Yea.

R: So, let's see what we need to say. So, about the drawing, about similarities. Okay, sounds good. And can you finish coloring when you get home? And then maybe the next time?

RA: Yea.

RR: Um, you can have mine.

R: Okay, thank you! That's fine. Thank you, guys!

Conversation between Researcher (R) and MC on November 23rd, 2019

R: Okay.

MC: Yes.

R: Let's get it started. Okay. I'm gonna have some questions for you, about your drawing and then just answer it...

MC: Okay.

R: As much as you can. Okay. So, when I look at your drawing, I see many cars...

MC: Yea.

R: So, is this what you really want to do in the future?

MC: Oh, not really. I don't know. [laugh]

R: That's fine.

MC: But...

R: It's okay that you don't know yet because you will change in the future, right?

MC: Yea.

R: So, right now just some ideas.

MC: Yea, some idea, yea.

R: Uh huh. So do you really like cars or working with cars?

MC: Yea. I love... I like to fix the car, you know?

R: Uh huh. That's good!

MC: Yea. It's... It's...

R: That's good!

MC: It's good way, you know, to fix the car... sometimes when your car broke it down, you can fix it by yourself, you know?

R: Yea, it's very helpful.

MC: Yea.

R: Like when the car breaks down, you can fix it by yourself.

MC: Yea.

R: You don't have to spend money.

MC: Yea.

R: Or even like your family members, so...

MC: Yea. That's why... That's why I'm thinking about it.

R: That's good! And I see a person in the drawing. Is this you?

MC: Yea. I think it's me, but like...

R: Okay, that's fine.

MC: Yea.

R: And I love like the stick figure. That's okay. And you are holding something, right?

MC: Holding fixing the car, something.

R: Yea, like the tool to fix the car. That's very... [laugh].

MC: Yea.

R: I know it's very cool. How about this one [pointing to a long stick in the drawing]? What is this?

MC: This one, like, you know when you meet [visit] the mechanic store, it's like lah, you know, in a post [place] to put ah like something, and lah tire on it, you know.

R: Oh, okay. Okay, okay. So, it's like a long stick, right?

MC: Long stick with the tire in it.

R: You can put the tire around it.

MC: Yea, yea.

R: So, it's also the tool?

MC: Yea.

R: So, this's the same thing? This one [pointing to another long stick in the drawing]?

MC: Yea.

R: It is the wheel or the tire?

MC: The tire when you go to...

R: Okay. So, kind of you are helping to fix the...

MC: Yea. The car.

R: The tire of the car?

MC: Yea.

R: And what is this? Like the arrow [pointing to the arrow in the drawing]?

MC: The arrow? Where the car come different, go in.

R: Oh.

MC: So, the car come and go.

R: So, like the lanes?

MC: Yea.

R: To show where the car should go.

MC: Yea.

R: That's so cool. And here you were about to draw something, right [pointing to some erased sketches in the drawing]?

MC: No... Yea.

R: But you changed your mind?

MC: Yea. I'm try to got like when people go fixing the car, they would see it, but I don't know how to draw it.

R: Oh, they are waiting for the car?

MC: Yea.

R: That's fine.

MC: It's kinda it.

R: NO problem. So, right now your job, like your future job is a mechanic, but you may change. You may change it in the future.

MC: Yea. That's right.

R: And speaking about this job, you know any specific skills you need to know, like what you are good at?

MC: Oh this... Maybe change the tire or something?

R: Change the tires, you need to learn how to change the tires.

MC: Yea, yea. But I never change it before.

R: That's fine. You will learn, like if you want to be, like, do this job, you will need to learn some skills and some techniques.

MC: Yea.

R: So, you need to know about the car?

MC: Yea.

R: You have the knowledge about the car.

MC: Yea.

R: You know how to fix different things in the car.

MC: Yea.

R: And how about um English? I mean do you need to learn or know English to work as a mechanic?

MC: Yea, I think. Like, mechanic, they will hire the big one, lah, in the car, they have lot of work [word], what kind of thing, you know?

R: Oh, so you need to read some words in English, right?

MC: Yea.

R: And maybe when you talk to the customers?

MC: Yea, yea.

R: You may need to use...

MC: Like ask what you need to fix?

R: Um.

MC: You know? So, they will know.

R: So, you need to learn some English as well.

MC: Yea.

R: Okay, so what is your goal? I mean if you want to get this kind of job...

MC: Okay.

R: So, you think you need to graduate high school? You think you need to go to college? What kind of education level you need to have?

MC: I don't even know. But like somebody said that if you do this job, you only have to go, I don't know, college, or I don't know. Maybe you need to go to college two years only, and then...

R: Oh yea, like community college.

MC: Yes. And when you have that community grade or the mechanic class and...

R: And like you have a certificate.

MC: Yea.

R: And you can do the job.

MC: Yea. That's why I think so.

R: Okay. That's good. And...

MC: But I think when you need to do this job, I think, you need diploma.

R: Diploma?

MC: Yea, diploma.

R: Okay. Yup, it's good. That's good. That's very nice job. I mean if my car ever ever breaks down [laugh], I will come to you for sure.

MC: Yea.

R: Okay. Thank you! And one more question is like have you ever told your parents or your family members that you want to become a mechanic in the future?

MC: Yea, I lah me? I lah I just want to do this job, lah because I don't need to do lah not a lot of reading lah or writing. Only the hand [labor work], you know?

R: Yea, then maybe you are good at hand jobs, you know?

MC: Yea.

R: Like skillful...

MC: And lah like to fix the houses, you know? That's what I like a lot.

R: Okay. And your parents said it's okay?

MC: Yea, it's okay. Yea.

[R laughs]

MC: Whatever I want to do, it's okay.

R: I know. They are very very supportive.

MC: Yea.

R: Thank you! And another question, so you just drew a different picture of yourself.

MC: Yea, yea.

R: So, can you tell me? I mean it's okay if you don't understand, but um why you wanted to change? You wanted to draw a new picture of yourself?

MC: I don't know [laugh].

R: Did you not like the [showing the old drawing], this one?

MC: Not really. This one [pointing to the new one], it look better, you know?

R: Oh, so you want to have a smaller version of you?

MC: Yea. And I feel like this one looks better, you know?

R: Yea. And everything looks much, I mean, look like you, I guess.

R: Yea. And any thing, any change that you notice? It's just you, right?

MC: Yea, I think.

R: But like smaller scale?

MC: Yea.

R: And you don't really like coloring a lot?

MC: No.

R: Okay, so you like something simple.

MC: Yes.

R: Okay. Sounds good. Thank you, [MC's real name].

MC: So, you keeping this?

Conversation between Researcher (R) and MC on November 23rd, 2019

R: Okay, so let's talk about another one that you just drew.

MC: Okay.

R: So, can you tell me what you drew?

MC: Ah, I drew a nurse, you know?

R: Okay. And the... the guiding question is like “What’s your parents want you to do”, right?

MC: Uh, yes.

R: So, your parents want you to become a nurse?

MC: Yes.

R: And did they tell you why they want you to become a nurse?

MC: Yes. They want me, you know... it’s better, you know when you become nurse, so lah, whatever you see, you can know what medicine you need to...

R: take?

MC: Yea, you need to... take, yea.

R: Okay, that’s a wise [laugh]...

MC: Yea.

R: [laugh] idea. So, when your parents told you to become a nurse because like when you are sick or like your parents or any family members get sick, you know... you know how to help them.

MC: Yea. Yea. That’s true.

R: And how did you feel? I mean do you really want to be a nurse? Like what your parents want you?

MC: ...

R: No?

MC: Not really. Because... I like it, but I don’t like to do the work... the... thing I need to do it oh... [making some gestures]

R: Prescribing medicine?

MC: Yea.

R: Like writing the medicine?

MC: Yea. Yea, I don’t know that, Miss. So...

R: [talking to another student] Yea. It’s dark. You can take the picture when we’re done. [laugh]

MC: Yea, yea. It is.

R: Okay. Thank you, [MC’s real name]. I think that’s it.

MC: Okay.

Conversation between Researcher (R), “13” and “15” on November 23rd, 2019

R: Let’s go. Hello again. So can you describe a little bit about your drawing this time?

“15”: Well...

R: Say your nickname first.

“15”: Um, my nickname is “15”.

R [laugh]

“15”: And my drawing is I draw a picture of the oh the like the oh picture of the U... the United Nation example. I drew that picture, and that’s like my dream job.

R: Uh huh.

“15”: Yea.

R: So, yea. So, that’s also like the organization that I know so far, United Nation.

“15”: Yea.

R: So, can you tell more about your dream job? I mean, what will... would you do specifically?

“15”: I really wanna help people like who been the same, like, situation as me, who grew up, and like, refugees and came from different countries. Yes.

R: Okay. I see that you drew a lot of people here.

“15”: Yea, I think...

R: So...

“15”: I drew [a lot of people] ‘cause it don’t matter what you look like or what you believe, or like what you did before, the only thing’s matter is helping you getting... through the rough time in your life.

R: Yea.

“15”: That’s why I drew different colors and different, like, they not the same ‘cause you know...

R: I love it!

“15”: Yea.

R: It’s very touching. I love it! Okay, and how about like, this one [pointing to part of the drawing]. You said it’s the logo of the United Nations, so can you tell me a little bit about this logo? I mean, this looks like the... the globe, you know, to me. Like, the earth, the globe, is it?

“15”: It’s the... I don’t know how to say. [laugh]

R: [laugh] I mean...

“15”: It does. But it’s more like a... It has like its lines in the circle thing, the one that go straight. This, this, this way [moving along the lines in her drawing].

R: I know. Diagonal...

“15”: And it has like countries.

R: Different countries.

“15”: Yes. And they have this [pointing to the olive around the globe in the drawing]. I don’t know this stands for.

R: This one is the olive, so the olive branch stands for peace.

“15”: Oh, yea. Yea, yea.

R: As far as I know.

“15”: Yea.

R: You know the dove? The dove usually carries the olive branch in its mouth. So it represents peace. So, I think they have this because they want to give peace, like they want to bring peace to people.

“15”: Okay.

R: That’s why. Okay, so your main goal is to help people. And can you describe in detail how you could help people? I mean, like, what kind of help you would give?

“15”: Oh, give... I can’t give much because like, the only thing that I can do is... just helping them, you know? Instead of like...

R: So, you mean like, help them when they first come to the states, right?

“15”: Oh yea. Or go to different countries to give the food, you know? There’s some country don’t have any water, food, water, stuff like that.

R: So like, resources?

“15”: Yes. So, I just want to go over there, and be like “I got you”.

R: Awe...

“15”: I’ve been there.

R: I feel you. Yea. So, I want to help you. Okay, so because you mentioned about water, food, so like, basically, you want to provide the people with the things they need, you know?

“15”: Yea, yea.

R: And because you’ve been through that, and you feel them, so like you can help them.

“15”: Yea.

R: How about think about the culture shock, you know, when they go to the new culture, they may have some culture shock.

“15”: Yes, learning and teaching them how to speak English.

R: Uh huh.

“15”: And getting... getting used to the country, stuff like that.

R: Yup, some survival skills.

“15”: Yea, ‘cause I know my parent didn’t get that. The only thing they get you just “Come to America”, and they have to do everything by their own, so...

R: Okay, so you learn from this from your own experience, so you want to help other people to get used to the new environment.

“15”: Yea, like, like, here everything is so different, you know what I mean?

R: Uh huh.

“15”: Like back in there, like they have a doctor, but here you have to make an appointment by calling them in English. [If] I don’t know English...

R: Yea, you have to wait for long.

“15”: Too much.

R: Sometimes... You know, but it’s kind of the policy here.

“15”: Yea.

R: So, maybe...

“15”: No, you know first before doing anything, just help them how to speak English, getting the stuff that they need, like how to say it, and then... them getting job, stuff like that... And then, you know they can get used to this country ‘cause you just don’t bring people to the country, and like “Welcome”.

R: Yea, so like just bring them to the park and say jump and swim by yourself [laugh]. Swim or sink, right?

“15” Yea. You have to be like you know some countries are like way different [than] here, so just like tell them everything about here and teach them instead of being like “Hey, come over here. There you go”.

R: So, you feel like there should be a program.

“15”: Yea.

R: For the people like you.

“15”: Yea.

R: When they are in the program, they will learn...

“15”: Yea.

R: Something about the US and then like, how to survive by themselves, right? And learn the language.

“15”: Yes. And like how to pay their bills and stuff like that.

R: Okay. Okay. That’s a good point. I agree.

“15”: Uh huh.

R: There should be a program. Thank you, [“15’s” real name]! So, we’ll get back to you, later. And it’s your time. Oh, I’m sorry. I should have said “15”, but I’m gonna delete that, but let’s get back to “13”. [laugh] Can you describe a little bit about your drawing [speaking to “13”]?

“13”: I want to be a soccer player.

R: Uh huh. Okay.

“13”: And this is some of my teammates at soccer [pointing to the people figures in her drawing].

R: Okay. So, I notice like this is you, right?

“13”: Yea.

R: And you play the... defender?

“13”: Uh huh.

R: That’s where you want to play, too?

“13”: Uh huh.

R: You know like the skills that need to be a good defender?

“13”: Like...

R: I feel like defender is very important in the team.

“13”: Like, they have to like, not let the goal, like...

R: Yea.

“13”: You have... you have to let it...

R: You have to stop, you know, the striker, and then you have to protect the...

“13”: Goal.

R: ... goal. Yup. So, you are very important, right? And then, can you tell me more about your um... They are your teammates, right?

[“13” nods head]

R: Okay, and I saw like this is your sister.

“13”: Uh huh.

R: So, your sister also plays in the team?

“13”: Yea.

R: And you know which position she usually plays?

“13”: She’s striker.

[R looks over “15”].

R: Okay, so she doesn’t say anything, so it seems right. Uh huh. And do you enjoy playing it as a “striker”?

[“15” nods head].

R: That’s good! That’s good! And how about other teammates? Can you also describe a little bit about them? Why you... Why you drew them without face or like...? I mean I’m just curious.

“13”: Um I didn’t feel like drawing the face like that.

[All laugh]

R: So, you didn’t feel like you want to draw a face?

“13”: No.

R: No? But anything that I need to know about your teammates? Any values that they?

“13”: They play like different positions than us, like different.

R: So, they play different positions?

“13”: Yea.

R: Okay. Are they nice? Are they good teammates?

“13”: Yea.

R: Okay. That’s good! And you also draw many balls [laugh], so can you explain that?

“13”: I think, like, not, I think, like, they passing... the ball.

R: Oh, so you are drawing maybe one practice like, one soccer practice when you are practicing some soccer skills?

“13”: Uh huh.

R: Or drills. So like, you guys are passing the balls to each other. Okay. And can you also tell us a little bit about these soccer practice? What have you learned from these practices? Like do you like it? How do you feel about it?

“13”: I like it. It’s good.

R: It’s good. You feel like your skills have improved?

“13”: A little bit.

R: A little bit?

“13”: Yea.

R: Okay. [laugh] It’s good. It’s good. Okay, how about the sun?

“13”: We always practice in the morning, and it’s hot, so the sun...

R: You like it, or you don’t like it?

“13”: Sometimes it’s hot, sometimes it’s cold, so... Not sometimes like, it’s okay. I don’t like it or hate it. It’s okay.

R: Okay.

“13”: Yea.

R: So, that’s why you just drew the sun because it’s usually when you have soccer practice...

“13”: In the morning.

R: In the morning? Okay. I’ll get back to you later.... Okay, so back to you [speaking to “15”], another question is that “Think of any skills that you need to do for this job.”

“15”: Skills?

R: Yes. Skills, you know like, you play soccer, you need skills, like passing skills.

“15”: Uh huh.

R: So, how about this job? If you want to work for United Nations, what knowledge or what skills you need to have? Or what qualities?

“15”: Oh, I... I don’t know... You probably go to college?

R: Yes, you need education for sure, right?

“15”: Yes.

R: So go to college.

“15”: Yea.

R: Anything else? Maybe like you have to love that job?

“15”: Yea, you have to love that job to working ‘cause you don’t just go and be like “I wanna hug people” if we don’t know anything about it.

R: Yea. That’s true! So, you need to have background knowledge, too.

“15”: Yes. I really want to work that ‘cause I’ve been through people, like, most people, they help, they help people like, who I mean, I wanna help people who been through my situation while I grew up as refugees and lived in camp my whole life, I mean, live in the city. Yea, I really want to help people like who...

R: Yea, because it’s...

“15”: ... need water.

R: Yea, because it’s your passion, right?

“15”: Yes.

R: You want to help people. That’s why you want to do this job.

“15”: Exactly.

R: So, I feel like one of the most important things is like to help people, really want to help people.

“15”: Yea.

R: How about thinking about language?

“15”: Yea, you need, like, yea. I mean you probably won’t understand when you go to different country, saying like, he speaks more than one languages, that can help, you can go to that country and be like “What do you need help with?” stuff like that, you know?

R: But like you can use English, I mean...

“15”: But not everybody in Africa or like in different countries speak English.

R: Yea. But you can speak Oromo. You can speak Somali, you know, so like... there are some kind of main languages spoken over there.

“15”: Yea.

R: So, I feel like if you go to Africa, you can really help them.

“15”: Yup.

R: That’s really helpful... How about you, [“13’s” real name]? So, what kinds of skills you need to [have to] be a professional soccer player?

“13”: I ... I ... You have to go, like, end high school, you have to get another thing.

R: What is that other thing?

“13”: I for... I don’t know the name.

“15”: Diploma?

R: You need to get the diploma?

“15”: No, you don’t.

“13”: I don’t know.

R: Maybe you need to go to the club.

MC: Miss, you wanna see?

R: Scholarship?

“13” & “15”: Yea.

R: Okay.

“15”: You need to be good.

R: You need to play really well, right?

“15”: Yes... to get the scholarship.

R: Is that the end?

“13”: Hah?

“15”: I mean if you wanna play in college, stuff like that, you need to graduate from high school and need diploma, and need to join big group [rather than] small teams. You need to have scholarship, or like, you need to have like...

R: So, you need to go to some trials, right? And then you need to go to some clubs?

“15”: Yes.

R: As far as I know, and like...

“15”: Or you can play for your high school team.

R: Uh huh.

“15”: Yea.

R: Okay, so think about that, you know if you really want to do this professionally. Now, aim at high school team because you’re going to high school, so pick a team, and then maybe like, go to some trials for the club. Okay?

“13”: Uh huh.

R: So, that’s a skill.

“13”: Yea.

R: How about the knowledge of language? I mean like language, do you need to have a really good English to be a...?

“13”: No.

[R laughs]

“15”: I mean, English ye uh ...

R: I mean, how about?

“13”: Yea, you need to get what the coaches say.

R: Yea, you need to understand, and like, when you are playing, understand, remember about group work, about...?

“15”: Oh yea, yea.

R: About collaboration, right? You need to communicate, you need to talk to other teammates.

“15”: Yup.

R: I mean, if you use your native language, maybe other people can't understand. If you want to play here professionally, probably you need to be good at communicating, right? Maybe your reading and writing skills are not that important, but I feel like...

“15”: I feel like soccer, when you go to soccer, like, teacher [coach]'s talking, they'd be speaking in soccer language, like, they don't speak in English. They're like “You get that ball” [using her hands to show actions like juggling the ball], so it's like understand a little bit English if we know a lot about soccer, soccer stuff.

R: Yea, you need soccer term.

“15”: You don't need it, English, that much. You just need like whatever she say and her hand.

R: You need to understand the terms.

“15”: Yea.

R: Terminologies.

“15”: So, you don't need English a lot.

R: That's the term, and then it's more about practice, right?

“15”: Practice, too. Yea.

R: Okay. Okay, sounds good. Okay, it's getting dark. So, the last thing, you guys you can do it very quickly.

[MC's passing the drawing to R]

R: Thank you so much! So, the last...

Conversation between Researcher (R) and “13” on November 30th, 2019

R: Hi, “13”. How are you?

“13”: Good.

R: Good.

“13”: Oh.

R: I love your drawing.

“13”: Thank you!

R: Okay. Can you tell me what you just drew?

“13”: Oh, I draw a doctor. And then some stars and um, a sun, some dot, colors.

R: It's beautiful.

“13”: Thank you!

R: You're really good at drawing and painting, coloring, you know? Maybe you can do it as your part-time job. Maybe have your own studio, who knows? You know, playing soccer, full time, and then like having your own gallery... something like that as a part-time job.

["13" nods head]

R: Okay, tell me more about this, so just like your sister, your parents want you to become a doctor?

"13": Uh huh.

R: Okay. Did they tell you why they want you to become a doctor?

"13": No.

R: No? [laugh] They just said "Okay, I want you to become a doctor."

"13": Uh huh.

R: And did you tell them that you want to become a soccer player?

"13": Um... No.

R: No? So, they don't know.

"13": Uh huh [shakes head].

R: Wow! Okay. So, thinking about like maybe when you tell them that you want to become a soccer player instead of a doctor, what would they say?

"13": I don't know.

R: Would they be angry?

"13": No.

R: No? Would they still support you to become a soccer player?

"13": Yea.

R: Would they push you or force you to become a doctor?

"13": No.

R: No. So, they would support you if you want to become a soccer player?

"13": Yea.

R: Okay. How about thinking about the people around you, right? So, when you become a soccer player, like, people around you, like your relatives, or like the culture that you grew up with, like, would they look up to you? You know 'look up to'? Like, respect you?

"13": Yea.

R: They respect you as a soccer player?

"13": Uh huh.

R: How about a doctor?

"13": Um, yea.

R: So, the same?

"13": Uh huh.

R: Okay, so every job is important, right? So, that's what you think.

["13" nods head]

R: And do you know what skills you need to have to become a doctor?

"13": No.

R: No? So, just wait for your sister because like, she's also watching a clip about how to become a doctor, so maybe later you can watch a clip and see what you need to have or to do to become a doctor, and maybe compare.

"13": Okay.

R: Okay, and then decide whether you still want to become a soccer player, or you want to become a doctor because they earn good, and they, like, get a lot of money. [laugh] Do you know that?

"13": No.

R: But like is money important?

“13”: I don’t... Yea, ‘cause to pay your living. Yea.
 R: Okay, so think about, for example, if you are a doctor, and you get paid a lot, much more than being a soccer player. So, would you want to change?
 “13”: No.
 R: No? You still want to be a soccer player?
 “13”: Uh huh.
 R: Why?
 “13”: Because like you know, how some people, they travel around and play. Yea, I wanna do that. And I can play in a team. Yea, I wanna do that. Yea.
 R: So, that’s what you love, travelling around, playing with people?
 “13”: Uh huh.
 R: So, of course, when you are a soccer player, you know, like, you also get money, get paid, so don’t worry much about this. I was just joking. Okay?
 [“13” nods head]
 R: That’s it. Thank you!
 [...]
 R: Hi, again! Sorry. But okay, in this drawing is this you?
 “13”: No, it’s the doctor.
 R: It’s the doctor. So, it’s not you.
 “13”: No.
 R: So, like it’s just a picture of the doctor, but not you as a doctor, right?
 [“13” nods head]
 R: Okay. That’s why because like... That’s why I saw a different color, like hair color and then the eye color.
 “13”: Yea.
 R: So, why you decide to color the hair that color, purple? The eyes, blue? And the coat, red? I mean is that just the way you want to color or is there any reason?
 “13”: Yea, I wanna make [it] colorful.
 R: Okay, so you love colorful stuff?
 “13”: Uh huh.
 R: Uh huh. How about the stars, and the sun? Do they mean anything?
 “13”: Um, no. I just want to, like, draw them, and just make them all different color.
 R: Okay. Okay, so as the background, right?
 “13”: Uh huh.
 R: Just to fill the drawing, but it’s very art, you know? I love it! And how about the dots, I mean?
 “13”: It’s the same thing, but... the dots...
 R: Uh huh. And how about the lines here?
 “13”: I don’t know this, why draw this, just feel like this.
 R: Okay, just so you just feel like you want to draw something and you draw the lines and then color it. It looks good, I mean.
 “13”: Thank you!
 R: Yea, thank you!

Conversation between Researcher (R) and “15” on November 30th, 2019

R: Hello, “15”!

“15”: Yep.

R: So, can you describe what you just drew to me?

“15”: Um, I drew a picture of what my mom and my dad want me to be.

R: So, what do they want you to be?

“15”: They want me to be, like, a doctor or a nurse.

R: And did they tell you why?

“15”: Um... they told me yea ‘cause they make good money. [laugh]

R: [laugh] I mean, yeah, everyone says so, I mean, even in my country, you know, Vietnam, like, doctor is a very good job, prestigious job, like people earn a lot of money.

“15”: Uh huh.

R: And like people look up to you if you are a doctor.

“15”: Yea.

R: Is that the same reason?

“15”: Uh huh.

R: So the same, money?

“15”: Yea.

R: And then people look up to you?

[“15” nods head]

R: Okay. So, when your parents told you that “Oh, I want you to become a doctor in the future”, what did you respond to them?

“15”: Oh like, I don’t know. But I told them I want to be in like, okay, but they’re like if you don’t want to be that, that’s still fine.

R: So, when you told them you want to become, like you want to work at... um for the UN?

“15”: Uh huh.

R: They said it’s okay?

“15”: Yea.

R: So, they are not against that?

“15”: Um um [shakes head].

R: But they said like if you change your mind, you...

“15”: Yea, doctor.

R: ... become a doctor.

“15”: Yea.

R: Okay, okay. Sounds good! So, [lets’] look at your drawing more.

“15”: Uh huh.

R: So, this is you, right? Wearing kind of doctor’s, what do you call it?

“15”: Clothes?

R: Yea, clothes or gown. There is a term, but anyhow. So, that could be a doctor or a nurse.

“15”: Uh huh.

R: And can you describe like the... I don’t know how to say the patterns around you?

“15”: Oh, the colors. It was just all look like... they want me to be like that, I don’t know if I want to. So, it’s like the sky that don’t work or like what they said, I don’t know.

R: So, like the world around you?

“15”: Yea.

R: Like what other people want you to be?

“15”: Uh huh.

R: ... or want you to do?

“15”: Yea.

R: So, what do you think about these people? Like, the lines around you? Do you feel like it's good or it's bad?

“15”: I mean, they're good. I mean, sometimes. I don't know what they mean, but other than that, they're just telling me what to, like... do with my life. It's not like the bad thing.

R: So, usually they give you advice?

“15”: Yes. Advice.

R: Mainly.

“15”: Yea.

R: And then, you know like, you can think about that, like think about if it's like, a good advice for you or not.

“15”: Yea.

R: Because you are the one who decides your life.

“15”: Yea.

R: Right? Okay, so now thinking about being a doctor and a person who works for the UN, which one do you want to do in the future?

“15”: Work for the UN.

R: Uh huh. Why?

“15”: Why? So, I can help more people.

R: Yea. And it's your dream job, right?

“15”: Yea.

R: So, okay. Here is a scenario for you.

“15”: Um huh.

R: For example, if your parents do not want you to work for UN.

“15”: Uh huh.

R: Because they think it's dangerous.

“15”: Uh huh.

R: And they force you to become a nurse. What would you do?

“15”: I won't follow them. I mean, they don't... they won't force me. They were just tell me if they want it. I mean, if I make a lot of money, if I, like... go to the college and have some money, yes, I will study for it.

R: Okay. So, they don't force you, right? But like, they say like if you can go to college, if you can earn good money to support yourself, they're okay with that.

“15”: Yea.

R: Okay, okay. Sounds good. So, also think about yourself as a person. And also, think about yourself when you work for the UN.

“15”: Uh huh.

R: So, think about how long or for how many years can you achieve that goal?

“15”: I will probably be like four or five...

R: Okay. So, you need to finish high school.

“15”: Yea.

R: Then, you go to college.

“15”: Uh huh.

R: Finish that and then I remember like you need to like...

“15”: Like get somebody who knows...

R: Uh huh. And then spend two years at the country.

“15”: Yea.

R: Something like that, right? So, you need to have some kind of field experience?

“15”: Uh huh.

R: Okay. And how about any kind of subjects that need to be good at to do this kind of job, working for the UN?

“15”: I think it says you need to have a good communication with people, and what else? You have to be like, you don't have to be good, just need to be good at communicating, telling people what it is.

R: Okay. So, it's more about communication?

“15”: Yep.

R: Like... So, let's talk about your language skills even like in English and in Oromo or like in your own language.

“15”: Uh huh.

R: Are you confident that, like, you can use English, you can use your first language to communicate with people?

“15”: Yea.

R: Okay. That's good, like being confident is good.

“15”: Uh huh.

R: Okay. So, on this side, I would like you to because you said you already knew how you need, like, what you need to become a doctor, but I still want you to find a clip.

“15”: Okay.

R: Maybe a short clip about the job.

“15”: Uh huh.

R: Okay. Yea. You can type it here. And then, again, just like last time, take some notes.

“15”: Okay.

Conversation between Researcher (R) and ReyRey (RR) on November 30th, 2019

R: Okay. So now let's talk about your second drawing. Can you describe what you just drew?

RR: Ah, I drew a girl holding a camera. So, you could tell that she's a photographer.

R: So, is this about yourself?

RR: Yes.

R: In the future?

RR: Yes.

R: Okay. And as you wrote here, so this one is ah you when you are 20 years old.

RR: Yes.

R: So, the previous one is when you are 17?

RR: Yes.

R: So like it's three years in the future.

RR: Yes.

R: Uh huh. Do you see any changes, any differences between the two drawings?

RR: Oh well, this one - the 17 one, she's wearing too much make-up. [laugh]

R [laugh]: Okay.

RR: And um the 20 one, she's like wearing less makeup, you know? She's more mature now.

R: Oh... Okay. So, you feel like when you get... maybe older, like you will wear less makeup, probably?

RR: I think I already start to wear like less makeup 'cause I can tell I only do mascara and maybe highlighter and lip gloss. That's it. But before I used to wear like a lot of makeup.

R: Yea. But I like it. I like the way you make up, you know. You really need to teach me how to do it. Okay, so let's focus on the second drawing again. And you describe yourself as a photographer in three years.

RR: Uh huh.

R: And can you tell me why you want to become a photographer?

RR: 'Cause I like taking pictures... And personally, I think that's what I'm really good at. Like yea... And like...

R: So, you have the skills?

RR: Yea. I I don't know. I think I really good at most of the other things that I do. I'm not very good at them. But this one I'm pretty good at it. That's why I like it.

R: Yea, that's good. And what specific type of photos that you like taking of?

RR: Well, I take all types of photos, but right now like since I don't have a camera yet, I just like taking pictures of um nature rather than people. But once I get a camera, I would... I like taking a photo of people, and then edit them and everything.

R: Oh, so you also learned how to edit?

RR: Yea, I'm learning how to edit. Yea.

R: That's cool. Because I went to your event last time, and I saw some of your photos.

RR: Yea, they were edited. I edited them and everything.

R: Okay, okay. Do you still have like the photos with you? Or like you already sold all of the...

RR: I already sold all of them, but I have them on my phone.

R: Okay, okay. So, maybe next time you can show me like your work, you know, and then like...

RR: I have it.

R: Okay. Can you just go through it and maybe just pick one as your favorite photo...

RR: Okay.

R: And then just describe a little bit about that photo and why you like it the most?

RR: Okay. [searching through photos on her phone]

R: So why...

RR: This one [showing the photo].

R: Awe, that looks pretty! Okay, can you tell me a little bit about this photo?

RR: This one, when you zoom it out, it would look like this. It was a rainy day, and there was water on the floor.

R: Uh huh.

RR: And I just like got close, and I took it and edited it. It looks like... uh it looks like ah...

R: It's like the waterfall or like something like that.

RR: Yea. It looks like a waterfall, but it's not actually a waterfall if you zoom it out, you know? Only in the ground. But I don't know, I just like it. It's too much... It has too much detail and everything. That's why I like it.

R: Yea, I love it! I love the color and I love the setting. I mean I don't know much about photography, but like when I see that, you know, I feel connected to nature, like it is beautiful.

RR: Yea, it takes different points, too.

R: Yea.

RR: But that one is my favorite 'cause that it looks like a waterfall, but when you zoom out, you can actually tell it's the ground.

R: Yea, that's true. That's true. And I can also like... Can you also send those two pictures to the WeChat? I mean can I use them?

RR: Yea, yea.

R: To just present, you know, to explain what you just said.

RR: Yea.

R: Um, that's beautiful. So, can you also describe a little bit about the class or the workshop you attended?

RR: Oh, the class. They um... It was like we take pictures of our life, like our daily life and stuff. And we also take pictures when we see pretty things, you know? And sometimes we do create the things. We do ourselves and we take picture of it.

R: I remember like when you took a picture of yourself.

RR: Yea, yea. And then they would showing us more techniques, more ways to take pictures, and make them look cool. And they also taught us how to edit.

R: So, how did you know about the program?

RR: Ah, coach C* told me about it.

R: Okay, and then you just signed yourself up?

RR: Yea.

R: And did they ah do the interview for you before you joined the program? Or like anyone can join, I mean?

RR: Um, anyone can join, but it has to be like signing up before you know, there was no more, before the due date is over. I had to write an interview about yourself.

R: Okay.

RR: So, they can accept you. Yea.

R: Okay. That's cool. That's cool. So, you learned some more like specific skills and techniques to take a better photo, right?

RR: Uh huh.

R: Okay, that's good! So, do you remember like a specific skill that you learned from the workshop that you applied to most of your photos?

RR: Oh, I forgot the name... The name is kinda hard. I forgot it.

R: That's fine. You can just describe it, I mean like...

RR: It's like the one that I just showed you. It makes the picture like um... When you focus at one place, like if I want this to be clear, to make it clear, and then everything around them blurry.

R: Oh, okay.

RR: But I forgot the name.

R: You mean the focus, right? You have the focus...

RR: It just focus on one thing...

R: Uh huh.

RR: That you wanted to focus, and then everything around it blurry, so the focus can just be one that one thing you wanted to get focused on.

R: Yea, I think I know what you are talking about because it's like some iphones or like some type of phone. They have something that focus like, for example, take the photo of you, so your face will be clear, then the background will get blurry.

RR: Yea.

R: Uh huh, so that's cool. I love it.

RR: Yea.

R: Okay, and you also said like you want to have your own studio?

RR: Yea.

R: Okay. That's cool. And...

RR: Hopefully, one day.

R [laugh]: Yea, I believe in you. You can do that. You can do that. And do you have any clear ideas what you want to do in your studio?

RR: Well... um like how? Like... ideas, how?

R: I mean like imagine you have your own studio and can you just describe your typical day, what you want to do in the studio?

RR: Oh.

R: Do you have other people work with you or you only have yourself create, you know, the artwork?

RR: Well... in this studio, I wanna do like I don't know, I want to be like an actual photographer, photographer where like the actual photographers have their own studio.

R: Uh huh.

RR: Some of them work with people, but most of them are by themselves better, you know? Sometimes it's good to have help from other people, but sometimes it could get hard, you know?

R: Yea.

RR: And um...

R: And you can also exchange ideas with other people.

RR: Yea, yea. And I like to take pictures of stuff like you know, high school um college, you know, graduation students...

R: Or wedding?

RR: Yea, weddings, parties...

R: Special occasions.

RR: Yea, yes. Special occasions. Yea, these types of things and um maybe like go around the world and take different places' pictures and stuff...

R: Awe!

RR: ... And sell them and...

R: Yea, I saw a lot of people do that, you know, like they do like travel around the world, and they have the travel blogs where they post the pictures, where they post some kinds of posts about their travelling, and then you can earn the money from that.

RR: Yea.

R: That sounds really cool. Like you can both go travel around the world and you can still support yourself or earn money.

RR: Yea.

R: Yes, it's cool. Okay, so do you consider photographer as the kind of serious, serious job or career you want to pursue in the future?

RR: Oh, no. I want to do it as a part time job 'cause I still don't know what I want to do. Like you know a full job, but if that photographer became... if my photography career became like actually like really good, I might as well just make it like my actual job, you know? But it's not like that's pretty good 'cause you really need to work really hard to get to like to top and stuff. And if it becomes like really hard, I might just do it as a part time.

R: Okay.

RR: Yea.

R: That's fair.

RR: Yea, I try to see another job.

R: See other options.

RR: Yea.

R: And the last question is like when did you find out that you like taking photos or you are really good at art?

RR: Well...

R: Like you know you are really good at henna, and like also painting.

RR: Yea.

R: And like taking photos.

RR: Yea.

R: So, like when did you find out?

RR: Oh, as soon as I was in Yemen, I'd always like drawing.

R: Uh.

RR: And like anything that has to do with arts like ceramics, drawing, painting. I'm not really good at drawing as you can see.

R: No? You did decent here, beautiful job!

RR: Yea, but painting, I'm I'm pretty good at it.

R: Yea, I saw your painting on Facebook page. It was beautiful.

RR: Yea. It's...

R: The sunset, the ocean.

RR: That one is... I'm pretty good at painting. Um... and photography. I would took pictures, but I was like, you know, edit them and everything. But like since I got into the program and stuff, they show me a lot of techniques and stuff. And since that, I've started doing like whenever I take pictures, I would like, you know, make them look more realistic, more fun, more cool...

R: So, editing makes the photo look more realistic, right?

RR: Yea, I took pictures of my friends and stuff, and I edit them and everything. It makes it look super cool.

R: I know, maybe. You need to do some Photoshop on my face, too, like my photos. [laugh].

RR: [laugh] I don't know how to do Photoshop yet, but I knew how to...

R: Oh, so what tool do you use for editing the photos?

RR: I use Visco, Visco app 'cause it's really good. Like it's super easy to do.

R: Okay, I need to check it out, like...

RR: Yea, but I took pictures mainly of Muslima, you know her?

R: Uh huh.

RR: Okay. This was the before-picture.

R: Awe!

RR: And then this is after.

R: Okay. Can I see them again?

RR: Yea.

R: [looking at the two photos] So, this one looks like...

RR: More realistic.

R: Yea, with the color...

RR: It also looks cooler.

R: I know, yup. Uh huh, I like this one better.

RR: And I took another one of uh my friend. Like I edit it and everything, and I took the picture, too.

R: Uh huh.

RR: It was just in this stream, and like that's it. And this one, the background 'cause like it has like two separate lines and stuff.

R: Yea, I love it!

RR: Yea.

R: It's really art. And like did you show him how to pose like that?

RR: Yea, uh huh. So, I could get the background....

R: Uh, okay. That's so cool.

RR: 'Cause I want to get the background, too 'cause it's pretty hard to get the background 'cause um when it's really dark um camera tell you to turn on the flash, but if you turn on the flash, it's not gonna show like the colors and everything of...

R: The real, the true colors.

RR: Yea. So, yea, I need to like, yea, it was kinda hard, but I still got it.

R: Yea, I feel like you have the skills. You have the talent. You also have the eye. Like photographer, you know, they know kinda how to put you in the... in the frame or something like that so that you can get the most of the picture. That's cool! Okay, I promise this's gonna be the last question. [laugh]

RR: Uh huh. [laugh]

R: 'Cause I said this a lot. Okay, but second last. [laugh]

RR [laugh]

R: So, do you think like the career as the photographer is a kind of oh popular job in society, I mean, especially, in Tampa or like around the states, you know?

RR: Yea, I think... I think it's popular, but not really really popular.

R: Um...

RR: You know what I mean? Yea. Some people are like just like other people like to get the job done for them. They don't want to do it or waste their time on it. But some people love doing it.

R: Uh huh.

RR: And yeah.

R: So, like the main thing I feel like passion, right?

RR: Yea.

R: If you love it...

RR: Yea, you need to love it, and you need to like, you know, work hard for it if you want to be the best of it.

R: Uh huh.

RR: But some people don't want that, so other people take it from them instead.

R: So, what is one of the most important things, I mean like, thinking about passion, thinking about salary, thinking about other things like language proficiency, like what would be the most important factor about this job? Like important thing about the job, like when people...

RR: About this job?

R: Uh huh.

RR: It's to have... Like important thing about it is to know what you are trying to do, you know? If you trying to take a picture, you have to like make it more realistic, more the people are actually like reliving the moments even though they are not in that moment no more, you know? So, like if I take the picture of something right now and make nice and stuff. In the future, when you look back at it, you'll be like "Oh, I remember this day. It's a fun day." You know, you have to...

R: It needs to capture the moments?

RR: Yea, capture the moments. You capture the best moments of that with the use of light and stuff.

R: Okay. So, the key or the most important thing about taking the photo is more about like capture the moment, and like, to also like create the feeling when you see the picture again.

RR: Yea.

R: Okay.

RR: Well, I don't know about other people, but for me, it's like the main point.

R: Uh huh.

RR: But I don't know about other people.

R: Okay. Do you think like you need to have a really good education to become a good photographer?

RR: Oh, you need to have an education in math and English. [laugh]

R [laugh]

RR: But yea...

R: Okay.

RR: 'Cause like everything requires math and stuff.

R: Oh, like when you measure things like properly?

RR: Um, it's not like that. You need like a lot. But it's like when you need to print out the picture and stuff, you need to know the measurement for it and everything, you know?

R: Okay.

RR: And I still don't know that step yet.

R: You still learning, yea.

RR: Yea.

R: That's fine, totally fine! Okay, I promise the last one. Sorry. [laugh]

RR [laugh]

R: Okay, I'm just thinking like how about your mom? Like have you ever told her that you want to become a photographer in the future? And...

RR: Yes, I did.

R: So, how did she feel? How did she react? How did she say?

RR: Oh, she said to like "Make sure that it's a really good job first. And if it is, then like, actually you know, find my passion and do what I like in the future." And then after I showed her what I had done in the classes and everything, then she started supporting me more into becoming a photographer.

R: Yea, I saw her at the event, too. So, feel like she's very supportive.

RR: Yea.

R: So, that's good. And is there any job that she wants you to become or like?

RR: Oh, when I was a kid, she wants me to become a doctor [laugh].

R: Okay. [laugh]

RR: Yea. [laugh]

R: But how did you, how did you say? How did you reply to her?

RR: Well, when I was... when I was a kid, I wanted to be a surgeon, not just any doctor, you know? But now that I started, like when I started growing up, I started getting more afraid of cutting people and stuff like that, so I kinda like just scare me off, and I don't know. But if I ever become a doctor, I want to become a surgeon.

R: Okay, still maybe. Maybe thinking about that.

RR: Nah, I would think about it, but I don't think I will become because that [laugh]. I ... I don't know scared, you know?

R: Yea, cutting up people probably.

RR: Yea. And just the idea of them. Some surgeries, you know, they don't end of succeeding and stuff. And that's just a pretty scary thing to do. Yea, and I don't know.

R: Yea.

RR: I don't think I want to do this job or wanna live like that, you know? Yea, it's pretty tough.

R: Yea, even though like yea, they earn a lot of money, but still it's a tough job.

RR: Yea.

R: Okay, that's it. Thank you so much, RA, I mean RR. [laugh]

RR [laugh]: Well, RR. [laugh]

R: Okay, so... done.

Conversation between Researcher (R) and Rafeal (RA) on November 30th, 2019

R: Okay, so let's get it started. Um, so this is your second drawing.

RA: Yes.

R: Can you describe this to me? What did you draw?

RA: Ah, it's a picture what I wanted to be when I was a little kid. I wanted to be a doctor or a nurse. That is all.

R: Okay. So, you remember how old were you then?

RA: It's like probably 10.

R: 10 years old?

RA: Or 8 like that.

R: Okay, so like when you were very young, like a little boy, you wanted to become a doctor.

RA: Yea, all I know.

R: So, why did you want to be a doctor back then?

RA: It's ah... It's... seems like very cool job because I watch it on TV and everything. And it's will help people at the same time.

R: Uh huh. That's cool. That's cool. I love it when you like keep the same job, you know? Because when I was younger, I wanted to become a different one. And now I changed my thought, but I'm glad that you keep it the same. So, do you have different opinion or like idea about this kind of job? Because I know like you still want to become the doctor.

RA: Yea.

R: But like you... do you think of any reasons why you want to be a doctor? Besides like it's cool, it's helps people...

RA: It's still help people, I and I... and give you a lot of education about it.

R: Uh huh. So, you know, like do you know like how long it's gonna take to become the doctor?

RA: I heard it's gonna be at least 10 years to become a surgeon.

R: Uh huh. Yup, I mean like you heard that it's gonna take you 10 years. Does it somehow scare you? [laugh]

RA: I think it changes. Sometimes I want to be a doctor. Sometimes I wanna change something better or something else.

R: So, do you have that kind of other things in your mind? Or like right now you are still thinking?

RA: For that, I wanna become probably a soccer player.

R: Uh huh.

RA: I wanna start like work out everyday to better and better at soccer. And sometimes I want to become an engineer.

R: Whoa.

RA: It's just different ah...

R: Yea, different... op... opinions like you know different options for you.

RA: Yea.

R: ... to choose from. Okay, so you wrote here you need education. You just talked about that. So, you like helping people. And you need to have passion. And the last one is...

RA: Patient

R: Oh, patient. Okay, so among these four key ideas, if you can only choose one, which one would you choose?

RA: Education.

R: Uh huh. Why?

RA: Because mostly I'm patient about everything.

R: That's good.

RA: I'm mostly patient.

R: Okay, so imagine like in the future, right? So, you have... you have one patient and the patient is very annoying. [laugh]

RA: No, no. It's not about the patient...

R: I know it's not about the patient. I know what you mean. But like I'm just trying to test like if you are really patient.

RA: Okay, okay.

R: Oh the mosquito. Do you want to [trying to get the mosquito]. Yep, yep, yep... You have to learn how to make it fly away or it's gonna bite you. [laugh] Okay, okay, so there is one patient, and he's very annoying, like he keep asking you to come and to check him even though like he's not, you know, having something serious, like how would you do?

RA: I mean, first of all, yea I need to have patient about it, and you have to like, talk to him, explain to him, so he can understand.

R: Uh huh. So, maybe explain to him like there are other patients that need your help, right?

RA: Yea.

R: You cannot stay there 24/7 with him.

RA: Yea. I explain the situation, and I need to explain the other.

R: Okay, okay. Sounds good! Uh huh. And so, this one is when you are 20, right? You said?

RA: 25.

R: 25. Okay, and the previous one is 15. So, it's the gap of 10 years. So, that means you need to have enough education within 10 years to become the doctor?

RA: Uh huh.

R: So, now let's compare these two drawings. Is there any similarities, any differences between the two drawings?

RA: I mean...

R: [laugh] It's still you, right? It's about yourself.

RA: Yea, that's me being 15, but after 20 years, yea I may change and everything.

R: Uh huh. I mean, so we talked about this. You said your hair is something distinctive.

RA: Yea.

R: Something that can tell you apart. But like in this one, it's very hard to see your hair.

RA: I mean...

R: But like it's still you because like you drew this on.

RA: Yea.

R: Can I ask like because like doctors usually wear white scrub, right? Like why you color it something like grey or...?

RA: I don't know. I'm not sure.

R: [laugh] Maybe you want to make yourself stand out?

RA: Yea.

R: Uh huh. And have you ever thought about kinda specific type of doctor you want to be?

RA: Yea, surgery.

R: Surgeon? So, like you okay with cutting up people and like?

RA: I mean I watch it a lot on TV and TV show and everything and movies.

R: Is that...? Um... There is one show called "A Good Doctor" or something like that.

RA: Yea, "The Good Doctor" yea yea.

R: So, you watch it?

RA: Yea.

R: You like it?

RA: Yea.

R: Okay. I mean I just heard about the show. I haven't really watched it, but okay.

RA: You can try it.

R: Uh huh. So, you like it?

RA [nods head]

R: And you also watch other shows about doctors and surgeons?

RA: Yea. Mostly "The Good Doctor" because... like it shows and explains everything.

R: Can you? Can you also like tell me more about the show? What do you like most about the show?

RA: Like what do you mean?

R: Like what do you like most about the show? Like anything that you remember the most from the show? I mean, do you remember the characters the most? Do you remember the plot? Do you remember like the skills or the techniques? Or like why the show makes you interested in watching it?

RA: I mean... the show shows how they do the sur... ah surgeon...

R: Surgery?

RA: Yea, the surgery and everything and ex... And they sometimes explain what happened.

R: Oh, so explain the causes?

RA: Yea. And explain why it happened, and how they do it.

R: Okay, so it's more about the procedure, right? So, like we can see it in the um the hospital. I mean, the doctors, what the doctors or the surgeons usually do, like the procedure, so you can learn about kind of when there is a new patient, what the doctor is supposed to do. And then like during the surgery, what the doctor is supposed to do, right?

RA: I mean, yea. Like we have to check the mouth first to see if anytime like if they had an accident, they have to check him first because people might not know what happen, like after a crash accident, you might not feel anything about then. When they check you, there's a lot of thing.

R: Okay. There is a lot of things inside that you don't know.

RA: Yea.

R: So, like from watching the show, you somehow learn what a surgeon is supposed to do.

RA: Yea.

R: Okay. That's good. That's good that you learn some skills and knowledge from the show. Uh huh. Do you have any favorite character in the show?

RA: I forgot the guy name.

R: The main guy, right? I mean.

RA: Yea, he's the main... And he's like he acts that he has an autism, but he was the best one from all of them.

R: Yea, I heard about that. I heard about that character.

RA: He's really smart. Yea.

R: Okay, okay. That's good. And now let's talk about what your mom, your sister, or other people think about this kind of job. So, what would your mom say when you told her like you want to become a doctor?

RA: She... She said ah "It's good for me to help people and... like mostly help them and help other people" like maybe like me just driving around or walking around, I wouldn't know what's happening.

R: Uh huh. Like help other people, help yourself, help your family members as well. So, she's very supportive of you becoming a doctor.

RA: Yea.

R: Uh huh. Is there any kind of job that she wants you to be or like...?

RA: I mean a doctor, she likes me to be a doctor mostly. So...

R: Yea. Because I told, like I talked with RR and RR told me your mom also wanted her to become a doctor.

RA: Yea.

R: When she was a little girl, you know?

RA: Yea.

R: So, is it something like tradition about your family? Is anyone in your family a doctor?

RA: Not that I recall. I don't know.

R: Yea.

RA: I don't know.

R: But, so okay. Think about... so, you guys are from Yemen, right? So, in your home country, how would people think about this kind of job? Like do they value this job? And... I mean, is this job important in your home country?

RA: I mean yea because the war is happening and everything and they gonna need a lot of doctors.

R: I know. So, this job is high... highly valued in Yemen, right?

RA: Yea.

R: Okay.

RA: And other countries in the Middle East.

R: Hm, yea. I believe so. So, doctors like we need a lot of doctors, for sure. So, that's back home in the country. How about here, in Tampa? Or like in the states you feel like there is a need for doctors?

RA: I mean yea because people like driving and texting everytime or yea...

R: Yea, something may happen, you know?

RA: And because a lot of America... a lot of accidents and everything.

R: Uh huh. Yea. So, doctors are needed almost everywhere in the world. Okay. That's good. Thank you so much for sharing! That's it for today.

Conversation between Researcher (R) and MC on January 25th, 2020

R: Hello, so your nickname is MT, MC?

MC: Yea.

R: First, um MC, can you describe what you just drew?

MC: Ah, I just drew ah classroom with teacher and with student. And teacher teach it, you know?

R: So, what is he teaching?

MC: Ah, English.

R: English? Okay. And I can tell like, there are some students.

MC: Yes.

R: Which one is you?

MC: Um, this one [pointing to a figure in his drawing].

R: Okay, can you circle or like point to you?

MC: Yes.

R: In the drawing?

[MC circles the figure in his drawing]

MC: Yea.

R: Okay. And this is also where you sit in the class?

MC: Ah, no.

R: So, where do you usually sit in the class?

MC: Ah, I sit in the back.

R: Oh.

MC: Yea.

R: But like in this drawing, this is you [pointing to the circled figure]?

MC: Yea.

R: So, like do you wish you could sit somewhere in the middle or in the front?

MC: Yea, yea. In the front.

R: In the front would be better?

MC: Yea.

R: Why?

MC: Okay, I can see the word the teacher put in, so I can pay attention more.

R: Oh, I see.

MC: Yea.

R: And ah, did you talk to the teacher that you wanted to sit in the front?

MC: Ah, not really.

R: Did you tell the teacher?

MC: No.

R: No? But you think like you will talk to the teacher about that?

MC: Ah, no.

R: No? So, like you're okay sitting in the back?

MC: Yea. I'm okay.

R: But like it would be better if you could sit in the front?

MC: Yea.

R: Okay, okay. Thank you! And what did you write here? Can you say it out loud?

MC: Yes. I write here ah "I learn the best English with my friend and my... my teacher."

R: Okay.

MC: Um

R: [talking to another student] Yea, you can move the stuff here. Yea, we close at six, so... Yup, you can color it if you want.

MC: Okay, not...

R: Okay. So, this is your English teacher?

MC: Yes.

R: And, um can you describe a little bit about the teacher?

MC: Yea.

R: Can, like, does he look like the drawing?

MC: My English teacher, actually, a girl.

R: Oh, but here you drew a guy.

MC: Yea. Yea.

R: That's fine. That's fine. You don't have to change.

MC: But my other English teacher is a guy.

R: Oh, so you...

MC: Two English teacher.

R: So, right now you have two English teachers.

MC: One girl, one boy.

R: Okay. And what do they usually teach you in the class?

MC: Ah, I say we just learn English, and then we read, for example, we read one story, and then we learn vocab, and then everything.

R: Okay.

MC: After that, we take the quiz, every week, and we learn one story, and then we take a quiz.

R: Okay. And um so, just talk about this week. So what did you learn this week?

MC: This week?

R: In English class, you remember?

MC: Oh, wait. Let me think...

R: Or?

MC: I forgot. I learn about not elephant.

R: Oh, thank you so much! [speaking to another student]

MC: Oh, oh oh oh... I learn about the elephant.

R: Elephants?

MC: Yea.

R: So, you read a story about elephants?

MC: No, no, no. I read... I learn about oil, you know, owl w-u-n?

R: Oh, own? What is that about?

MC: You know the elephant, right? They eye in the sun, so they cannot see very well.

R: Okay.

MC: They usually smell it, and taste it, and hearing.

R: Okay.

MC: In the oil [?], you know, o-w...

R: So, you listened?

MC: Yea, own what is that called?

R: Own?

MC: Own. Yea, own – they can't see very well because their eye in the front, you know?

R: Okay.

MC: Yea.

R: So, they use their ears...

MC: Yea.

R: to... to listen to other things?

MC: Yea.

R: Okay. So, after you read the story, like did you do some quiz?

MC: No, we don't do quiz yet.

R: Okay.

MC: We might do it next week, I think.

R: Okay. So, like, whenever you read something and you don't understand the word, like, what do you usually do?

MC: Oh... oh...

R: Does the teacher explain the word to you?

MC: Yea. They did. They did explain.

R: Like, does the teacher use pictures?

MC: Ah, yea. They did.

R: Okay, they also use pictures.

MC: Yea, yea.

R: Do you have a kind of dictionary where you can check?

MC: No, I don't... they... they before [incomprehensible] is the quiz, right? Then vocab, then we have is the what going, we can it the vocab, then we copy the definition.

R: Oh, okay.

MC: Yea.

R: So, like you have the worksheet or something, you have the vocabulary, you have the definition.

MC: Yea.

R: Okay, that's good. And how about tutoring? You feel like you learn, like, also tutoring helps you like, finish your homework, and then learn English as well?

MC: Yea. It ah it help me a lot with it 'cause lah I don't understand the homework all of it. Yes, so, they [tutors] help me a lot to finish my homework. Yea. It help me a lot.

R: Okay. That's good. That's good. How about like your friends?

MC: Yea.

R: Like, they whenever you learn English, do you usually work with your friends?

MC: Ah... In this class, lah... [incomprehensible] we don't do the group work?

R: Uh huh.

MC: We just do like lah like, we read story, right? And then teacher will say, "Who wanna read?" and then people read, and then we just listen, like that.

R: Okay, okay. So, you don't do a lot of group work.

MC: Yea.

R: But like you work mainly with the teachers.

MC: Yea.

R: Okay, that's good. And ah, that's one thing, so...

Conversation between Researcher (R) and “13” on February 1st, 2020

R: So, hi!

“13”: Hi!

R: And your nickname I remember is “13”, right?

“13”: Yea.

R: Okay. So, can you describe what you just drew?

“13”: Um, it’s a classroom. There a teacher, and there a lot of um students. So, like, this is a um... English teacher. So...

R: Uh huh. So, can you point out you among the students?

“13”: This one. [pointing to one student in the drawing]

R: That one? Okay. Let’s do um... just one second.

[R is going to get some color pens]

R: Okay, can you use an arrow to point to you? Here, which color do you want? You can just pick one. Yep, and then point it and write maybe “me” or yup.

[“13” is marking which one is her]

R: “13”, it works. And also like, can you read this out loud? The one you just wrote.

“13”: I learn English with my friends and my English teacher, but my English teacher teach me a lot of English.

R: So, you feel like your English teacher helps you a lot?

“13”: Yea.

R: For your learning English, right?

“13”: Uh huh.

R: And do you remember any particular thing that she does that helps you learn English better? Like kind of technique or any ways that she uses?

[Someone asks, “This closes at 6, right?”]

R: Yup. Uh huh.

“13”: Um, like, one of... there’s a teacher that like, she take me out of the classroom to another place to teach me some English.

R: So, what’s specific...

“13”: Well, she teach me how to read...kinda small. She say a word, and then I follow what she say, like, copy her.

R: Okay. So, you repeat after her.

“13”: Yea.

R: So, she says one word, you repeat after her, and...

“13”: And then we go over again, and then say about myself.

R: Okay. Sounds good! And then like, do you also write the word down?

“13”: I don’t remember, but I think I do. I don’t actual remember.

R: Okay. And do you remember how many words do you learn per day or per session?

[“13” shakes her head]

R: No? But like, any words that you remember the most? Any word that you learned from her that you remember?

“13”: It’s like in a book, so...

R: Okay.

“13”: I don’t remember.

R: Okay. Do you remember the title of the book?

“13”: It’s in elementary.

R: Um, okay. So, like, when you started the school here, right?

“13”: Yea.

R: Okay. And then, you got pulled out and one teacher helps you learn, like specific words?

“13”: Uh huh.

R: Okay, sounds good! Um, how about the school here? Do you also have some English classes?

“13”: I mean ESOL, but they don’t like, take me out of the class, like, they don’t do that no more.

R: So, what do they do, like, when you are in ESOL program?

“13”: They do, like, how the other teacher do. They just do the same thing. You speak in class, and then the teacher, that’s all.

R: Okay, okay. So, like, in the classroom, there is some kind of ESOL teachers.

“13”: Uh huh.

R: And then they go to your table and help you?

“13”: Yea.

R: Okay, so like, you usually also teach you the words?

“13”: Yea, if we don’t know, like, she told us. Or we have a dictionary, we can look in there. And then we know.

R: So, what kind of dictionary?

“13”: In our language, like our own language.

R: Okay, so, like it’s kind of, it has your native language?

“13”: Yea.

R: So, it has Oromo?

“13”: Uh huh.

R: Okay, and then you just type English word, or you talk to the app?

“13”: No, like, if I don’t know the word, I take my dictionary out there, and like, oh... look the word in there, and then read in my language.

R: So, that’s the paper dictionary.

“13”: Yea.

R: And then, like, you look for the word in your native language.

“13”: Uh huh.

R: Then, it has some English words.

“13”: It has English and Oromo in it, in the dictionary.

R: Okay, so like, it has two languages?

“13”: Yea.

R: Okay, and you think it’s helpful?

“13”: Um, kind of.

R: Um, okay. I see. How about like, do you have other students in classroom that you... talk to you when you learn English?

“13”: Yup. My friends.

R: So, what do you usually talk about?

“13”: She just told me a lot of stories about herself. That’s all.

R: Okay.

“13”: Like listen to her and talk... to her.

R: Is she also from Ethiopia?

“13”: No.
 R: So, where is she from?
 “13”: Brazil.
 R: Brazil?
 “13”: Yea.
 R: But, like, she seems like your best friend.
 “13”: Yea.
 R: Like, you guys talk and share stuff.
 “13”: Uh huh.
 R: Okay. So, that’s good. Um, so, any challenges that are you facing right now when it comes to learning English?
 “13”: I like, the new words, I learn, like. Some of the words, I like, I didn’t know, like, I know a little bit right now.
 R: Okay. So, for example, like, when you write it down, you can read your own words, right?
 “13”: Yea.
 R: And then, some words you know how to spell it?
 “13”: Uh huh.
 R: Maybe sometimes like, you find it hard to spell it.
 “13”: Yea.
 R: So, when you don’t know how to spell a word, what do you usually do?
 “13”: I say, like, one by one, and then, you know how you, like, English, and you say, like, one by one.
 R: Eng-lish?
 “13”: Yea.
 R: Okay. So, like, you break the word down.
 “13”: Yea.
 R: And you try it?
 “13”: Uh huh.
 R: Or maybe you ask your sister or your teacher or your friends, right?
 “13”: Yea.
 R: Okay. Um, sounds good. So, let’s talk about the job that you want to do in the future. Do you remember what you want to become in the future?
 “13”: A soccer player.
 R: Uh huh. So, after a while, like after a month, do you still want to be a soccer player or you want to change?
 “13”: No.
 R: You don’t know?
 “13”: No, I don’t wanna change. I still want to be a soccer player.
 R: You still want to be a soccer player?
 “13”: Yes.
 R: And do you feel like English is important for you if you want to become a soccer player?
 “13”: It doesn’t have to be important, but you have to understand what your coaches saying.
 R: Okay, so like, you need to know the language to communicate...
 “13”: Yea.
 R: ... with your coach, and also with your teammates, right?
 “13”: Uh huh.

R: Okay. So, I think that's all. Um, I just need to save. Okay.

Conversation between Researcher (R) and "15" on February 1st, 2020

R: Hello!

"15": Hello!

R: So, your nickname is "15"?

"15": Yep.

R: Okay. Can you write your name somewhere in the drawing?

["15" is writing her name]

R: Okay. And can you describe your drawing?

"15": So, I basically drew school and friends, and how I like, became the moment like I learn English, like I knew I learn English.

R: Okay.

"15": Yea.

R: So, can you describe more that moment? Like...

"15": Oh, the moment I knew, like, I speak like, not perfect, like okay English that I can understand is when my 6th grade, when the teacher ask me a question... and I answer that, it's just like "Good job", like, the moment that the teacher understood me, not 'cause like by translating, but me just start try to speak, so like, she understood what I was going through. I mean that when I was in 8th grade, and then she gave me grade for it.

R: Oh yea. I'm proud. So, like she gave you a praise like "Good job".

"15": Yea.

R: And then she gave you some grade.

"15": Yea, she was like "Good job. You're doing good in English" She impress me into it, speak out more.

R: Okay. So, let's speak more about that moment.

"15": Uh huh.

R: So, you said you were in 6th grade?

"15": 6th grade. Yup.

R: And how many teachers did you have? I mean English teachers.

"15": Yea, I didn't have English for the English didn't care.

R: Wow.

"15": 'Cause they don't usually like, they not usually like stuff. Like, they not gonna start the lesson to teach you English. They're just gonna be like everybody the same level as you, like everybody just teach word teaching. She's not gonna be like, "Oh, if you want to learn English, come over here." And you should learn, she's not gonna say that.

R: So, like, she just continued with the lesson?

"15": Yes. And if you understand, you understand. And if you don't, it's not her fault.

R: Oh. How many students were there?

"15": It's probably like twenty... five or thirty something. Oh gosh!

R: Okay. So, you were not in an ESOL program?

"15": I was [in] ESOL program, but like, they [were] not good. I wouldn't say they [were] good. They only ask you to use dictionary even though if you like, some people, from different country, wouldn't understand their own language. I mean, they would understand how to speak it, but like, not writing it if they don't have education.

R: Okay.

“15”: So, that’s why I was going through it, too ‘cause I only know how to speak, not read it. And they give me a dictionary, and I didn’t take it ‘cause couldn’t use the dictionary.

R: What kind of dictionary?

“15”: It was Amharic.

R: Okay, so, you had Amharic and English words together?

“15”: Yes.

R: Okay. And did you find it helpful?

“15”: No, the dictionary didn’t help me anything.

R: So, like, you don’t think it’s helpful.

“15”: No ‘cause I mean, it would be helpful if I know, like, how to read Amharic.

R: Oh.

“15”: I only know how to speak the language, so...

R: So, it’s hard because you don’t read the language.

“15”: Yea.

R: Okay. So, talk about the teacher that gave you the praise “Good job!”.

“15”: Uh huh.

R: Like, so what the teacher did in the classroom? You remember, like, what did she teach you in the classroom?

“15”: Oh, it was we learning about history some type of. It was the history class.

R: Okay.

“15”: So, I don’t remember what was it about, but I knew it was something, about some... some type of question, I don’t know. Yep, then she ask, and I answer it, and I like, I feel like I almost forget about myself, like for a moment. And I thought that when I learn English. It’s gonna take me the whole 5 years. And then, teacher was like, “Good job, [“15’s” real name]. You answered it. You should... not stop like... You should, even though if you wrong at English. You should just keep trying even... That’s how you learn by just mistaking it and learning from it.

R: Okay. So, like, she, like, encouraged you.

“15”: Yea, encouraged me too. Yea.

R: And like, you feel like it worked, it helped you?

“15”: It did work. yea.

R: Okay. It’s good. It’s good to know. And um, can you read what you wrote?

“15”: Okay, I said that “The moment when I I learn English was when I was when the teacher ask me a question and I answer the question correctly.

R: Okay. Yea, you should be proud of yourself, you know? Like, I know, it’s a long journey.

“15”: Yea.

R: So, when was that? I mean, is that 4 years ago or like...?

“15”: It was like grade... so I came here 2015.

R: Like, 5 years ago?

“15”: Yea, it’s like 4 years ago.

R: 4 years ago?

“15”: Yea.

R: How about right now? Like, how do you feel about your classrooms right now? Do you feel it’s supporting enough?

“15”: Some of them are, but some teachers, like, some of them, they don’t care, like, from different country.

R: Okay.

“15”: If you don’t understand, some of them do, like, they understand, it’s like well, some people won’t understand you if they’ve been through what you’ve been through I’m talking about is what teacher won’t understand why probably they didn’t know, they only know what’s like in here, so like they won’t feel what I’m feeling.

R: Yea, they can’t relate to.

“15”: Yea, some teachers relate what I’ve been through.

R: Okay. And um, how about your language learning? Like, any challenges that you are facing right now?

“15”: Yessss. Challenge that I face was back in middle school, I got a lot of bully ‘cause I was only... I had different classes. I didn’t know nobody ‘cause I was literally new to the country. And there’s nobody, like, know me. So, it was, like, face bunches of challenge. I had to go through... I had to go through bullying...

R: Awe...

“15”: People are so mean... I hate it.

R: I’m sorry.

“15”: And then, when I finish 6th grade and 7th grade, I mean, after I finish 6th grade in the summer, I start watching this YouTube video that you learn English, and I kinda understood a little bit. And I learn 7th grade, I kinda good, good at it, better and better. 8th grade I got better.

R: So, which YouTube video that you watched?

“15”: I was like, I don’t know what’s it called. It’s like where they show ABCs, not ABCs, but like, it sing to you.

R: Oh, so, you listen to a song?

“15”: Yes. Like, I don’t know.

R: Okay. That’s also one way.

“15”: Yea.

R: So... I’m sorry that you had to go through a lot, you know, back then.

“15”: Yea.

R: But, I mean, did you get enough support from school, from family, or like the community?

“15”: Yes, I did get support. One... I don’t know if coach M know what it’s called, but there’s a tutoring after school we used to go to. After school we finish, we come. After the bus, we go to this car, and then take us to tutoring.

R: Okay.

“15”: Where M used to work. And then, I used to like, do my homework, and then read a bunch of books, and like we need to read.

R: Okay.

“15”: And spell, I did. It help, like, out of school, not in school.

R: After school programs.

“15”: Yea.

R: That’s why you still continue with the program...

“15”: Yea.

R: ... until now?

“15”: Yea.

R: Somehow help you with the schoolwork, right?

“15”: Yea.

R: Okay. And um, like, do you have any suggestions? I mean... for the school, for the teachers, for us, like, in tutoring program, to help you better? Like, both in academic performance and both in life?

“15”: Yea, I mean, now I’m in, like sophomore year, one of my French teachers help me, so I don’t need a lot of help. I only need like, I only ask help like, when I’m struggling with my homeworks...

R: Okay.

“15”: ... or like, I don’t understand thing, I just go like, I don’t like... I’m not afraid of people asking “I need help.” If I have like bunch of problem, I will usually come up to you and be like “I need this”.

R: Okay.

“15”: And like if I have a lot of problem, I will come to you. I won’t like ask... I will be like, try lah lah lah. I’m that person who go straight to the person and ask, so now I don’t, I have a good grades, but when I have homeworks, yes, I will.

R: Okay. So, you are willing to ask for help?

“15”: Yea.

R: Okay. So, that’s about academic oh aspect. How about, like, let’s talk about bullying, like...

“15”: Okay.

R: ... Do you still get bullied at school?

“15”: No ‘cause now that I’m, I speak more English, I would like talk back.

R: Okay.

“15”: So, them like, quiet. 6th grade, I used to listen to them and ignore them. But now that I speak, like, more English, I understand everything, so I would be like something’s wrong talking about me or talking about my other friends, I will talk back and be like “It’s not right. Don’t talk stuff like that”.

R: Okay, so now you know...

“15”: And like...

R: ... to protect yourself?

“15”: Yea.

R: Okay. That’s good. So, I mean like, it’s not the good memory, but like, let’s talk about that moment, like, when you got bullied...

“15”: Uh huh.

R: ... did your teacher know about that?

“15”: Um um [shakes head]. No like, back in middle school, if you told peo, if you turn bully into the teacher, you actually get bullied more.

R: Aw...

“15”: ‘cause the teacher will do something to the student... like kick them out or like, get eyes set, but like you... the student will come back and still make fun of you tell everybody. So, now everybody student in that school against you somehow, I don’t know.

R: Wow, sounds really tough, I mean...

“15”: Yea.

R: Yea, that’s crazy out there. Wow, anyhow, so, things are getting better.

“15”: Thank you!

R: It’s just like, you feel like, if you... if your English is improving, like, you can just talk back to them, like, defend yourself, protect yourself.

“15”: Yea.

R: Okay, that's good. Um... okay. Let's talk about your job then.
 "15": Uh huh.
 R: So, you your goals, like we talked about that last week.
 "15": Uh huh.
 R: Oh, I remember you told us, like, you wanted to become a U.N...
 "15": Uh huh.
 R: ... person? Like, working for UN.
 "15": Yep.
 R: Like, has it changed or you still want to do a similar job?
 "15": Well, I still don't know yet. But I... now that my head I'm just thinking about that because I mean, working at the UN doesn't matter what job it is. I just want to be like, work and help people like has been same through as I did.
 R: Okay.
 "15": Yea.
 R: Yea, so, like the kind of job that can help people?
 "15": Yea.
 R: That has similar background...
 "15": Uh huh.
 R: ... to you?
 "15": Yea.
 R: Okay, that's good! So, we need to look for a video clip, but I think that's...

Conversation between Researcher (R) and Rafeal (RA) on February 8th, 2020

R: Hello!
 RA: Hi!
 R: So, first can you describe your drawing?
 RA: That's me and um in 3rd or 4th grade, I guess, like it's to be in Yemen. That's how they teach us how to learn English most of the time and how to make the sentence.
 R: Okay, and you feel like that's the moment when you learned English the best?
 RA: Yes.
 R: Okay. And I saw that you drew two students?
 RA: Uh huh.
 R: So, one of them is you or both of them?
 RA: No, that's me and that's my friend.
 R: Okay. So, like when the teacher was teaching you English, and did she kind of give you a lot of examples? Or like...
 RA: Yes, she gave us a lot of examples, and... to learn them. And each grade they would teach us this, so we can't forget it.
 R: Okay, okay. So, just like what you drew, right? Like, like... she gave you specific examples, for example, he is very smart.
 RA: Uh huh.
 R: Something like that. That's how you learned English?
 RA: Yes.
 R: Okay. And did you do a lot of groupwork?

RA: Not a lot. We usually just sometimes sit in class and read a book better, so I can know hard vocab and everything, but mostly we learn that mix sentences, and we...

R: Okay, okay. And ah, how about, like, when you came to the US, like did they teach you the same way, or any difference?

RA: I was a bit difference, a lot of big vocabularies that I didn't know before, now I know.

R: So, how did you learn those vocabularies? How did you understand those?

RA: First, if I didn't understand when the teacher say it, um... I learn like, watch video about it or try to see in Google and see what it means.

R: Okay. And ah, do you use dictionary in class?

RA: Used to be, but I don't really like it, using dictionaries, so I usually just need to learn the vocabularies first, so... because the dictionary's very confusing. I didn't...

R: So, which one did you use? It's like, did you use the bilingual one? Like the one that has ah Arabic...

RA: Yea.

R: And English?

RA: Yea, and English.

R: Uh huh. And you didn't like it because it's confusing?

RA: Yea. It's a lot.

R: So, you feel like you learn the words better with googling?

RA: Yea, googling and using it in the sentence.

R: Okay. Using an... in an example just like the way your teacher...

RA: Yea.

R: ... taught you. Okay. And... so, let's talk about right now at school, so do you have any subjects that you like the most?

RA: Ah... I like, I don't really like it, but math is kinda easy for me.

R: Oh, okay.

RA: And that's all... that's the most, not the most, but easy subject to learn.

R: I see. So, you think like you are good at math. That's why like...

RA: Uh huh.

R: ... you like it?

RA: Uh huh.

R: And what's or which subject you find the most difficult or the most challenging for you?

RA: History.

R: Why?

RA: World history... world history, I just... I don't really like it when it's like, when the teacher talks because she does notes and she talks at the same time, so I don't really pay attention to the teacher. I mostly pay attention to the notes, and if I don't really understand it, I go watch a video. I started doing that because I didn't really understand the teacher a lot.

R: Oh, okay.

RA: Because of the notes and everything.

R: So, like... if you could give the teacher, like, some suggestions how to make the lesson better, what would...?

RA: I would say... um explain the lesson first and then write the notes.

R: Okay, not like talk while showing the notes at the same time.

RA: Yea.

R: Okay, okay. I think that's a good point. How about, like, thinking about the language? Like, do you feel like English um could be a challenge for you when you learn some subjects at school?

RA: No.

R: No? Okay. So, it's not a big problem?

RA: No.

R: Uh huh. Okay, that's good. Um, when you first came here, were you in ESOL program or?

RA: Yes.

R: Okay. How did you feel about the ESOL program? Did you receive enough support from the teachers?

RA: Yea. They... they teach a lot. They teach us a lot of vocabularies when I came.

R: Okay.

RA: So, that's... yea.

R: And right now you are not in ESOL program anymore?

RA: No.

R: Okay, that's good. Um, and then back in Slovakia?

RA: Uh huh.

R: They did teach you English?

RA: Uh huh.

R: Okay, so like, you had some kind of basic English before you came here?

RA: Yea.

R: Which is good. Okay. Um, okay, let's talk about what you want to do in the future. I know like, you said right now you don't know yet, like, you don't have any clear ideas about what you want to be.

RA: Yea.

R: But remember last time? Like, you remember last time what you...?

RA: I drew a doctor.

R: Uh huh.

RA: That's when I... I really want to become a doctor when I was a little kid. Right now, I want to be a nurse or maybe a soccer player, working hard to get to a pro team. That's what I'm trying, and that's it. That's the only thing that I want...

R: Okay.

RA: Doctor, nurse, or soccer player.

R: Okay. So, you have some options, right? Like, you could become a doctor, a nurse, or a pro soccer player.

RA: Yea.

R: Okay. And, so you are right now a sophomore?

RA: Uh huh.

R: Like you still have two more years to think.

RA: Yes.

R: Okay, okay. But um, thinking about, like, your future job in the future, what is the most important, I mean, what's the most important thing that determines?

RA: I don't understand...

R: Like, for example, thinking about doctor, nurse, and soccer player. Like, each job requires different things.

RA: Yea.

R: Right? So like, doctor you need to go to medical school; nurse, like, you need to go to nursing school; soccer player, you need to do like different trainings.

RA: Uh huh.

R: So, which career do you think, like, more doable for you at this moment?

RA: At this moment, I'd say, soccer because I really like to play. Studying for me is not my... not... I don't really like studying.

R: Um. Like, you like something, like, hands on activities, like practice.

RA: Like, moving, motivation, and everything.

R: Okay.

RA: But, studying doctor, ah, will take a lot of, you know, medical school, will be hard. You're gonna need to study a lot.

R: It takes time, yea.

RA: And I know soccer will be a hard, you need to practice a lot more, just to be a better soccer player, but at the same time, you still need like that's what... 'cause it's more fun doing it with friends.

R: Okay, and that's what you are practicing as well.

RA: Uh huh.

R: Like you have the skills and then you are improving yourself every week, I guess.

RA: Yea.

R: Okay. That's fair. So, that's enough, but...

Conversation between Researcher (R) and ReyRey (RR) on February 15th, 2020

R: Hey, so first, can you describe your drawing?

RR: Oh, my drawing is just a teacher teaching this subject "English".

R: So, when was it?

RR: This one... English, well, this one is for this year. This is my English teacher. She's kinda look like this.

R: Okay, okay. I see. So, you are drawing about your English teacher.

RR: Uh huh.

R: And um... what do you usually learn in her class?

RR: Well, we learn about novels.

R: Wow.

RR: Yea, we learn novels and things like that, you know? And sometimes we have to like read and read novels and make like an essay of them. I'm not a really good essay writer, I don't...

R: Okay.

RR: I don't really not like essay, so sometimes she's like helps me, you know, learn it more or when there's like a vocabulary that I don't understand, she's like, give me more examples in easier way, so I can understand the word more.

R: Okay. So like, you like her because like, she explains the word to you...

RR: Uh huh.

R: ... in different ways?

RR: Yea.

R: And um, do you remember any kind of the moment that, I mean, your... you feel like you learn a lot from this teacher?

RR: Oh the moment... Um... [long pause] Well, last week, we had we had a bell work. and the bell work was about the movie that we watched, and it is like the bell work has some hard vocabularies that I didn't understand. So, I asked her. I didn't do the bell work, and she asked me why I didn't do it 'cause I didn't understand that. She explained it, and like... in different... she worded in different and easier way for me to understand. [...] And I understood and did my bell work.

R: Okay. So, what do you usually do in the bell work?

RR: It's like she gives us ah um... so, we watched Othello, the movie, last week. And the bell work was like it was like, asked a question from Act 1, Act 2. It was like what did Othello, well, what was the theme, and this Act 1 and things like that. Yea, and I was like, we had to like, explain it and see which one was the theme, and which one was...

R: Okay. So like, usually like, she gives you some questions about the novel or like about something that you had learned, and you need to answer the questions?

RR: Yea.

R: So, that time, like, you didn't know how to answer the question, so you asked the teacher?

RR: Uh huh.

R: And she just explained some kind of words?

RR: Yea.

R: In easy way, like...

RR: Yea. She gave me her own examples, and then I kind of understood, like "Oh, okay this's how you do it." And I brought my own examples, and it.

R: So, you... like, do you understand things better through examples?

RR: Yes. I understand things through better, and like, you know that when the teacher sometimes, explains it to everybody, sometimes I don't understand it because like, everybody understands it, but I don't understand it. I prefer if she like, comes to me, separately and explain it better.

R: Okay. So like, explain it to you in person.

RR: Yea. Like, better because you know, when you explain to the whole students, you explain it only in one way, you know? Like, 'cause some students actually know a lot more English and stuff, but for me, I don't know. I prefer if she's like my like, she comes to her, to me, personally and explains. She's like puts it in an easier way to explain it. You know? And like really easier way to explain for me to understand her like that.

R: I see. Okay, and how many students are there in your class right now?

RR: Like, I think twenty... or maybe more.

R: Okay. yea. Sounds like a lot, you know?

RR: Yea.

R: So, for instance, if you don't understand anything the teacher saying or like any word, like, do you usually raise your hand or like do something to get her attention?

RR: Yes, or I call her.

R: Okay.

RR: Yea.

R: And then, like, she would come and help you out.

RR: Yea. Uh huh.

R: Okay. That's good. And um, any favorite subject that you like at school right now?

RR: Right now... I like geometry. Actually, it's my favorite subject this year, and volleyball.

R: Oh, okay. I see.

RR: Yea.

R: Why do you like these subjects?

RR: Oh, geometry because I think I'm good at it. And geometry, like...

R: Visualizing the shapes, like, everything?

RR: No.

R: Like that?

RR: No. That's solving. Um, I'm really good at solving.

R: Okay because I remember like geometry is more about the shapes, like...

RR: Yea, it's shape, like, I don't know the shape's name, I'm gonna tell you this. [laugh] I don't know the shape's name, but like, once she's like, shows it to me and things, even if I don't know the name, I know how to do it, you know?

R: So, you know how to solve it?

RR: Yea, I'm really good at solving problems.

R: Okay because like, I remember when I took that geometry, like, we have two kinds of imagine or visualize in 3D or like in different angle, you know?

RR: I don't think I'm at that point right now.

R: So, like 2D, probably?

RR: Yea. I don't think I'm at that point yet.

R: But like, still, you're good at solving.

RR: Yea. I'm really good at solving. [laugh]

R: Okay. That's good. That's good.

RR: Yea.

R: And volleyball, you said that volleyball, too?

RR: Yea. Volleyball, it's one of my hobbies. That's why I like it.

R: Do you play, I mean, in a club?

RR: Yea.

R: At school?

RR: Oh, know. I joined in last year for like a volleyball sport with school after school. But I had to quit because I didn't have a ride there everyday.

R: Oh, like, you need to be there every day to practice?

RR: Yes. For practice. For games and stuff. And I don't have a ride, so I couldn't play.

R: Okay. Maybe like when you get the driver license, you know?

[RR coughs hard]

R: You okay?

RR: Yea, I got to...

R: That's fine. I mean like, when you have your own car... [long pause]

[RR laughs]

R: Oh, coronavirus? Okay, now I got it.

[RR laughs]

R: That's fine. We all die somehow. [laugh]

RR: Oh, well. Volleyball, like, my second um favorite sport.

R: Okay. After soccer?

RR: Yea.

R: Okay.

RR: Yea. But now I think it may go to my first sport because I haven't played soccer in a while, and I'm really good at volleyball.

R: Wow.

RR: Yea, more than soccer. [laugh]

R: Maybe, like, when you get to college, you can try.

RR: Yea, I wanna try out for sports in college, like volleyball.

R: Okay.

RR: Squash and soccer.

R: Okay.

RR: Yea.

R: Sounds good. And um, any subjects that you find challenging at this time?

RR: Um... My world history and English.

R: Uh huh.

RR: They're challenging. They're easy when they explain it, but for me, um... not good at history at all. But it's kind of challenging for me because it's more English, and you, know?

R: Uh huh/

RR: And then English.

R: A lot of information in English.

RR: Uh huh.

R: Yea. And a lot of memorization, too.

RR: Well... it used to be science, but I don't have science this year. So, so far, it's history and um... English.

R: Okay. And um don't you think, like, tutoring helps you with like, these subjects?

RR: Oh, yes. Yes, it does.

R: Okay.

RR: A lot. I'm keeping my grade A and B this year.

R: Wow.

RR: They're helping me a lot.

R: I'm glad.

RR: And that's all I want. I want um Monday and Wednesday back again. It's really. It was really a lot helpful and stuff.

R: Yea. I wish we had two sessions per week, too.

RR: Yea.

R: Yea, hopefully in the future.

RR: Yea, hopefully.

R: We can go back to normal sessions.

RR: Yea.

R: Okay. So, let's get back to what you want to do in the future, like, you are senior, right?

RR: Uh huh.

R: And I know, like, you applied for college, and um, and you told me like, you changed your mind. Can you say something about that?

RR: Well, I kinda have an idea of what I'm gonna do when I go to college. It's I'm gonna learn architecture.

R: Uh huh.

RR: Because it's kind of um... like, it's like it leans more designing and math. And I think I'm really good at this one, like, arts stuff, like, I'm good at that, you know? Those kinds of stuff, so I think it would fit me perfectly.

R: Okay. How about like, photography?

RR: And... Well, photograph, it's just gonna be a hobby.

R: Okay.

RR: Yea. Like, I'm probably gonna open my own business after a while. And it will just be a hobby, you know? Like, a part-time job thing.

R: I see.

RR: And the second thing is I'm thinking about joining military, but I'm not sure yet. I'm gonna ask many questions about that.

R: Um, again. I remember you told me last time you met someone that coach A knows, right? Like, someone in engineering, so you got to know more...

RR: Um... architecture. Yea, I didn't see that person, but coach A shows me her um Instagram.

R: Okay.

RR: Because the lady, the girl, well, the lady, she posted a lot of about her stuff that she does architecture... architecture and when I saw those stuff, I just thought it fit me more because you know, I always thought, like, I knew the um... architecture was about designing houses and stuff.

R: Yea, just like my dad...

RR: I didn't really know.

R: When you talked about architect, you know, like, someone who designs houses.

RR: Yea.

R: ... stuff like that.

RR: Yup. But, and I thought it was only that, but then I never actually knew what exact, I thought it was just like, drawing a paper, and just give it to them, and they do it.

R: Okay.

RR: You know, give it to the construction people, but when coach A show me like, the the... lady's, her friend's Instagram pictures and how they build the... like, many houses and stuff. I ... I think it's like enjoyable.

R: Okay.

RR: And it's like fun to work that, too. It's not only like, just work work work and it's boring, you know? It's kind of like, you have fun while working with that.

R: Um, for sure.

RR: And I want my future job to be like... I would work and also fun job, you know? I don't want to just work and...

R: Work and have fun at the same time.

RR: Yup because...

R: It makes sense.

RR: 'cause that's something I'm gonna do for the rest of my life. And I want it to be fun, you know? I don't want to get bored of it, like ever.

R: It's understandable. Yea, that's true.

RR: Yea.

R: So like... So, it's also like, designing houses or like...?

RR: Well, I don't know about designing it from the inside, but I know it, like they design the whole building. They put it in the papers and then they actually make it, like, minia...

R: Miniature? Yea.

RR: Yea. And then they give it to people. They put it um... excuse me. They put it in a computer too, like, in a 4D.

R: Okay.

RR: Type of thing. Yea. And then they give it to the construction people. They go and tell them how they do the house and stuff.

R: Okay. Yea, I feel like we with the technology these days, you know, you can do a lot of stuff.

RR: Uh huh.

R: Like, my dad in the past, like, he just drew the stuff on paper, but now, he showed me, like, we can do things on the computer with the 3D or even 4D.

RR: Yea. But this one, they do both. They do paper, that one, and the computer, and 3D, 4D...

R: Okay, okay. So, you have some kind of some options, like either architecture or either military?

RR: Yes. I think I'm gonna do both because when you join the military, you still go to college and get a different degree. Yea.

R: I remember, yea, like you told me about the active um... What do you call it?

RR: Active duty.

R: Active duty.

RR: Yea, but I still have options, I don't know which one I'm gonna do. Action guard or action duty, still don't know yet. [laugh]

R: I mean, like, again, just like what coach M and I said, talk to someone who's in the field.

RR: Yea.

R: You know, like, coach C's sister. Maybe you will know. Like, you have more insights about the job, and see like, if it fits you or not.

RR: Yea. Yea. I still need to ask ah... other and see if it's for me.

R: Okay. So, how about, like, because like, you are about to graduate soon, so what's your kind of ah... goals right now? What do you want to achieve, like, in the short term?

RR: Well, right now, I just want to graduate [laugh] [as soon as] possible.

R: Okay.

RR: Enjoy the summer. And then well, work while, in the summer, I'm trying to find a job.

R: Okay.

RR: And then you know, work and stuff 'cause I'm collect money.

R: Uh huh.

RR: Things, and maybe move out of the apartment to a better place.

R: Okay. So, that means the whole family?

RR: Yea. With the whole family.

R: Okay.

RR: And, um... after that, I start college, you know, can finish my, get my degree hopefully then get my own house, hopefully at a young age. I'm planning to get my first house, like, when I'm like maybe 20, 21. I don't know. A lot of people said it's hard.

R: That's ambitious, I mean, to me.

RR: Yea.

R: But...

RR: But...

R: Who knows?

RR: I want to try, but... I know, it's gonna be a lot of challenging, but that's a fun about it, you know?

R: Yup. Like you have the goal and just like, do your best.

RR: And then, when you get your own house, you know, you gonna be proud of yourself. While achieve this thing, I mean, young age, you know?

R: Yea, it's true.
RR: Most people can't do that. Yea.
R: [yawns] Okay.
RR: [laugh]
R: I feel like that's a really big dream, but I hope like...
RR: Yea, it's either buy my own house, or get my own apartment, but I feel like houses more cheaper than apartment.
R: Yea. I prefer houses, like, just like you have your own places.
RR: Yea. Not like a big house, a fancy house, you know? Like, like a... like a four-bedroom house, like a small house, you know? That's just fit...
R: Like cozy house.
RR: Yea. And then hopefully like, when I'm like around before 30, maybe I'll get like, a bigger house.
R: Uh huh. Okay, that's something that you can plan and then work on.
RR: Uh huh.
R: So, yup. Good luck. Best of luck. I mean, keep me posted about what you're doing.
RR: [laugh] Yea.
R: I'll definitely going to your graduation and then...
RR: [laugh] Yea.
R: Okay. We can talk more during the spring break about this stuff, but I think that's it. Thank you!
RR: You're welcome.

Conversation between Researcher (R) and Rafeal (RA) on February 22nd, 2020

R: Hi, RA, right?
RA: Yea.
R: I'm gonna use your nickname. So, let's go through all of your drawings so far. Let's look at the first drawing you did. Do you want to change anything about this drawing?
RA: I would say, my hair.
R: Why your hair?
RA: Um, I didn't like my other side that I have. It's just, I like this more [pointing to one side of his hair] more than...
R: So, you want to have it curlier?
RA: Uh huh.
R: Okay, okay. That's good. So, let's look through this. So, your name, your country, your age. So, you're still 15, right?
RA: Uh huh.
R: Okay. You usually like to play soccer and video games with your friends. Anything you want to add?
[RA shakes his head]
R: No? Okay. And let's move to this drawing. So, it's a drawing of you as a doctor. Anything you want to change?
RA: No.
R: No? So, your mom also wants you to become a doctor?
RA: Uh huh.

R: Okay or a nurse because she thinks it would be a good job to help people? And you remember last time we were about to watch a video clip?

RA: Uh huh.

R: ... How to become a doctor, right? You still want to do it now?

RA: Okay.

R: And we can do that later, I mean it doesn't matter. So, let's move over here.

RA: I could watch it on my phone.

R: Oh, yeah. That would be cool!

[...]

R: So, do you want to become a doctor because your mom wants you to become a doctor?

RA: Maybe, but like, half of that, but sometimes I think that become a doctor is a better job for me, helping people, that, like... they would make more people to, like, help people in the future.

R: Yea, especially like, for example, coronavirus, like this time, you know, we do need a lot of doctors and nurses.

RA: Uh huh.

R: Yea, that's true. So, somehow like your mom also supports you to become a doctor?

RA: Yea.

R: Like, makes you feel like "Oh, being a doctor is a right choice." And you have your mom's support. You have other people's support. How about the culture or the society where you grew up? What do people think about this career? How do people think about being a doctor?

RA: Most people wanna become a doctor, too because...

R: Why?

RA: ... it's a lot of education, first. And you use it in difficult situations. And ah... most of the times helping people more.

R: Yea. Like help people and then you can also get, like high salary.

RA: Yea.

R: It's also a main thing. Yea, it's a good job. People look up to doctors, you know? Yea, because you can save life. Okay, thank you!

Conversation between Researcher and "15" on February 22nd, 2020

R: Hi "15" again.

"15": Hi.

R: So, let's talk about the tutoring program.

"15": Okay.

R: What is the best thing about tutoring program in your opinion?

"15": Okay. Best thing about it is they taught me a lot of thing that I didn't know, about, they help me with my homeworks, and when I'm struggling with my life, and everything that I'm going through, I'm just told them they help me with it. That's everything...

R: So, basically everything your academic life...

"15": Yea.

R: ... social life, everything.

"15": Yea.

R: And have you ever considered we as your second family?

"15": Yes. I see that.

R: That's lovely! I... I mean "me, too". I see you guys, and coach A, coach M as my family members, too.

"15": Yea.

R: So, it's really sweet. So, if you could say one thing about the program that you want us to change, what could that thing be? Anything...

"15": One thing...

R: ... we need to change to help you better?

[long pause]

"15": Oh, one thing. Okay, I probably change ... Well, well, well... So, checking my note actually. I don't know. [laugh]

[R laughs]

"15": Everything is like...

R: That's good. I mean if there is nothing...

"15": Yea, there is... nothing to change 'cause they already have everything.

R: Okay.

"15": We come, we eat, we learn. They help we... we have grades. And then we go home. They drop us home.

R: Uh huh. We grow together.

"15": Exactly! So, like, I wouldn't say anything. Everything like perfect.

R: Okay. So, thinking about like, so, this semester we only have one session.

"15": Oh yea.

R: Do you wish like, we could...?

"15": Oh yea, I forgot about that. Yes, I wish we could have like, more days since like, not all my classes on Monday, we have a lot of homework 'cause like the first week of break, and we have a lot of homework. I wish I can have like, two days.

R: Yea. Just like the last semester, like, we have Mondays and Wednesdays, right?

"15": Yea.

R: Yea, I agree. It could help you better.

"15": Yea.

R: How about the...? Do you usually work with tutors? Or do you usually work on your own?

"15": I... wait, what? I wish we could work...

R: Work your own or like, work with other tutors?

"15": I would rather work with the students 'cause this learn from a lot, and then. If I work by myself, I wouldn't know anything.

R: Okay.

"15": And if you wouldn't learn anything from me, so we don't know. Like, if you work in the group, you learn different things from different people. Yea.

R: Okay. So, you'd rather work with other people?

"15": Yea.

R: Like tutors or your friends instead of working on your own?

"15": Yea.

R: Okay. That's good! And okay because you already asked or like, mentioned...

"15": Uh huh.

R: How do you feel about our drawing sessions?

“15”: I really like you help me with my life, like, how to get it to it ‘cause like, you help me with um... how to get my future job and what to do. You help me how to like think about it. Like, before, like, choosing it, think about it, what you wanna do after that. I really like it. Thank you!

R: No problem!

“15”: I like everything about it. I like coming and hanging out with you and other persons.

R: Me, too! I’m gonna miss you guys. I mean miss this session, you know? Like, you guys also help me a lot. Like, understand you better.

“15”: Uh huh.

R: And like, somehow maybe we, you know at tutoring, WOKE, can help you guys with college, like application and also like with your job in the future.

“15”: Yea.

R: Like, maybe if I know someone who works for UN, I could introduce them with you, and you know, so that you see the job better.

“15”: Yea.

R: Uh huh. Okay, thank you! Thanks for sharing!

“15”: Thank you!