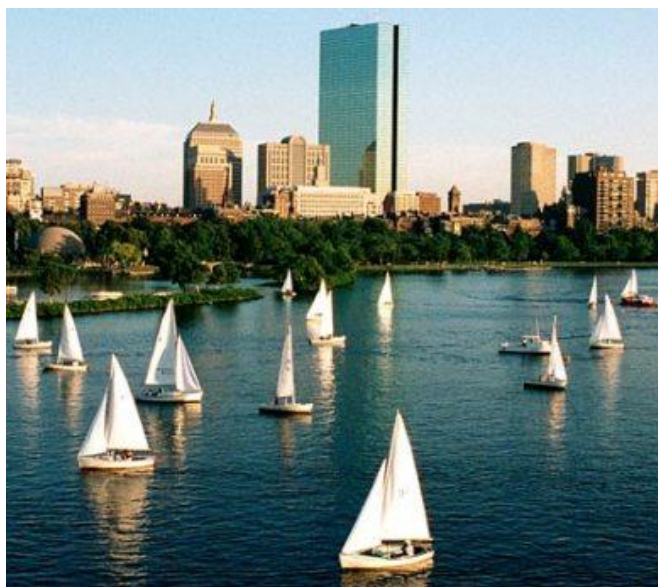


# 2010

Wednesday, March 24

9:00 AM – 5:00 PM

Boston, MA



# TESOL DOCTORAL FORUM

## THE 2010 TESOL DOCTORAL FORUM

The TESOL annual convention includes a Doctoral Forum where doctoral students can network with each other and with experienced TESOL researchers and educators to discuss their doctoral programs and dissertation research.

The 2010 Doctoral Forum features discussions with leading TESOL researchers, three doctoral student research poster sessions, mentoring discussion sections based on interest, and presentations on hot topics related to doctoral study and research.

### **What is the purpose of the forum?**

The forum is a gathering place for doctoral level students to:

- Meet and network with other doctoral students and faculty from other universities
- Share experiences and expertise in:
  - Research methods
  - Dissertation processes
  - Teaching and learning experiences
  - Helpful resources
- Participate in formal presentations on dissertation work

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Joellen E. Coryell, PhD  
The University of Texas at San Antonio  
2010 TESOL Doctoral Forum Coordinator

Julie Alemany, EdD  
Nova Southeastern University  
2010 TESOL Doctoral Forum Assistant Coordinator

*Special Thanks to:* TESOL, Inc.; Pam Williams, TESOL Director, Member Services/Asst Executive Director; and Lisa Dyson, TESOL Director of Conference Services

## Poster Presentation Session #1

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### Presentation # 1

**Presenter:** Almutairi, Saad

**Institutional Affiliation:** Newcastle University, United Kingdom

**Title of Presentation:** Analyzing ESL task-based interaction: A technology boost

**Abstract:** This study aims at analysing ESL task-based interaction holistically using horizontal digital tabletop displays. Conversation analysis is used to analyse learner-learners interaction by using various sources of data (audio, video, non-verbal, text) simultaneously.

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### Presentation # 2

**Presenter:** Al-Saraj, Taghreed

**Institutional Affiliation:** Institute of Education, University of London

**Title of Presentation:** What is going on in the foreign language classroom?

**Abstract:** My research is a qualitative case study about foreign language anxiety that is experienced by Arab female English language learners in Saudi Arabia.

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### Presentation # 3

**Presenter:** Amer, Mahmoud

**Institutional Affiliation:** Clarion University

**Title of Presentation:** Utilizing mobile technology to help learners understand idiomatic expressions and collocations

**Abstract:** This presentation discusses the challenges of creating a non-commercial mobile language learning application and the extent to which it can assist learners with understanding idiomatic expressions and collocations.

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### Presentation # 4

**Presenter:** Bai, Yu

**Institutional Affiliation:** University of Maryland at College Park

**Title of Presentation:** Literacy Intervention to Spanish-speaking Adult English Language Learners: Cross-Linguistic Transfer of Phonological Awareness and Letter-Sound Knowledge

**Abstract:** This study aims to investigate the effectiveness of literacy instruction to Spanish-speaking adult English language learners which explicitly addresses phonological awareness transfer and the differences between Spanish and English phonology and orthography.

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**Presentation # 5**

**Presenter:** Bang, Jyun

**Institutional Affiliation:** Indiana University of Pennsylvania

**Title of Presentation:** The Exploration of Non-native English speaking Professionals' Identity Constructions and Negotiations as Pedagogical Border Crossers between the US and Korea

**Abstract:** This study aims to explore the identity constructions of five Korean NNES doctoral and post-doctoral students matriculated in the U. S. TESOL programs in terms of their personal experiences in establishing credibility as NNES professionals.

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**Presentation # 6**

**Presenter:** Barnawi, Osman K.

**Institutional Affiliation:** Indiana University of Pennsylvania

**Title of Presentation:** Pedagogical Tasks for Fostering Critical Transformative EFL Teachers: Pre-service EFL Teacher-educators

**Abstract:** Re-envisioning pedagogical tasks for fostering critical transformative EFL teachers.

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**Presentation # 7**

**Presenter:** Bayraktar, Breana Abbott

**Institutional Affiliation:** George Mason University

**Title of Presentation:** International students in English-medium universities: A model of developing academic and communicative competency

**Abstract:** This research looks at issues faced by international students in English-medium universities, and proposes a model of academic and communicative competencies that contribute to successful adjustment of these students to their host university.

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**Presentation # 8**

**Presenter:** Bhowmik, Subrata

**Institutional Affiliation:** Arizona State University

**Title of Presentation:** The sociocultural theory and second language writing

**Abstract:** This paper outlines a sociocultural approach to writing in ELT and posits that such an approach can facilitate writing instruction in English better.

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**Presentation # 9**

**Presenter:** Bippus, Sharon L.

**Institutional Affiliation:** Texas A&M University

**Title of Presentation:** Adult ESL students' perceptions of the effects of service-learning

**Abstract:** Service-learning has the potential to offer ESL students opportunities to interact in the local community in order to improve their

communication skills. This multiple case study will investigate ESL students' reactions to this methodology.

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**Presentation # 10**

**Presenter:** Boz, Umit

**Institutional Affiliation:** State University of New York at Albany

**Title of Presentation:** Coherence or chaos? Discourse marking in international graduate students' academic papers

**Abstract:** This multiple-method study examines the use of discourse markers in international graduate students' academic writing.

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**Presentation # 11**

**Presenter:** Can, Seckin

**Institutional Affiliation:** Atilim University

**Title of Presentation:** An investigation of the effectiveness of theme-based syllabus on student motivation

**Abstract:** This research investigates whether students' motivation improves when thematic syllabus is employed in the classroom.

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**Presentation # 12**

**Presenter:** Chang, Schuchen

**Institutional Affiliation:** Lancaster University

**Title of Presentation:** Literary simplification and its consequences for meaning and effect: With special reference to Katherine Mansfield's 'The garden party'

**Abstract:** An investigation of the linguistic phenomenon of adaptation in simplified versions of literary texts.

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**Presentation # 13**

**Presenter:** Chang, Chung-chien (Karen)

**Institutional Affiliation:** Arizona State University

**Title of Presentation:** Teaching EFL students literary/rhetoric devices in a parodic texts

**Abstract:** Exploring the participation and acquisition metaphors for language learning, this project sets out to familiarize students with literary/rhetoric devices and examines how these metaphors apply in student discernment of tools in a parodic text.

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**Presentation # 14**

**Presenter:** Charubusp, Sasima

**Institutional Affiliation:** Chulalongkorn University, Thailand

**Title of Presentation:** Promoting EFL students' self-efficacy in academic reading

**Abstract:** This research proposes an Academic Literacy-based Intervention (ALI), an EFL reading instructional model that enhances struggling readers' reading proficiency and reading self-efficacy. The model aims to help EFL students increase their reading efficiency.

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**Presentation # 15**

**Presenter:** Chaudhuri, Anita

**Institutional Affiliation:** Arizona State University

**Title of Presentation:** EIL for mainstream and ESL students: Re-imagining pedagogic practices for FYC in the US

**Abstract:** The project considers what would happen if ESL and mainstream sections of FYC in the US merge. Can World Englishes justify and offer scopes to re-imagine pedagogic practices based on EIL for the students?

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**Presentation # 16**

**Presenter:** Chen, Chiung-chiuen

**Institutional Affiliation:** National Changhua University of Education

**Title of Presentation:** A reading course design for enhancing reading motivation and reading comprehension of efl college students in Taiwan

**Abstract:** This study examined the effectiveness of a reading course designed to motivate students to read. Results showed that different proficiency students improved in reading comprehension while only the lower proficiency group increased in reading motivation.

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**Presentation # 17**

**Presenter:** Cheng, Lixia

**Institutional Affiliation:** Purdue University

**Title of Presentation:** Examining task variability on a computer-based oral English proficiency test

**Abstract:** The overarching aim of this study is to investigate whether two tasks on an Oral English proficiency test for international teaching assistants tend to elicit speech responses with significantly different fluency measures.

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**Presentation # 18**

**Presenter:** Cheng, Shu-Fen

**Institutional Affiliation:** Indiana University of Pennsylvania

**Title of Presentation:** Raising cultural awareness in language testing

**Abstract:** I review the related theories of critical language testing to examine Chinese and English tests and provide practical suggestions for language teachers to help them raise their cultural awareness when they test students' language ability.

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**Presentation # 19**

**Presenter:** Christiansen, Sidury M; and Du, Qian

**Institutional Affiliation:** Ohio State University

**Title of Presentation:** From knowledge to application: ESL students' gap filling experiences in summary writing

**Abstract:** By investigating how undergraduate ESL writers apply their knowledge of summary writing to different academic assignments, this

presentation argues that contextualization is essential for L2 writers to link what they know with how they write.

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#### Presentation # 20

**Presenter:** El-Bilawi, Nora

**Institutional Affiliation:** George Mason University

**Title of Presentation:** The role of culture and religion on identifying students' multiple intelligences: A new view of the theory!

**Abstract:** This research paper focuses on discussing the importance of integrating students' funds of knowledge when implementing Gardner's multiple intelligences (1993) and brain-based instruction (Caine and Caine, 1991) in classroom activities.

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#### Presentation # 21

**Presenter:** Fang, Ming; and Zhang, Yunyan

**Institutional Affiliation:** The Ohio State University

**Title of Presentation:** L2 learners' perceptions of appropriate language use in emails to their advisors

**Abstract:** This is an empirical study on L2 learners' perceptions of appropriate language use in emails. Quantitative and qualitative data reveal some general patterns and some hidden variations of perceived "appropriateness" at various discourse levels.

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### Poster Presentation Session #2

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#### Presentation # 22

**Presenter:** Fu, Hongxia

**Institutional Affiliation:** University of North Dakota

**Title of Presentation:** 701 Problems with the writing textbooks for English majors

**Abstract:** This study researches the problems with the writing textbooks for English majors in China.

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#### Presentation # 23

**Presenter:** Greenfield, Kimberly; and Feibelman, Barbara

**Institutional Affiliation:** University of Memphis

**Title of Presentation:** Getting a Leg Up in the Work Place: The importance of understanding collocation and idiom use in business e-mail communications for english language learners

**Abstract:** This presentation will offer practical applications for incorporating e-mail and the high number of collocations and idioms in ESP instruction.

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**Presentation # 24**

**Presenter:** Hartse, Joel H

**Institutional Affiliation:** University of British Columbia

**Title of Presentation:** Defining China English: An educational and sociolinguistic problem

**Abstract:** This project attempts to build a definition of the developing variety of English in the People's Republic of China through surveys and interviews regarding features of English texts published in China.

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**Presentation # 25**

**Presenter:** Hassan, Asli A.

**Institutional Affiliation:** The Petroleum Institute

**Title of Presentation:** Lesson study: A professional development approach for university English language, science, and mathematics teachers.

**Abstract:** This study focuses on the impact of a collaborative professional development program across the academic disciplines among the faculty of a "Foundation Program" at a university in UAE through the use of lesson study approach.

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**Presentation # 26**

**Presenter:** Hong, Huili

**Institutional Affiliation:** The Ohio State University

**Title of Presentation:** Putting the jigsaws together: A study of collaborative writing of ESL kindergarteners

**Abstract:** By analyzing videotapes of classroom literacy activities that kindergarteners engage in and their writing samples, this exploratory study investigates how collaborative learning plays an essential role in early writing development of these young learners.

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**Presentation # 27**

**Presenter:** Humphries, Simon

**Institutional Affiliation:** Macquarie University, Sydney, Australia

**Title of Presentation:** Exploring the impact of the introduction of new EFL textbooks on teachers' practices at a technical college in Japan.

**Abstract:** This qualitative study compares the English textbook usage of four Japanese college instructors. Each participant was observed using a traditional grammar-translation textbook and a new learner-centered alternative

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**Presentation # 28**

**Presenter:** Jia, Yongfang

**Institutional Affiliation:** University of Toronto

**Title of Presentation:** On plagiarism and Chinese ESL/EFL learners: negotiating academic writing in the western context



**Abstract:** This presentation intends to analyse the high occurrence of plagiarism in academic writing among Chinese EFL/ESL learners: causes of and attitudes on plagiarism, and its possible solutions.

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**Presentation # 29**

**Presenter:** Johnson, Erik N.

**Institutional Affiliation:** Arizona State University

**Title of Presentation:** Accounting for difference in multilinguals' acquisition of English

**Abstract:** The present paper questions the notion of the monolingual language learner and argues that multilingual language learners should be seen as the norm, rather than the exception in English teaching.

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**Presentation # 30**

**Presenter:** Kafle, Madhav

**Institutional Affiliation:** Pennsylvania State University

**Title of Presentation:** Problems and prospects of teaching world Englishes

**Abstract:** Pointing out the challenges and controversies in English language teaching brought forth by the global spread of English, the poster presentation will exhibit the problems and prospects of teaching World Englishes.

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**Presentation # 31**

**Presenter:** Kaplan, Laura

**Institutional Affiliation:** The Graduate Center of the City University of New York

**Title of Presentation:** The Generation 1.5 Student: An interdisciplinary consideration

**Abstract:** An increasing number of foreign-born students entering colleges lack academic mastery of English. This paper explores the unique psychological, cultural and educational needs of these "generation 1.5" students, and suggests best practices to implement at the college level.

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**Presentation # 32**

**Presenter:** Kim, SooJoung

**Institutional Affiliation:** University of Maine

**Title of Presentation:** Young ESL student's language and literacy development through shared reading and picture book making activity

**Abstract:** This study examines how a young ESL child responds to a book making activity after reading an English picture story book with his mother in order to investigate the child's language and literacy development.

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**Presentation # 33**

**Presenter:** Kitchen, Margaret

**Institutional Affiliation:** University of Auckland

**Title of Presentation:** The inclusion of minority Korean viewpoints in curriculum policy and planning at one Aotearoa New Zealand secondary school.

**Abstract:** This research explores participatory and collaborative design methodology when the Korean participants are unaccustomed to engagement in school decision-making. It draws on Kanu's (2006) theoretical lenses of 'curriculum as imagination' and 'curriculum as cultural practice.'

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**Presentation # 34**

**Presenter:** Lin, Chien-Yu

**Institutional Affiliation:** University of Maryland, College Park

**Title of Presentation:** Beyond "cold comprehension:" A three-layer approach to incorporate affect into second language reading comprehension

**Abstract:** This review study explores the role of affect in L2 reading comprehension from multiple perspectives. Three perspectives are further integrated into a three-layer approach for ESL/EFL researchers and educators to incorporate affect into L2 reading comprehension.

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**Presentation # 35**

**Presenter:** Lo, Mei-lan

**Institutional Affiliation:** University of North Dakota

**Title of Presentation:** Implementing interactive read-aloud in the EFL classroom

**Abstract:** This research explored my own teaching experience about how to use interactive read-aloud (IRA) to engage students and enhance their comprehension in the EFL classroom. The importance and essential components of IRA were also addressed.

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**Presentation # 36**

**Presenter:** Loh, Jason

**Institutional Affiliation:** Nanyang Technological University, Singapore; National Institute of Education, Nanyang Technological University, Singapore

**Title of Presentation:** Conversations over coffee: A Narrative Inquiry into the journey of becoming a teacher

**Abstract:** The school system exerts socialization forces on the neophyte teacher's teaching beliefs and classroom practices. This study utilizes the narrative inquiry approach as a way of studying how the teachers experience this socialization process.

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**Presentation # 37**

**Presenter:** Matsugu, Sawako

**Institutional Affiliation:** Northern Arizona University

**Title of Presentation:** Effects of teachers' educational background on classroom language test construction

**Abstract:** The presenter discusses the results of her research on the impact of Japanese EFL teachers' educational background on the classroom test construction at a university level. Implications for teacher training in language assessment are discussed.

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**Presentation # 38**

**Presenter:** Messekher, Hayet

**Institutional Affiliation:** Indiana University of Pennsylvania

**Title of Presentation:** A narrative inquiry on Algerian graduate students' experiences in U.S. universities: A case study of voices from the same side

**Abstract:** This study investigates five cases of Algerian graduate students attending US universities in Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics. It explores their personal and pedagogical experiences across their lived and current experiences.

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**Presentation # 39**

**Presenter:** Moore, Jana

**Institutional Affiliation:** Temple University Japan

**Title of Presentation:** Pursuing internal validity in measurement

**Abstract:** Measurement instruments were scrutinized with Exploratory and Factor Analysis, and Rasch Analysis. The initial amount of usable items dropped to a less than significant size yet the analysis validated the instruments being used.

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**Presentation # 40**

**Presenter:** Nuske, Kyle

**Institutional Affiliation:** Indiana University of Pennsylvania

**Title of Presentation:** Discourses and cultures in contact: The emergence of critical contrastive rhetoric and its pedagogical implications for Japanese students in the American academy

**Abstract:** This presentation examines how proponents of critical contrastive rhetoric have redefined the field and attempted to attain a nuanced understanding of the lopsided power relationships among various discourses which characterize the L2 composing process.

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Poster Presentation Session #3

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**Presentation # 41**

**Presenter:** Ortactepe, Deniz

**Institutional Affiliation:** State University of New York-University at Albany

**Title of Presentation:** Reflective processes involved in writing a doctoral dissertation in TESOL

**Abstract:** This study re-conceptualizes the cognitively-oriented construct of language aptitude with a sociocultural perspective. Findings about learners' reciprocity are shared. A nested, exploratory case study design is utilized. Data mainly come from 44-hour observations, and interviews

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**Presentation # 42**

**Presenter:** Ozkose-Biyik, Cagri

**Institutional Affiliation:** University at Albany, State University of New York

**Title of Presentation:** Exploring adult EFL learners': A sociocultural approach to language learning potential

**Abstract:** This dissertation study seeks to re-conceptualize the cognitively-oriented concept of language aptitude with a sociocultural perspective. Findings pertaining to learners' reciprocity (thus their language learning potential) will be shared. A nested, exploratory case study design is utilized.

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**Presentation # 43**

**Presenter:** Park, Seungku

**Institutional Affiliation:** Indiana University of Pennsylvania

**Title of Presentation:** Adult Korean EFL teachers' imbalance of grammatical knowledge and pragmatic experience

**Abstract:**

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**Presentation # 44**

**Presenter:** Phillips, Jennifer J

**Institutional Affiliation:** Florida State University

**Title of Presentation:** Framing interpretation and implementation at the school site: A literature review

**Abstract:** We will investigate Turkish immigrant children's social adaptation in the US. We will investigate children, teachers and parents. The research will assist in teaching of L1 Turkish students and learning strategies for students and parents

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**Presentation # 45**

**Presenter:** Pimenova, Nadezda

**Institutional Affiliation:** Purdue University

**Title of Presentation:** When English idioms are quite foreign, what comprehension strategies do language learners use?

**Abstract:** The presenter shares insights from the research conducted with university students in Russia. The Think-Aloud data showed strategies that participants used when they encountered English idioms in jokes. Most successful strategies are identified

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**Presentation # 46**

**Presenter:** Rakicioglu Soylemez, Anil S.

**Institutional Affiliation:** Middle East Technical University

**Title of Presentation:** The Role of language learning and teaching beliefs in making instructional decisions

**Abstract:** The study is designed to describe how EFL instructors' personal language learning beliefs shape their instructional decisions and their practices of teaching writing.

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**Presentation # 47**

**Presenter:** Robinson, Elizabeth

**Institutional Affiliation:** University of Massachusetts Amherst

**Title of Presentation:** Research as praxis in ESL teacher education

**Abstract:** This qualitative study investigates two ESL teachers' negotiations of different discourses of research within a praxis-based teacher education program.

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**Presentation # 48**

**Presenter:** Rodríguez Manzanares, Maria A

**Institutional Affiliation:** Memorial University of Newfoundland and Labrador, Canada

**Title of Presentation:** Post-secondary International students and web-based, distance learning

**Abstract:** Despite increasing internationalization and web-based learning in universities, there is little research on international students in web-based courses. My study involves creating and comparing portraits of the web-based, distance learning of international students of non-English speaking background.

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**Presentation # 49**

**Presenter:** Saenkhum, Tanita

**Institutional Affiliation:** Arizona State University

**Title of Presentation:** ESL students' and disciplinary faculty members' views on academic and disciplinary writing: Implications for teaching to transfer

### *TESOL Doctoral Forum 2010*

**Abstract:** This study presents the results of interviews with ESL students and business and engineering professors, focusing on their views on academic and disciplinary writing. Strategies for teaching to transfer academic skills across disciplines are discussed.

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#### **Presentation # 50**

**Presenter:** Santana, Josefina C

**Institutional Affiliation:** Universidad Panamericana

**Title of Presentation:** Creating a community of learners in the language classroom: Impossible dream?

**Abstract:** This talk describes a doctoral research project which attempts to foster a learning community in the language classroom. The findings are showing that the learning community and the language class are not a natural match.

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#### **Presentation # 51**

**Presenter:** Sarker, Amie

**Institutional Affiliation:** University of North Texas

**Title of Presentation:** Developing culturally responsive ESOL literacy teachers: Analysis of academic, demographic, and experiential factors on teacher self-efficacy

**Abstract:** This study examines teachers' self-efficacy for delivering culturally responsive literacy instruction. The researcher discusses challenges involved in the interdisciplinary approach taken toward the topic and methodological decisions and analysis for the mixed methods process selected.

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#### **Presentation # 52**

**Presenter:** Sergaeva, Yulia

**Institutional Affiliation:** Herzen State Pedagogical University of Russia

**Title of Presentation:** The art of word creation in the digital age

**Abstract:** The research explores cognitive, lexical, pragmatic and didactic aspects of creative word-building. It focuses on the contribution of Web-based corpus lexicography and online create-a-word contests to lexical innovation, ELT and cultural studies.

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#### **Presentation # 53**

**Presenter:** Smotrova, Tetyana

**Institutional Affiliation:** Pennsylvania State University

**Title of Presentation:** Vocabulary explanations in Ukrainian EFL classrooms

**Abstract:** The purpose of this study is to provide insight into the process of L2 vocabulary learning enacted in college-level Ukrainian EFL classroom. Results suggest that L2 vocabulary knowledge development follows a non-linear, recursive trajectory.

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**Presentation # 54**

**Presenter:** Suwannamai, Chatwara

**Institutional Affiliation:** Arizona State University

**Title of Presentation:** Investigating Burmese refugees' English-learning experiences in the U.S.

**Abstract:** Drawing from the theoretical frameworks and insights from the existing literatures and research on refugees, the presenter constructs distinctive characteristics of the Burmese group and identifies their challenges predominantly related to English-language learning.

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**Presentation # 55**

**Presenter:** Teague, Brad L.

**Institutional Affiliation:** Vanderbilt University

**Title of Presentation:** Preparing effective teachers of ELLs: The impact of a cross-cultural field experience

**Abstract:** In this presentation, I report data demonstrating the important and powerful role of cross-cultural field experiences in the preparation of prospective teachers of ELLs. I also discuss successes and challenges involved in conducting the research

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**Presentation # 56**

**Presenter:** Wallen, Matthew

**Institutional Affiliation:** Centre for Applied Language Studies, University of Limerick (Ireland)

**Title of Presentation:** Guiding, leading, facilitating or directing?

**Abstract:** Through dialogic collaborative inquiry, Irish primary mainstream teachers explored their role in addressing needs of students learning English as an additional language. The dynamic, evolving roles among practitioners and the facilitating researcher are characterised.

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**Presentation # 57**

**Presenter:** Wang, Ya-ling

**Institutional Affiliation:** George Mason University

**Title of Presentation:** A teacher's reflection on teaching English-speaking undergraduates Chinese literacy

**Abstract:** Through teacher-kept reflection journals, the Chinese language teacher who is also an EFL practitioner at university found a number of instructional issues at different Chinese literacy levels requiring particular attention.

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**Presentation # 58**

**Presenter:** Wu, Hui-Ju

**Institutional Affiliation:** University of South Florida

**Title of Presentation:** Promoting reading and writing skills of EFL students through blogs

### *TESOL Doctoral Forum 2010*

**Abstract:** This study investigates the effectiveness of and students' perceptions on using blogs for EFL reading and writing. The data from questionnaires, students' blogs, and interviews would be analyzed. The expected results will be shared

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#### **Presentation # 59**

**Presenter:** Yeh, Shu-Fen

**Institutional Affiliation:** Composition and TESOL at Indiana University of Pennsylvania

**Title of Presentation:** Taiwanese students' academic writing practices and positioning in North American Universities

**Abstract:** This study explores Taiwanese graduate students' academic writing practices in North American Universities and seeks to clarify how students perceive their academic writing, their writing process and their awareness of positioning in second language writing.

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#### **Presentation # 60**

**Presenter:** Zheng, Xuan

**Institutional Affiliation:** University of Washington

**Title of Presentation:** Re-interpreting silence: Chinese international students in U.S. universities

**Abstract:** This multiple-case study challenged the stereotyped view of silent, passive Chinese students in the U.S. from the perspective of students themselves, leading to inter-cultural understandings their patterns of participation as active, strategic, and informed.

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## **Notes**