

November 10, 2015

Min Wang
Dept of Curriculum & Instruction
College of Education
Box 870232

Re: IRB # 15-OR-351, "The influences of multimodality on L2 learners' identity negotiation when L2 literacy skills are used"

Dear Ms. Wang:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.


Your application will expire on November 9, 2016. If your research will continue beyond this date, please complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, please complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



Carpentato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

INFORMED CONSENT STATEMENT (Adult)

Dear Potential Participant:

You are invited to participate in a research study conducted by Min Wang from The University of Alabama, Department of Education. I hope to learn how international Chinese students at ELI use multimodality to negotiate their identities while using L2 literacy skills. Multimodality in this study means multiple modes, such as music, gesture, moving and still images, pictures, videos, written or oral texts, which are used to facilitate second language learning. Negotiation in this research refers to Chinese ELI students' resistance to the stigmatized identities. To this end, they may use different modes to develop their English learning in order to show who they are and how they interact with others and the target language community. There will be two instructor participants involved in this study. You are selected as a possible participant in this study because you teach at ELI and meet the eligibility requirements for my study.

Data for this research consist of four sources: 1) Participant observation in which activities and interactions between teacher and students and students and students will be audio taped and field notes will be taken; 2) Interviews and semi-structured interviews with ELI instructors and Chinese international students; 3) artifacts; 4) the researcher's reflection on observations, interviews, and field notes. If you feel uncomfortable about having classes observed or audiotaped, I will not observe or audiotape your classes.

If you decide to participate, I will e-mail you to schedule an interview on campus, such as in the education library or Gorgas library. I will observe your classes at ELI. There will be one formal interview and semi-structured interviews. The interview questions include:

Formal interview questions:

1. What do you teach at ELI? How many years have you been teaching at ELI?
2. How do you perceive Chinese students in your class?
3. Do you think they are active in class discussions or presentations?
4. If your Chinese students remain silent in class, what are your strategies to encourage them speak up?
5. Do you allow them to speak Chinese in class? Why or why not?
6. Are you familiar with Chinese culture and Chinese students' English learning habits and strategies?
7. Have you used multiple modes like music, pictures, audio, videos and other digital modes in your English teaching?
8. How important is it to use multiple modes in English teaching? Can you give me an example?
9. Do you think the use of multimodality in English teaching and learning helps Chinese students to develop their multiple identities? If so, in what ways?
10. Do you have any suggestions for Chinese students to improve their English learning? If so, what are they?

The semi-structured interview will follow up to gain details or extra information, which includes

1. If Chinese students make mistakes when English is used, do you correct their mistakes immediately or ignore them or tell them after class?
2. Have your Chinese students asked you questions in class? If your Chinese students used Chinese in class, did you ask them to translate it into English?
3. If your Chinese students were not allowed to use Chinese in class, but they used without choice, what did you do?
4. Have you ever tried to encourage your Chinese students to use multiple modes to tell their stories? If so, what kind of modes did they use? Do you think the modes used help your students improve their English? Why?

The formal interview will take about one hour, but semi-structured interview only takes half an hour. All the interviews take place during the participants' personal time. Also, I will observe your writing class once a month. Each time it will take 2 hours. So the total amount of time the participants will spend on my study might be 13.5 hours. The purpose of classroom observations is to know how international Chinese students interact with you and their classmates. Which language do they use in class? Are they active or passive in class? If they are not willing to participate in class activities, the researcher will explore the reasons behind the behavior, which is one of the aims of this research. Observing the writing class is to know how international Chinese students choose a writing topic, how they brainstorm an outline of a topic, how they are going to develop their topic and so on. I will record the whole process of interviews and take notes when I observe your classes using a tape recorder. If you are not comfortable with tape recording I will not tape record the interviews and observations.

There are no known risks or discomforts associated with your participation in this study, but you may feel uncomfortable or stressed during the interview. You will not receive any direct benefits by participating in this study but you may feel good about helping us learn more about how multimodality influences second language learners' identity negotiation.

Any information that is obtained in connection with this study and that can be used to identify you will remain confidential and will be disclosed only with your permission or as required by law. Subject identities will be kept confidential by assumed names. The recordings will be stored in a password protected computer owned by the main investigator. The recordings will be destroyed after they have been copied to a transcript. I will not release any personal information to any other person for any reason unless you ask me to do so.

Your participation is voluntary. If you feel uncomfortable to answer any questions, you can choose not to answer. Your decision whether or not to participate will not affect your relationship with the University of Alabama or the researcher. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty.

If you have any questions, please feel free to contact 205-239-0130 or mwang35@crimson.ua.edu. You can also contact my advisor, Dr. Mantero by phone 205.348.1402 or at mmantero@bamaed.ua.edu. If you have questions regarding your rights as a

research subject, please contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at 205-348-8461, or toll free 877-820-3066. You may also ask questions, make a suggestion, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. After your participation, you are encouraged to complete the survey for research participants that are online there, or you may ask the researcher for a copy of it. You may also email us at participantoutreach@bama.ua.edu. You will be offered a copy of this form to keep.

Your signature indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation without penalty, that you will receive a copy of this form, and that you are not waiving any legal claims.

Consultant participant signature

Date

Yes I agree to have the interview audio recorded

No I do not agree to have the interview audio recorded

Researcher signature

Date

Please return this form to Min Wang before 11/10/2015 by using the attached self-addressed, stamped envelope. Thank you.

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CONSENT FORM APPROVED: 11-10-15
EXPIRATION DATE: 11-9-16

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Dear Potential Participant:

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Data for this research consist of four sources: 1) Participant observation in which activities and interactions between teacher and students and students and students will be audio taped and field notes will be taken; 2) Interviews and semi-structured interviews with ELI instructors and Chinese international students; 3) artifacts; 4) the researcher's reflection on observations, interviews, digital storytelling projects, and field notes.

If you decide to participate, I will e-mail you to schedule an interview on campus, such as in the education library or Gorgas library. I will observe your classes at ELI. There will be one formal interview and a semi-structured interview. The interview questions include:

Formal interview questions

1. If you are asked to choose an artifact, such as a book, a painting, a photo, a sweater or something else in your culture to represent yourself, what are you going to choose? Why?
2. How do you tell people who you are?
3. What is your first impression of UA and ELI? If you are asked to use a sign at UA or ELI to represent yourself to tell who you are, what is your target sign?
4. What is your English proficiency level in terms of speaking, listening, reading, and writing according to the replacement test at ELI? What are your strengths and weaknesses of these four skills? How are you going to improve your English?
5. Do you interact with your instructor and your classmates in English in class? If so, in what class? If not, why? How do you feel when you speak English in class?
6. Do you speak Chinese in class? If so, when and why? How do you feel when you speak Chinese in class?
7. How often do you use English outside the classroom? How often do you speak Chinese outside the classroom?
8. If you do not understand your instructors or classmates in class, what do you do? Pretend understanding or ask for clarifications?

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9. If you are not able to use English to express your ideas in class, have you ever thought about other ways to interact with your instructors and classmates? If so, what are the alternatives?
10. Have you ever used music, pictures, photos, or other digital tools as alternatives to express yourself?
11. Do you think these different signs or modes are helpful for your English learning? If so, in what ways?
12. Do you think your identity has been changed since you used different modes? If so, in what ways?

Semi-structured interview will follow up to gain details or extra information, which includes

1. Do you speak English with your Chinese friends? If not, why?
2. Do you make friends with native speakers? If so, what do you talk about? If not, why?
3. Are you interested in American culture? If so, how do you access the local culture?
4. If you do not understand your American friends when you talk to each other, what do you do? Ignore or ask for clarifications?
5. Have you ever gone to an American restaurant or shopping? If so, how did you order a meal? How did you interact with the staff in a shopping mall?
6. Have you ever been to the Ferg center or Rec center? How did you talk to them about your needs? Did you feel comfortable to use English in different situations?

The formal interview will take about one hour, but the semi-structured interview only takes half an hour. All the interviews take place during the participants' personal time. Also, I will observe your writing class once a month. Each time it will take 2 hours. So the total amount of time might be 13.5 hours. The purpose of classroom observations is to know how you interact with your instructors and your classmates. Which language do you use in class? Are you active or passive in class? If you are not willing to participate in class activities, the researcher will explore the reasons behind the behavior, which is one of the aims of this research. Observing the writing class is to know how international Chinese students choose a writing topic, how you brainstorm an outline of a topic, how you are going to develop your topic and so on. I will record the whole process of interviews and take notes when I observe your classes using a tape recorder. If you do not feel comfortable with tape recording I will not tape record the interviews and observations.

The purpose of digital storytelling project is to examine the influences of multimodality on international Chinese students' identity negotiation, in which students use pictures, photos, soundtrack, music, and narratives to tell their experiences. You will be asked to do this project if you agree to do so. It might take you 3-5 hours to finish it after class. But if you do not have time to do it or you do not feel like doing it, you can choose not to conduct this project. This project will be part of the data for this research.

There are no known risks or discomforts associated with your participation in this study, but you may feel uncomfortable or stressed during the interview. You will not receive any direct benefits by participating in this study but you may feel good about helping us learn more about how multimodality influences second language learners' identity negotiation.

Any information that is obtained in connection with this study and that can be used to identify you will remain confidential and will be disclosed only with your permission or as required by law. Subject identities will be kept confidential by assumed names. The recordings will be stored in a password protected computer owned by the main investigator. The recordings will be destroyed after they have been copied to a transcript. I will not release any personal information to any other person for any reason unless you ask me to do so.

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