Craigslist as an alternate means to communicating with native speakers

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I. History of identity research in SLA
II. Current understandings of identity in SLA
III. Reflection
IV. Computer-Mediated Communication
V. Final thought
I. Past theories of identity

- Schumann’s Acculturation Hypothesis (1978, 1986)
- Gardner’s Socioeducational Model (1979, 1985)
Objections to Sociopsychological approaches

- monolingualism and monoculturalism are normal?
- all language learners want to join TL group?
- IDs are stable and linear?
- no relationship between social factors and psychological factors?
- language learning occurs in isolation?

(Pavlenko, 2002, pp. 278-291)
“lay greater stress on the flexibility and negotiability of identity, the ‘agency’ of the individual in choosing and negotiating their identity and above all the role of language and discourse practices in the construction of identity”

(Mitchell, Myles & Marsden, 2013, p. 276)
Bonny Norton’s Identity Theory
Identity Theory

“the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future”

(Norton, 2013, p. 4)
Identity Theory

- language learner is viewed in context of the larger social world and as having multiple, changing identities
- language learners are recognized as having agency
- social conditions, social contexts, and the learner’s identity are constantly in flux
- power is not equally distributed, and this affects learner’s access to TL community

(Norton, 2014, pp. 61-62)
Identity and Language Learning (2000, 2013)
Identity and Language Learning

Take-away:
Language learners do not have equal access to the target language community.

Everybody working with me is Canadian. When I started to work there, they couldn’t understand that it might be difficult for me to understand everything and know about everything what it’s normal for them. To explain it more clearly I can write an example, which happened few days ago. The girl [Gail] which is working with me pointed at the man and said: “Do you see him?”—I said “Yes, Why?” “Don’t you know him?” “No. I don’t know him.” “How come you don’t know him. Don’t you watch TV. That’s Bart Simpson.” It made me feel so bad and I didn’t answer her nothing. Until now I don’t know why this person was important.

Eva, February 8, 1991

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Adult refugees’ exposure to TL community within the past week

- church: friendly couple
- Walmart: employee, cashier
- ESL class: instructor
- airport: World Relief staff
- home: electrician
- DMV: officer
- Big Lots: salesman
How can an instructor improve access to the TL community for his or her adult students?
IV. Computer-Mediated Communication

“In order for a CMC task to be successful, several questions must be answered during preparation:

a. What are the learning objectives of this CMC task? (i.e., what should students be able to do via or as a result of this activity?)

b. Which type of CMC is best-suited for achieving these objectives (and whether CMC is indeed best-suited for these objectives)?

c. What knowledge and skills do students need in order to participate in and complete the CMC task?”

(Abrams, 2011, p. 73)
A. What are the learning objectives of this CMC task?

- be familiar with online classifieds website (navigate site, read posts, research items)
- write an inquiry email
- make an inquiry telephone call
- negotiate a price
- “purchase” an item
- *interact with a member of TL community*
B. Which type of CMC is best-suited for achieving these objectives?

- synchronous CMC vs. asynchronous CMC
- “The task should also make the best use of the application’s affordances…”

(Abrams, 2011, p. 73)
B. Which type of CMC is best-suited for achieving these objectives?

- **ACMC**: sending/receiving emails
- **SCMC**: communicating on the telephone

**Affordances:**
- email
- telephone
- text
- images
- maps
- creating posts
“[S]tudents should have the necessary background information to be able to complete the content component of the task. They should also have the lexical and grammatical knowledge required for producing the desired output, and, not negligibly, they need to have the technical skills to participate in the CMC activity (e.g., setting up the necessary software, applications, etc.). ... If learners do not receive adequate and appropriate training, they may produce lower quality output or may be unable to complete the assigned tasks (Cornelius & Boos, 2003).

(Abrams, 2011, p. 72)
C. What knowledge and skills do students need in order to participate in and complete the CMC task?

1. Reading the Classifieds section (introduction)
2. Navigating Craigslist (writing an email)
3. Negotiating with *Pawn Stars* (0:27)
4. Sample telephone conversation (see handout)
5. Presentation outline (see handout)
6. Audience participation (see handout)
1. Reading the Classifieds

In a newspaper, there is a clearly labeled “Classifieds” section.

In a magazine, the “Classifieds” are usually in the back pages.

Online, there are specific websites for the Classifieds, such as Classifieds. tennessee.com and Nashville.craigslist.org

Description of Classified advertising,

from Wikipedia http://en.wikipedia.org/wiki/Classifieds

Classified advertising is a form of advertising which is particularly common in newspapers, online and other periodicals which may be sold or distributed free of charge. Advertisements in a newspaper are typically short, as they are charged for by the line, and one newspaper column wide.

Publications printing news or other information often have sections of classified advertisements; there are also publications which contain only advertisements. The advertisements are grouped into categories or classes such as "for sale - telephones", "wanted - kitchen appliances", and "services - plumbing", hence the term "classified".

Classified advertisements are much cheaper than larger display advertisements used by businesses, and are mostly placed by private individuals with single items they wish to sell or buy.
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Navigating Craigslist

Write an email. Key parts of the email:

a. Mention your interest,
b. ask if it’s been sold,
c. ask for more pictures (if necessary),
d. ask when you could see it or pick it up,
e. include a link to the posting,
f. ask for a lower price than is posted (NEGOTIATE), and
g. include your phone number.
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Directions: Underline the amount of money. Write the dollar amount in the blank.

Example:
(red scooter)
-Now, how much you tryin’ to get out of it?
-I thought it was worth up in the, maybe, four five hundred dollar range. __________ $400 - $500____
-If you want it, I’ll give you a hundred dollar bill. ______ $100____
-I thought it was worth more, but...
-I’ll move up to a hundred and a half, and that’s as far as I’m gonna go. __________ $150____
-Alright, I think you’ll get three pretty easy and a hundred and fifty sounds great to me. __________ $300, $150____
-Alright, you got a deal.

1. (2 bikes)
-What are you lookin’ to get out of the pair?
-Uh, out of the pair? Uh, I was looking around thirty-six, four thousand. __________
-I’d like to offer you somewhere around three for ‘em __________
-Think maybe three, thirty-two? __________
-Twenty-eight sounds better. __________
-Well, I think it’s a deal.
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(This is the basic format. Fill in the blanks with your own information. Remember, bring a print-out of a posting to class. Be sure the posting includes a phone number!)

Sample:  

http://nashville.craigslist.org/atq/2428732304.html

Vendor:  

Hello?

Student:  

Hi, my name is ___Cleopatra_____. I saw your posting on Craigslist for the ___table and chairs_____. Have you sold it yet?

Vendor:  

Yes/No

Student:  

Could you please tell me some more about the ___table and chairs_____________

Vendor:  

_________

Student:  

What is your asking price? / How low are you willing to go on the price? / Would you take $___750___ for the ___telephone______? (Choose one of the questions – don’t ask all three.)

Vendor:  

$__950__

Student:  

Would you take $___750______? (a lower price than he named)
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Before you call, know this information:

Name of Vendor

Phone number of vendor

Item

Asking Price

Opening offer

Maximum bid

Conversation Outline

Beginning: Hi. My name is ____________, and I saw your Craigslist ad for the ________.

Middle: (ask) Is it still available? / Have you sold it yet?

(ask) How much is it? / What is the price?

(Make an offer) I’ll give you $____ for it. / Would you take $____ for it?

5. Presentation outline
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1. What is the item to be purchased? __________________
2. What is the asking price of the vendor/seller? __________________
3. What is the opening bid (first price named by presenter)? __________________
4. What is the final bid (last price named by presenter)? __________________
5. What is the final price (what is the last price the vendor/seller named)? __________________
6. How does the presenter ask for repetition?
   a. what/huh/yeah?
   b. Sorry/excuse me/excuse me/beg your pardon/pardon?
   c. Ma’am/sir?
   d. Repeat a key phrase from the sentence

6. **Audience participation**
“Students will enjoy and participate more in CMC tasks if the interactions have real-life relevance. To this end, we need to identify the authentic function(s) of CMC applications (IM, Chat room, Twitter, Facebook, etc.) and find ways in which that purpose can be harnessed for L2 learning.”

(Abrams, 2011, p. 73)
V. Final thought

“Thus, pedagogical practices have the potential to be transformative in offering language learners more powerful positions than those they may occupy either inside or outside the classroom.”

(Norton, 2014, p. 65)


