



Translingual

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photo by Zhouyang Li

Letter from the Editors

As always, I'd like to thank you, our community, for submitting your marvelous works. It's a privilege to read them and have a hand in presenting them to, in this case, the world. Elizabeth and I will be traveling to an international conference and sharing Translingual with other English language educators in the hopes of inspiring other iterations at other institutions to support and give voice to multilingual and multicultural folks in every community.



Especially for this issue, I really want to give an uproarious round of applause to Jade Josie, who is responsible for the great majority of our editing and design. She has, in her final year of study here at OSU, somehow found the time to work her magic so thoroughly on Issue 3. She is the kind voice responding to translingualjournal@osu.edu emails, the stern hand redesigning our submissions surveys, and the taskmaster keeping myself and our other faculty editor, Elizabeth Osbourne, in line. Her experience in creative writing and foreign language literature melds well with Elizabeth's and my passion for multilingual and multicultural expression.

I hope you enjoy this autumn's compiled works by incredible multilingual voices in the OSU community.

Humbly,
Elizabeth McMurray

Each issue of Translingual takes on its own life, each a little bit different. Cousins not twins. Trends and current topics shift the focus of pieces, and the balance of genres changes each semester. This issue is no exception, with a slightly higher percentage of academic papers and new genres of traditional proverbs and digital art.

It is a joy to watch the journal take shape over the course of the semester. Each issue grows and shifts slightly with each new submission. Thank you to everyone who submitted your work; I am so thankful to get to see what our campus community is thinking about and how they are expressing it. I am constantly learning new things and getting to peek into different parts of OSU. Thank you to everyone reading as well; I hope you love this issue as much as I do.



Elizabeth Osbourne

It is an absolute joy to be a part of this journal. I have never enjoyed working so much as I have here and the majority of that comes from Elizabeth and Liz. They are both passionate, understanding, and kind people who are genuine in their aspirations. Although my specialization is creative writing and we received fewer creative pieces than the last issue, I remain captivated by our community's contributions. Reading every submission we receive enriches and endlessly intrigues me. Thank you to everyone who submitted, and I hope you enjoy this issue.



Jade Josie

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The works of Bright Hianno

Bright is a senior studying English. He has the following pieces published in the 2023 edition of Mosaic, *Emotions of a bored man*, *Death, War and Conquest*, and the poem, “son of the moon.” He focuses more on the excellence of African art, particularly those from his culture, the Asante people of Ghana.





For “Chains,” Bright’s inspiration was the horrors of the transatlantic slave trade. Specifically the slaves that were taken in Ghana, taken to Elmina Castle, and then shipped away from the motherland. In totality, it’s meant to be a reminder of a very horrible past.

“Old Eden” is inspired by a character Bright is currently writing from his novel. The character and setting are based on Ashanti culture set in a fictional world. But even without that context he simply wanted to draw a man- who just wanted to escape from his mind onto canvas. He believes he captured him exactly as his character wanted him to.



Asante Proverb: If something will bite you, then it'll be from your own cloth.

That's what my ancestors said, and I often wonder the origins of the wizened saying.

I can imagine my great ancestor putting on their ntama (cloth) on a humid sunny day, just like always. Then, she suddenly exclaimed, "Ow! Something just bit me!" Inside, she found a spider desperately trying to escape. Another ancestor nearby who'd shared a similar experience said, "Oh, that happened to me just three suns ago." The person bitten would then check their ntama thoroughly, ensuring no other creatures were inside. For clarity, we will call the person who was recently bitten Ama and the one who was bitten three suns ago Afia. Ama sat down on a wooden stool to ease the pain as she inspected the wound on her left shoulder, and Afia watched her best friend's discomfort.

"Does it hurt?" Afia asked.

"It's fine. It's just a wound. Nothing mother's herbal medicines can't help," Ama replied.

"Saaa, where is everyone?"

"Oh. They've gone to the farm. It's harvest season for the cassava and plantains. Were you wanting to go with us?"

"Is that so? No. No, I came so I could talk to you about something. It's gossip, really. That I thought you'd like to listen?"

"Oooh, who's it about?"

"Well. It's about this so-called beautiful lady in the village that's stealing the attention of all the men"

"Who is it?"

"Well, come closer, and I'll tell you."

Ama inches closer, smiling ear to ear within earshot of Afia, and suddenly finds a dagger nestled in her neck. Blood spilled down her neck as she looked in horror at Afia, who lodged that knife in her throat and bled out beside her so-called "best friend." A spider crawled out from Ama's clothes, weaving a bloody trail in its eight web-capped boots. After some time, Ama's family returns and finds them bathed in blood and a knife clutched in Afia's iron hand. I'm sure they could deduce who did the deed by gazing at the writing in blood left by a stranger on the ground. It'll shock them, of course; why wouldn't they? Their precious daughter is dead. If only she'd come with them to farm, then maybe this wouldn't happen. So, through their lamentation and bitter teeth, the phrase was burned on their tongues: "Sε biribi bεka wo a, εnde ebefi w'ankasa wo ntama mu" which translates to "if something will bite you, then it'll be from your own cloth." And from then on, that proverb stuck around, living on the lips, and suckling unto the tongue of my ancestors. Until many generations later, it was gift-wrapped with a bloody tie, straight to my honeyed tongue: The wisdom of the Ancestors.

Excerpt from:

Climate Change, a New Geopolitical Strategic Between USA and Latin America

Felipe Caro Lopez

Felipe is in his first year as a Political Analyst, Graduate Ambassador and Dual Degree graduate Student in the John Glenn College of Public Affairs and Center for Latin American Studies, The Ohio State University





Very recently, the president of the United States, Joe Biden, informed the world of a strategic work plan in conjunction with ten steps to confront climate change, promote the sustainable development of nations with particular emphasis on local communities, develop a Governance process in addition to strengthening regional cooperation and competitiveness. Furthermore, according to CNN en Español (2023), it is expected to generate a substantial investment in green energy infrastructure and, above all, the development of various projects within the sustainability framework.

This announcement was the central core of the work of the first summit of Leaders of the Alliance for Economic Prosperity of the Americas, held in Washington. With a strong Latin American presence from countries such as Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Peru, Uruguay, Mexico, and Panama, in addition to Barbados and Canada, a regional strategy began to be outlined that seeks to develop an integrated system of infrastructure investment projects to combat climate change and that in turn help the various countries define effective energy transition routes. At the same time, it strengthens the commercial exchanges derived from these investments and, therefore, the value chain intended to be created with this alliance.

This last point is of particular interest; according to what the Voice of America (2023) tells us, this investment portfolio, which will also have the support of the Inter-American Development Bank (IDB), seeks to generate a supply chain of critical materials; in other words, ensure a flow of mining, non-mining, energy, and technological

inputs for the joint development of the member countries of this Alliance.

The objectives of this, in addition to financing a network of green energy investments, angel investments, and cooperation between these nations on migration, also seek to expand the number of its member countries. And precisely this last objective is the most important, which has gone unnoticed. Expanding this alliance is intended to provide a support network that begins to exert a real counterweight to the most significant threat the United States faces today, the powerful Chinese influence in Latin America and the Caribbean.

In this essay, I will detail how the fight against climate change has been transformed into a strategic geopolitical axis between the influence of China and the United States. The actions that each one has taken with the idea of ensuring the development of the sustainable industry and its respective supply chain have positioned Latin America, once again, as a vital region for these purposes. In the same way, I will describe how the recent Inflation Reduction Act has been the starting point of this strategic management and how, curiously, Chile, as a country of little relevance in the region, can be the ideal strategic partner for the United States to achieve these objectives.

Contrary to what was thought at the beginning of the century, climate change has become a necessity in the environmental field and has a political, military, economic, and geopolitical relevance of high interest in modern times.

International Issues

The United Nations Framework Convention on Climate Change, which is an international treaty that began operating in 1994, was formed at the Earth Summit in Rio de Janeiro; its purpose is to control greenhouse gas concentrations. (GHG) in the atmosphere, the Convention creates a general framework for international cooperation about climate change (United Nations, n.d.).

It defines Climate Change in its article number one as “climate change” is understood as a change in climate attributed directly or indirectly to human activity that alters the composition of the global atmosphere, and that adds to the natural variability of the climate observed during periods comparable periods (United Nations, 2012).

In this framework, every country part of the Paris Agreement must be calculated and declared a Nationally Determined Contribution (NDC). For the United States, the goal is to reduce the level of emissions to be achieved at home (domestic target) 3,907–4,179 MtCO₂e (Millions of tons to Carbon Dioxide Equivalent), reducing 35%–39% below 1990 by 2030 to later achieve between 40%–44% below 2010 by 2030. That means reducing greenhouse gas emissions by 50-52% below 2005 levels by 2030 (Clean Air Task Force, 2023).

It is an important issue because, today, climate change has become a strategic element for the development of the economy of every country. It is a geopolitical issue because China today has the predominance of supply chains, an evident energy and national security risk. In the same way, Green Energies National Need (Energetic Transition) can't be launched without securing the principal element for that natural source in the United States, and his alliance to capture the total economic value of supply chains is crucial.

The current administration of President Biden has placed the management of Climate Change is an axis of its administration, with a clear orientation to protect the environment. It also incorporates local economic development,

support for the development of the green industry, electro-mobility, and security of the energy supply in the country to comply with international commitments.

In the United States, there have been specific initiatives that have fluctuated between the Republicans' attempts at regulation relief and the Democrats' regulatory reinvention or reform. The concrete thing is that some efforts have been made in environmental management. Without going any further, the current administration of President Biden has given an essential role to the National Climate Task Force, with the idea of strengthening climate governance within the same state and federal institutions, allowing for a more agile and effective administration of the same.

Inflation Reduction Act

Jason Bordoff (2022) analyzes that with the law's approval against inflation (Inflation Reduction Act) in the year 2022, a great window of opportunity. The view now has been implemented that Climate Change is an opportunity for the development of the economy. The law includes a budget of USD 400 billion over the next ten years to reduce carbon emissions, which would allow funding State and Local Initiatives identifying in the process



projects that can promote the development, promotion, and support of energy for rural and tribal communities. Furthermore, initiatives such as expanding federal clean energy tax credit Programs to incentivize businesses and consumers to deploy various clean energy technologies come with the initiative of an appropriate combination of competition and cooperation from other countries in terms of the value chain and supplies of key raw materials for the development of the green industry, such as copper, lithium, green hydrogen, and rare earth.

According to the perspective of Peters (2013), we find ourselves in a moment in the Agenda Setting cycle is conducive to implementing new initiatives in environmental management within the framework of public policies that go hand in hand with the complexities of dynamic environments and the network that supports governance in issues like this (Anderson, 2003). Finally, although Sandfort, and Moulton S. (2015) tell us that it will be expected to find a natural resistance to the change processes of the same institutions that must implement these public policies, it is no less accurate that dynamic environments allow us to be able to start managing the behavioral changes necessary for this.

The Inflation Reduction Act is, perhaps, the largest climate change initiative in the history of the United States, with this \$400 billion in subsidies, loans, guarantees, and tax relief seeking to launch a large-scale industry development energetic and green in the country. But beyond being a powerful ally in terms of reducing greenhouse gases, the Inflation Reduction Act is also an essential and strategic geopolitical management tool in terms of being able to reduce the power that China has in the development of the global energy industry.

Without going any further, the Inflation Reduction Act establishes a significant flow of money for tax relief in the national manufacturing

of batteries for electric vehicles, as long as two conditions are met for this. The first is a percentage of the raw materials used to manufacture batteries from the United States or a country allied with it with a signed free trade agreement. Likewise, these batteries are allowed to be recycled in North American territory. The percentages increased to 40% from January 1, 2024, to 50% in 2024, and to 80% after December 31, 2026. All the above makes the industry eligible for a tax relief of \$3,750, which they can double if the value chain of the battery parts allows them to be manufactured or



assembled in the United States, representing a tax break of more than \$7,000.

Likewise, the same law determines that if the electric vehicle uses a battery from a “foreign entity of concern” it is excluded from receiving any subsidy. These foreign entities are Russia, North Korea, Iran, and, of course, China. All these decisions make sense if you analyze that the supply of many critical minerals is the basis for manufacturing essential technological elements in the modern world, such as mobile phones, electric cars, solar cells, and other technologies.

However, the Inflation Reduction Act can be considered a double-edged sword if the necessary generation of a supply chain that can provide US industry with a clear and constant flow of raw materials vital for the economy’s

development of the green industrial sector is not considered. Lithium, rare earths, cobalt, copper, and green hydrogen will be fundamental pieces for energy storage, battery manufacturing, the development of electromobility, and the space air race in a very short period. In this context, a latent danger that has been relatively easily detected in recent years is China's significant control over the supply chain, and, therefore, the application of restrictions on foreign investment in essential raw materials used for the technology industry will continue to increase.

Geopolitical Decisions

According to Jorge Moreno (2023), it has become a post-pandemic strategic decision that many companies, in alliance with their respective governments, are considering moving their supply chain from China to other continents, although the loss of international competitiveness with this diversification, especially due to the impossibility of replicating the scale of costs that allows such production in the Asian giant; Geopolitical, national defense, and human rights elements have prompted countries such as Japan, South Korea, Canada, and Mexico to take action in this regard.

Without going any further, "the US-China Economic and Security Review Commission recommended establishing a Supply Chain Mapping Unit dedicated to determining requirements, setting priorities, and coordinating efforts to continuously map, monitor, and analyze the most critical supply chains" (Moreno, 2023). These critical supplies are focused on the pharmaceutical industry, the semiconductor sector, the functions and forgings market, and a key material for developing electric cars such as

rare earths.

Under this premise, the United States signed a strategic cooperation agreement with Australia to develop bilateral collaboration in energy transformation to reduce the levels of dependence on China with said agreement. In this same sense, the Government of Canada instructed an executive order for the Chinese companies Chengxin Lithium and Zangge Mining to withdraw their capital from Canadian mining companies, citing national security matters, according to Bnamericas portal (2023).

Likewise, today, paramount materials for developing the energy industry are concentrated in global areas with difficult commercial access. As Maya Xiao (2023) tells us, nickel, for example, is concentrated in the Philippines and Indonesia markets, while Africa, especially the Democratic Republic of the Congo, concentrates the largest reserves of Cobalt in the world. For its part, China continues to dominate the power battery processing industry globally value chain despite a stable line of work in Japan and South Korea. In the opinion of Dan Harris (2023), the international technology market will continue to be the most affected by the wave of mutual restrictions and trade sanctions in which the Asian giant and the United States have been involved. It may be difficult to think of a solution that does not involve an over-stagnation of the US energy industry due to a lack of essential raw materials or failures in supply chains. In that logic, you should turn and look at an old neighborhood for it, Latin America.

[portion removed for length]

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Poems by Michaela Dengg

Michaela is a fourth year Ph.D. candidate in educational studies. Her poems reflect the in-between spaces she inhabits daily as an international student.

PSA TSA

Attention please:
PSA

TSA can't approve this
Check it
Again

You have to carry your own baggage
Carry-on is fine
Just make sure you store it right
There will be turbulence
and things will shift

And with any luck
your checked baggage
got lost somewhere
in the void of baggage
claim to nothing

and you're finally free

Foreign Language

You are my first love

The fact that
people could make different sounds
and mean the same thing
yet ever so slightly different
appealed to me from day one

And so I kept learning
more and more languages
until I found the one
I could express my feelings with
the most

Only to find out that
for some things
there are different words
and for others
there are none

Vital components for healthy doctoral students

Lutfi Mauludin

Lutfi is a Fullbright Scholar in his first year of his P.h.D in Teaching and Learning: Multilingual Language Education

24 August 2023

Doctoral study is considered to be a strenuous process. It takes considerable commitment and dedication to sustain persistence and perseverance in accomplishing the goals. To keep on track, doctoral students should be aware of some 'health components' during their journey: academic, mental, and physical health.

First of all, doctoral students should recognize their 'academic health.' This refers to understanding the graduate program's core principle, which is different from an undergraduate program. The goal of the graduate program is to create an independent learner (Sullivan, 1991). Hence, they should be aware of the tasks they can and cannot complete on any given day (Reyes, 2017). Maintaining 'academic health' means they are able to create stages in completing their project consistently. For instance, utilizing a micro-planning or 'momentum writing' is a way to keep consistency. If students feel demotivated to write, they can start by simply creating a folder or writing a 'heading' in Microsoft Word. When it is impossible to write a whole paragraph, they can simply write a sentence or a rough draft. If they encounter difficulties finding a literature review, they can move on to the methodology or the conclusions. Rather than seeking perfection, they should focus on progressing to reach their goal. Furthermore, creating a network comprising supportive peers to nurture progress is one of the ways to preserve 'academic health.' Group work is beneficial for providing feedback and discussing issues to explore and expand ideas.

It is common knowledge that mental health and welfare are challenging for doctoral students. Trauma and adversity are risk and susceptibility variables frequently linked to doctoral students' mental health issues (Niarchou et al., 2015). Perfectionism, lack of social support, and isolation are risk factors for mental health issues (Berry et al., 2020). To maintain their mental health, the critical principle is to dare to seek assistance (Jack, 2020). Asking for help is not a sign of weakness. It is a sign of awareness that the journey is not a lonely process. Discussing their condition with their supervisor and peers would encourage them. More importantly, maintaining a positive outlook on the feedback they receive plays a crucial factor. Students should not personalize situations (Reyes, 2017). Criticism and comments from the faculty members are signs of affection, proof of care, and encouragement. Students should also understand that many situations can happen during the journey. The supervisor may forget to reply to the email. Simply having a terrible day could force him or her to say harsh remarks. In this situation, being calm and considerate are essential to preserve mental health.

Finally, physical health is inevitably another crucial factor that should be maintained. Students should be in a fit condition to conduct rigorous data collection or write the dissertation for a period of time. Keeping a balanced nutrition and regular workout are ways to maintain physical health. For example, yoga is one kind of exercise that provides several physical and

psychological advantages (Doyle & Cartwright, 2023). This mindfulness practice often involves meditation, regulated breathing, and physical positions (Schumann et al.). It is beneficial to improve holistic well-being, including increasing flexibility and strengthening posture (Doyle & Cartwright, 2023). Since physical health is highly connected to mental health, exercise is an effective way to maintain wellness. Exercise causes the release of endorphins, which are feel-good chemicals, in the brain (Barnett et al., 2012). Another example is that ten minutes of vigorous walking can boost mood, energy, and mental clarity. Therefore, maintaining physical health is a way to maintain mental health.

In conclusion, several things should be considered as doctoral students embark on their journey. The doctoral program is a marathon; it takes a considerable amount of time and consistent effort. Preserving their academic, mental, and physical health is essential in successfully reaching the finish line.

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Strategizing the Doctoral Program

Lutfi Ashar Mauludin

30 August 2023

As doctoral students embark on their journey, many challenges and hurdles lie ahead. To better prepare themselves for the upcoming responsibilities, they should reflect on their goals and motivation to complete the doctoral program. Understanding the purpose, recognizing the support system, and planning the road map are some efforts they should conduct.

The core element of starting a doctoral program is the purpose. Students have distinct reasons to pursue the doctoral program. It entails choosing to devote themselves wholeheartedly to their profession (Chance, 2010). Some students apply for the doctoral program because they are intrinsically motivated to improve themselves, others dream of being a professional researcher in their field, and some others are assigned by their university or institutions to continue their study in the doctoral program. Whatever the reasons, they all have the same purpose: to finish their studies and get their degrees. By putting this mindset, they are expected to be able to assess and measure the responsibilities and challenges they will face in the future. The doctoral program is a rigorous and exhausting process; thus, the decision to take part in this journey should not be taken lightly. Students can create a personal motivation to strengthen their mindset by understanding the study objective.

Then, recognizing the support around them is another significant factor that doctoral students should realize. The primary support in the doctoral program is the supervisor. They should have a good relationship and build a collaborative connection with their supervisor. For doctoral students, the ability to collaborate with others is a crucial attitude (Henderson, 2010). The supervisor is the primary supporter of doctoral students; hence, maintaining a positive relationship is crucial. Students should also actively create a community of practice with their peers (Stevens & Caskey, 2023). This activity provides the time and space to sharpen their knowledge and increase their research community. They should also be able to utilize the campus facilities. For instance, the library is one of the most significant campus facilities. As doctoral students start their scholarly journey, they should be familiar with the resources, such as journal articles, dissertations, and scientific books. They should be able to maximize the facility to assist them in completing their program efficiently. In addition, emotional support from families is crucial, and doctoral students are prone to culture shock, otherness, and cultural difficulties as they go through the rigorous process (Bahack & Addi-Racah, 2022).

The last one is preparing the road map. It is a significant step as doctoral students should plan their goals. The doctor program starts with the application. To get this far, they have to go through many processes. Upon completing the applications, they should do the orientation and matriculation before they have the experience of becoming scholars. Being a scholar means joining some coursework, conducting research, presenting at a conference, reviewing a paper, and collaborating with other scholars. To end their academic experience, they must pass the candidacy exam. This will determine the doctoral student's next step: researching to finish the dissertation. Before conducting the research, they must gather the committee members to pass the proposal

exam. Once their proposal is approved, they can gather the data, analyze the result, and write the thesis. All these processes need careful planning to be accomplished on time since distraction often occurs after the coursework before the dissertation (Henderson, 2010). Therefore, the Doctoral student should be able to plan and create a road map to finish each stage on time. The road map can be completed in three to five years. Since successful doctorate program navigation is intrinsically linked to a growing professional image, creating a careful plan helps them elevate their professionalism in the academic world (Milner & Laughter, 2010).

To conclude, to complete the Ph.D. program successfully, doctoral students need to comprehend their purpose, utilize the support, and design the road map. Only then will they productively complete their degree.

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Storytelling as Alternative Care for SCA Patients and Families

Shan Ruan



Hyden and Antelius proposed a storytelling model of people with communicative disabilities by introducing “social doings” as alternative means of storytelling, and distinguished among animators, authors, and principal figures of stories. They claim that people with communicative disabilities can use non-verbal means of communication to tell their stories as primary storytellers; the other people presenting their stories are vicarious storytellers who might or might not be the authors of the stories, and vicarious storytelling is also among the non-verbal resources they can use (Hyden and Antelius 599). They list 3 examples of storytelling situations involving primary and vicarious storytellers: Situation 1. The vicarious storyteller is the animator and facilitator of the primary storyteller (usually in the cases of interviewers and interviewees), hence the supporter. In this case, the primary storyteller (usually the interviewee) is the author of the story though the vicarious storyteller (usually the interviewer) presents the story. Situation 2.

The vicarious storyteller emplots the primary storytellers (who are usually disabled in telling their stories verbally) into a re-entry¹[2] story into the everyday, public world. In this case, the vicarious storyteller is the author of the story while the primary storyteller is the principal figure and the animator of the story (using other means of communication such as non-verbal ones for animation). Situation 3. The primary storyteller is muted (and “positioned or narrated into an identity by others”) and becomes the principal (main figure) of stories she neither animated nor authored. In this case, the vicarious storyteller (who is sometimes the caregiver/ family member of the primary storyteller) is the author and animator. The essay focuses on the two cases represented in Remembering the Ride and 1 Litre no Namida of SCA patients, families and medical workers and provides an analysis of the storytelling situations and its ethics based on Hyden and Antelius’s model. The study suggests that the explanatory power of the model when it comes to interpreting the two

primary sources is challenged. In other words, though insightful and important, the model cannot fully account for features of the primary narratives especially when it comes to the role of audiences, their functions in the narration and rhetorical purposes of communicating the ethics behind the storytelling. Therefore, the study here provides 2 interventions to this model as a solution: 1. Animators of stories not only facilitates storytelling (in Situation 1) or embody stories (in Situation 2) but exerts influence on the storytelling too. In this sense, animators of stories can also be audiences. 2. Caregivers can also assume the role of primary storytellers (not just the patients as in Situation 1 and 2) using non-verbal communicative resources such as having vicarious storytellers to communicate with audiences.

This essay will be divided into two parts:

1. The affordances and limits of Hyden and Antelius's storytelling model when applied to the two cases of SCA narratives of the Swiers and Aya, and the efficacy of the rhetorical model.
2. Audiences as animators in the two cases, the study's first intervention and solution to the problem of Hyden-Antelius model's limits.

1. The affordances and limits of Hyden and Antelius's storytelling model

1.1 Vicarious storytellers eliciting and presenting the stories to provide communicative resources for the patients as primary storytellers:

In Hyden and Antelius's article, they describe the interviewer and interviewee's co-constructing the narrative while the interviewer presents their exchange as "joint narration". In their vicarious storytelling, the interviewer is there to animate the storytelling by raising "supportive questions" (595). The interviewee as the author uses such facilitation from the interviewer as communicative resources in their primary storytelling (594).

In Chapter Twelve of *Remembering the Ride*, "A weight carried, a story untold", Lindsey Swier Kuipers writes about her father Kraig Swier's recollection about the family's experiences with ataxia based on her interview with him. "No one asked. No one wondered. No one pushed him to make him talk. He told me that's the way he wanted it, but I weep at the thought" (146). In this case, Kraig, one of Shirley Swier Jones's sons not diagnosed with the hereditary disease of SCA, survives to tell the story elicited by his daughter Lindsey at the suggestion of Grandma Shirley. Lindsey serves as the vicarious storyteller and animator here to facilitate her Dad's storytelling and presents Kraig's sharing about his own Dad (Shirley's husband Vernon) and his two siblings whom he has witnessed as SCA victims. The first thing Kraig says is even based on what Lindsey has said first:

"It sucks. And I'm sorry..."

My voice trailed off, and his filled the awkward silence.



"It sucks," he said.

It sucks. The first two words I have ever heard my dad say about forty-five years of pain, and I can't quite explain what that moment felt like. (147)

Observing her father sharing, Lindsey makes comments from time to time, “He got pretty quiet again when I asked about the last couple year of his dad’s life” (149); “As he was remembering, he recalled one of his favorite memories of his dad. Laughing to himself, he shared, ... He laughed again. It was good to see my dad laugh” (148). According to Hyden and Antelius’s model of Situation 1, the narration is a joint one with Kraig the direct witness as primary storyteller and Lindsey the secondary witness as the vicarious storyteller. However, the model does not do sufficient justice to the rhetoric behind the joint narration, which is tied to the storytellers’ goal to communicate with its audiences its ethics of the telling and of the told. According to the rhetorical model, the ethics of the told involves the values underlying the family’s responses to the challenges SCA brings. In *1 Litre no Namida*, Shioka (the patient’s mom) persuades Aya (the patient) to apply for Disability Documentation as a reaction under ethical evaluation, and

“...the model does not do sufficient justice to the rhetoric behind the joint narration, which is tied to the storytellers’ goal to communicate with its audiences its ethics of the telling and of the told.”

Doctor Mizuno takes medical decisions and actions after reading Aya’s diary for monitoring Aya’s conditions and building mutual trust. Both instances convey ethical values and we as readers are invited to take away the ethics of the told in both cases.

As for *Remembering the Ride*, Kraig is so used to ataxia from when he was born and so inclined to avoid showing his emotions, words would fail him if there were no facilitating examples of expressions such as “it sucks”. He thus communicates such ethics by using the non-verbal means of facilitation from his daughter. Lindsey emphasizes the importance of giving

due credits to the experiences of patients and those who suffer along, of helping them put their feelings and thoughts into proper expressions. With her father as the author and primary storyteller, she communicates the ethics of the telling of this joint narrative as the vicarious storyteller to show that even effort as seemingly futile as to elicit some talking about this illness could make a difference, but she herself has failed to do so until suggested by Grandma Shirley. By serving as animator and vicarious storyteller for her Dad, Lindsey also makes as her own contribution to and compensation for this missing narrative to co-construct this joint narration with Kraig for alternative care for them both. Without the help from the rhetorical model in interpreting this piece of source it would be difficult to excavate the otherwise hidden ethical message just by using the Hyden-Antelius mode alone.

The rhetorical model proves complementary to Hyden and Antelius’s in *1 Litre no Namida* too. In Aya’s case, her diary writing is elicited by Doctor Mizuno to track her bodily changes every day. Mizuno makes medical decisions based on signs told (actual symptoms recorded) and shown (consistency of Aya’s handwriting) in her diary. For example, Dr. Mizuno talks immediately with Aya’s rehabilitation instructor and other visiting scholars to the hospital about Aya showing early signs of dysphagia after reading Aya’s diary telling her story of how having a meal made her choke a bit. He then urges Shioka, Aya’s mom, to make sure that Aya takes medicine every day and writes the diary every day. In this case, Doctor Mizuno serves as the vicarious storyteller and animator of Aya’s story by communicating in such a way to ensure that Aya continues to record her everyday bodily changes into the diary as the primary storyteller. Though Mizuno does not present Aya’s case in the format of a written story, he does communicate with verbal and non-verbal means (writing the charts, communicating with other caregivers and taking medical actions) to constitute this narrative of Aya with the purpose to influence the audiences with its ethics of the told as well as the telling. This means that the primary and vicarious storytellers work together to communicate the ethics of the



telling and of the told to the audiences. Mizuno's decisions and actions about treatment are part of the ethics of the told. His serving as audience is part of the ethics of the telling. As audiences, we are invited to take away the ethical message that Aya needs further storytelling as alternative care in addition to other medical treatments in this clinical situation, and Dr. Mizuno himself would continue to help in this way, to read Aya's diary, monitor her illness, generate subsequent treatment, and provide Aya with communicative resources by being the loyal reader and vicarious storyteller for her.

1.2 Re-entry stories authored by vicarious storytellers to patients as primary storytellers

In Episode 5 of 1 Litre no Namida, Aya shows symptoms of social withdrawal by drinking less water and not going to the bathroom so often in order not to bother others. She then apologizes for causing the family to have memories of unhappiness because of the symptoms of her illness. Aya's mother Shioka responds to her by telling the story of how disabled people like others belong to the society:

“世の中なかにはいろんな人ひとがいるわ。

垂あ也やみたい足あしが不自由ふじゆうな人ひと、目めが不自由ふじゆうな人ひと、例たとえば弘樹ひろきみたいスポーツが得意とくいな人ひともしれば、垂あ湖こみたい絵えを描えがくの得意とくいな人ひと・・・お父とうさんみたいにお豆腐とうふを作つくる人ひともい-18-る。社会しゃかいってそんなふういろんな人ひとがいて成なり立たってるものでしょ?”

[There are many people in the world. A person who, just like Aya, has a disability in his legs, a person who has a disability in his eyes, a person who is good at sports, such as Hiroki (Aya's brother). A person who is good at drawing pictures like Ako (Aya's sister). Some people like your father who can make tofu. Isn't it possible to have a lot of people in society like that2[3]?]

Shioka then goes on to explain the welfare law of the “physically handicapped” to Aya,

その法律ほうりつに書かいてあるのはね、「すべての身体障害者しんたいしょうがいしゃは自みずから進すすんでその障害しょうがいを克服こくふくし、その有ゆうする能力のうりよくを活用かつようすることにより社会しゃかい経済けいざい活動かつどうに参加さんかすることができるよう

に努つとめなければならぬ。」努つとめなければならぬ。垂あ也やは努力どりよくすることを社会しゃかいから求めとめられてるの。障害者手帳しょうがいしゃてちょうは垂あ也やが社会しゃかいの一員いちいんであることの証明しょうめいな。

The law says, “All persons with physical disabilities are willing to take the initiative in overcoming their disabilities, and by utilizing their abilities, they are able to carry out social economic activities. We must strive to be able to participate in it.” We must try. Aya is being asked by society to make an effort. Handicapped Person’s Handbook is proof that Aya is one member of society³[4]. (1Litre no Namida, Episode 5) Litre no Namida, Episode 5)

Aya embraces this idea of course and becomes even more encouraged to live on as she acquires this new document. According to Situation 2 of Hyden and Antelius’s model, this is a typical effort made by caregivers as vicarious storytellers to help patients tell their stories using “social doings” to re-enter the everyday and the social world. In this case, Aya, the primary teller of her story using verbal and non-verbal means to communicate with others her understanding of the situation is the animator and principal figure of the story, while Shioka, after ingesting Aya’s story and being moved by Aya’s understanding, becomes the vicarious teller and author of this re-entry story. The telling of the re-entry story about Aya (with she herself as the primary storyteller and Shioka as the author and vicarious storyteller) has its own purpose to communicate the ethics of the telling by putting Aya as an audience for Shioka’s storytelling and ethics of the told about Aya’s reentry story. We as external audiences are invited to take away the message that 1) patients with physical disability should not focus on making efforts to act as if they do not need help from others and from society but should instead focus on how to use their remaining resources to fit in and make contributions with the acknowledgment and acceptance of their physical disability, and 2) Shioka as Aya’s mom is willing to assume the role of both her caregiver and the vicarious storyteller to facilitate Aya’s re-entry into society by helping

her accept her new identity. By providing Aya with this alternative care, Shioka as the vicarious storyteller and author of Aya’s re-entry story provides Aya with courage to go on connecting with society and communicating through various means as the primary storyteller of her illness stories, which is itself therapeutic for Aya. As can be seen from Aya’s case, patients as primary storytellers while using their verbal and non-verbal means of communication to embody their stories also need other resources such as caregivers and authors of re-entry stories about them to regain hope and confidence to better adapt in society. We as audience are invited to perceive the primary storytellers not as inactive in and even withdrawing from social activities but as those prepared and waiting for the opportunities to re-enter and identify themselves as members of society again with the help of

“There are many people in the world. A person who, just like Aya, has a disability in his legs, a person who has a disability in his eyes... Isn’t it possible to have a lot of people in society like that?”

-Shioka, Aya’s mother

vicarious storytellers. Assuming the audiences’ empathy toward the patient and anticipation to be also encouraged by the patient’s re-entry, the storyteller of re-entry tales shapes it in such a way to be the animator and the author at the same time. The telling of the re-entry stories and the acceptance of such narrative on the patient-audience part are thus to guide us as external audience (addressed by the authors/film makers) in adjusting our judgment toward the patients as well as to guide the storytellers’ telling of the re-entry tales by them considering the external audiences’ reactions.

1.3 The primary storyteller is muted

In Chapter One of Remembering the Ride, we

get the portrait of Shirley's husband Vernon through Shirley's account. The figure of Vernon is the principal one in the narrative, but we do not get his perspective in the narrative. Vernon is not even the animator of the story and does not belong to the audience Shirley is addressing. In other words, Vernon is muted. What is more, Shirley as the primary storyteller and author of the story is even projecting onto Vernon when Vernon's psychological states are represented, as she attributes the feeling of insecurity of him about their marriage and the feeling of pride in what he could still do. However, in this case, Vernon is still the "attributed principal of the family's stories" that he "neither animated nor authored" (Hyden and Antelius 598-9).

In the special episode of 1 Litre no Namida, there are 3 main stories and storytelling events. 1. Asou, who is the doctor and vicarious storyteller, tells his and Aya's story to his patient as audience wherein Aya is the primary storyteller and attributed principal; 2. Ako (Aya's sister), the vicarious storyteller, tells the doctor Asou's re-entry story to their family including Shioka (Aya's mom) as audience wherein Doctor Asou is the primary storyteller; 3. Shioka, the mother and the vicarious storyteller, tells the story of Doctor Asou to the diseased Aya as audience wherein Doctor Asou is the primary storyteller (using verbal and non-verbal means of communication).

What makes the cases of Chapter One of Remembering the Ride and the special episode of 1 Litre no Namida different is that the former does not count the muted and attributed principal into the audience category (Vernon is not among the audiences Shirley claims to address), while the latter does. In the latter case, the primary storyteller/witness of Aya/medical caregiver Asou, the witness and family member of Aya/medical caregiver Ako, and the vicarious storyteller/family caregiver Shioka all show gestures of communicating with audiences as the animators of their storytelling. Here, the role of the audiences, their function in the storytelling, and the communication about the ethics of the telling and the told are aspects that Hyden-Antelius model fails to mention. Asou communicates with his patient as his audience

immediately of the ethics of the told (learn from Aya and never say die) and of the telling (showing and requesting trust) about his and Aya's story. Ako (Aya's sister) tells her family directly the ethics of the told of Asou's re-entry story that (the caring side of) Asou is back and the ethics of the telling that both her and Asou have let go of the sorrow and planned to remember Aya in a proper way by working hard in medicine. Shioka talks to the field (as if to Aya) after recalling Aya's unfinished tale of whether she would be remembered and making it connected with Asou's re-entry story, making the ethics of told (yes Aya you are still remembered) and the telling (we need you as audience for this therapeutic story for us all) manifest if not receivable by Aya as the audience alive⁴[5].

Hyden and Antelius's model of the three storytelling situations provides us with a helpful tool in analyzing narratives involving SCA patients as can be shown from the 2 primary sources above. However, when it comes to the role of audience and its influence on both the primary and vicarious storytellers' rhetoric and ethics in storytelling and care-exchanging situations, their model does not suffice in explanatory power for the analysis of illness narratives filled with traces of intersubjectivity. Audiences' roles, whether directly shown or not, are animating the storytellers' communication and influencing the care-exchanging situations.

2. Audiences as animator

2.1 the animator being consistent

The audience' roles as animator of the story can be consistent or intruding based on various communication situations. In the preface part of Remembering the Ride, Shirley Swier Jones identifies her audience in part to be her kids as they have not heard the entire story about their father's illness as it arrived before they were born. She also identifies other groups of her audience to be her grandchildren, great-grandchildren, as well as "our children" and "someone younger" in Chapter Thirteen, "In

Summary”. However, she does hint at another audience, which is herself, the one that needs the story to be healed. “I feel a strong need to tell my story—even for myself—to pull it all together on paper. I believe that it will be therapeutic for me” (“Preface”). It is with the help of those animating audiences that Shirley gets the story told. In Chapter Fourteen, Lawrence Schut, MD. also tells us the larger story of SCA anticipating that we audience would want to know more about the details of the story after reading the Swiers’ stories. There are two other groups of audiences that are directly acknowledged at the beginning and at the end of the book but are not hinted at elsewhere. And they are the Christian group as well as the “caregivers” or people responsible to alleviate the caregivers’ burdens in clinical and healthcare settings. Identifying the target audience groups, Shirley focusses her attention on addressing them while considering the possibility of her audience groups widening. The identified groups of audiences are there to animate and keep Shirley continue her storytelling while the potential audiences are not. In other words, Shirley’s construction of this book as a memoir takes the identified/targeted groups of audience into consideration as she writes, which makes them the animators of the story alongside the principal figures in it. For example, in Chapter Eight, Shirley addresses the situation of the caregivers of the chronically ill and patients who need end-of-life care. Animated by the group of audience related to caregivers, the ethics of the told is clear: caregivers need prearranged periods of rest to better carry out their caregiving tasks especially for giving end-of-life care to patients such as those with SCA. “With frequent breaks, a caregiver has the opportunity to pursue a minimum of interests, but any amount of reprieve can lead to feeling a new lease on life”



(116). The ethics of the telling is that Shirley endorses caregivers’ taking breaks and reprieve from a perspective of caregiver as mom and wife, and that given her previous narratives of how responsible she has been carrying out her tasks as caregivers for Vernon, Kelly and Kyle, the fact that such a proposal comes from a family caregiver makes it more pertinent and powerful. After reading all the narratives she presents to us, we are invited to join the audience related to the caregivers in accepting the necessity that caregivers should take good care of themselves, though the animators of her telling such a story is the group of her targeted audience related to caregivers as well as potential advocates or policy makers for those caregivers.

2.2 the animator being inconsistent

In 1 Litre no Namida, Aya at first only writes for Dr. Mizuno to track her bodily change. As the illness progresses, there are fewer and fewer things Aya could do physically. After Aya realizes that she could not even manage to dial the number to call back home from hospital, she sinks into hopelessness. In order to encourage her, Shioka shows her all the published diaries Aya wrote. She told Aya, 書くことがある, which literally means there is writing (that Aya can do). Here Shioka is again the author and vicarious teller of Aya’s re-entry story while Aya remains the primary storyteller. From then on, Aya writes with conviction and continues to be her stories’ primary teller and author, animated by the audience suggested by her mom who will read the published diaries in addition to Dr. Mizuno. At the same time, Aya, using verbal (actual writing) and non-verbal (accepting that she still has writing ability left) resources becomes the animator, principal figure and primary storyteller in this joint narration of the re-entry story authored by her mom, Shioka. As the circle of audiences widens, Aya has more than one

animator to continue writing her diary.

One of the most powerful influences from the audience as animator on Aya comes when Asou, her once significant other and a doctor-to-be visits her with a reader's postcard to Aya. Asou tells Aya that he brought the postcard from a junior high school girl who wrote it after reading Aya's diary posted in the newsletter. The postcard reads,

「死しんじやいたいと思おもってました。わたしも垂あ也やさんと同おなじ病気びょうきです。先生せんせいになおらないと言いわれたときは、いっぱい泣なきました。うまく歩あるけなくなって学校がっこうでもじろじろ見みられてつきあっていた彼氏かれしも離はなれていきました。何なんでもわたしがこんな目めに遭あうのって毎日毎日お母かあさんにあたっていました。でも垂あ也やさんの文章ぶんしょうを読よんでつらいのはわたしだけじゃないんだと思おもいました。わたしは病気びょうきになってからうつむいて地面じめんばかり見みていたことに気づきました。垂あ也やさんみたいに強つよくなりたい。これからはつらくていっぱい泣ないても、その分ぶんちゃんと前まえに進すすみたい。垂あ也やさんのお陰かげでそう思おもえましたお。」

[I wanted to die. I have the same illness as you, Aya-san. When my doctor told me that I couldn't get rid of it, I cried a lot. I couldn't walk well, people stared at me in school, and my boyfriend left me as well. Every day I asked my mother, why did this have to happen? But after reading your journal, I know I am not suffering alone. I realized that after I got sick, I was depressed and looking at the ground a lot. I want to be strong like you Aya-san. From now on, even if I suffer and cry my eyes out, I try to overcome it and move forward. It is thanks to you Aya-san that I can think like this.]

(1 Litre no Namida Episode 11)

Animated by Aya as the audience, Asou presents this postcard as a vicarious storyteller of the story of this junior high school girl as the author, the primary storyteller and principal figure. Then Asou continues his role as the vicarious storyteller. Commenting on this postcard, he first

rhetorically asks Aya, hasn't she always been wanting to help others? Then he convinces Aya that he himself is also changed by witnessing Aya's suffering throughout the course. Just as Asou sinks into incoherence as he prepares for his own storytelling (if it were to continue, he would become the primary storyteller of his own stories), Aya takes it over by extending her hand for the postcard. Asou-kun, she begins addressing Asou, I became unable to walk. Yes, Asou replies. But, Aya says, I was able to help. The conversation continues. Yes. Asou replies. I helped. Aya concludes. Though Asou should be the author of this re-entry story of Aya as the primary storyteller and animator, Aya deliberately joins this co-authorship by verbally acknowledging her re-entry. Addressing Asou and stating that she could no longer walk, eliciting Asou's response as her audience, Aya goes on by saying she could still help, with Asou assuming the role of this animator for Aya's continued story. Confirmed again by Asou's response as the audience, Aya is animated to arrive at the conclusion that she has achieved and will continue to achieve something despite her physical disability—to help. That also accounts for her mentioning almost immediately after that when she meets Dr. Mizuno that she hopes to use her body for lab tests after she dies, offering to help with treating SCA.

The role of the audience as animator is inconsistent here on both the horizontal and the vertical levels. Horizontally, it shifts within one scene from Aya's animated audience, the junior high school girl (Aya as the animator), to Aya (audience of Asou's vicarious storytelling about the girl's story, the girl as the primary storyteller and the animator, and Aya as the audience and animator), and then to Asou (Aya's animating audience for Aya's re-entry story co-authored by both Asou and Aya). Vertically for Aya, the audience as animator(s) shifts from that of Dr. Mizuno plus all potential readers for her published diary (pre re-entry), to Asou using verbal means in person on spot (re-entry), and then to all SCA and other chronically ill people represented by the junior high school girl who might be helped by reading her diaries (post re-entry).

The role of Asou is manifold. As a vicarious storyteller, Asou is first animated by his targeted audience Aya (as the other girl was) to present and comment on this postcard from this junior high school girl, the primary storyteller. Then he serves as Aya's animating audience in her telling of this re-entry story co-authored by them both⁵[6]. However, Asou's main role here is to provide care for Aya (though it is not until in the special episode that he becomes the doctor and medical caregiver). He offers the care to Aya by presenting, listening, responding, co-authoring with Aya as well as animating her re-entry. With encouragement and inspiration from this junior high school girl as the animated audience and from Asou as the animating audience, Aya resumes her role of the primary storyteller and joins co-authorship with Asou of this re-entry story about herself as someone able to help.

Conclusion

Both Remembering the Ride and 1 Litre no Namida are good examples of testing the explanatory powers of Hyden and Antelius's storytelling model when it comes to interpreting care-exchanging situations among SCA patients, their families and the medical caregivers.



Modifying the concept of the animator to have it include the audience helps take intersubjectivity into account in storytelling about and providing care for SCA patients. Caregivers need to be cared for as well and can also be primary storytellers in need of communicative resources such as vicarious storytellers. Therapeutic effects can be achieved with people putting themselves into rhetorical situations and providing care for both caregivers and patients of SCA including facilitating/animating people's storytelling.

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Photography and illustration by Kelly Li

Kelly Li is a first year undergraduate in mathematics. She captured these photos between the years of 2021-2023.



DaLi - Bandhnu

Kelly took this photo in Dali, China. This picture is a scene of Chinese folk traditional dyeing work.

ibelieve

“We’re all trapped in the silence of the night”



“be you”

These two birds can be seen as the internal self and the external self. They tore at each other but could not detach themselves from each other, though they were both free in themselves.

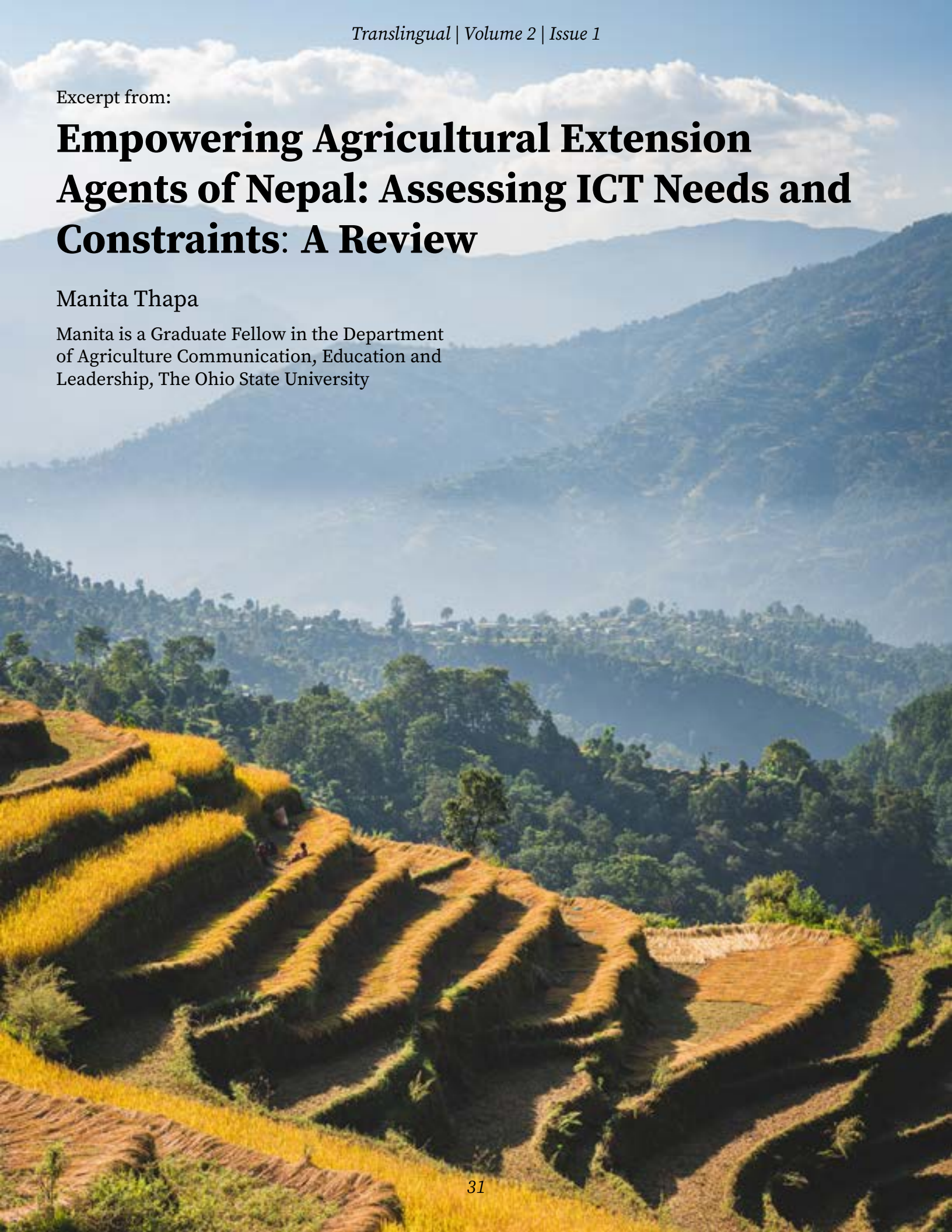


Excerpt from:

Empowering Agricultural Extension Agents of Nepal: Assessing ICT Needs and Constraints: A Review

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This review paper explores the key Information and Communication Technology (ICT) needs and constraints faced by agricultural extension agents in Nepal, focusing on their empowerment for effective extension services. Although agriculture is pivotal to Nepal's economy, public agricultural extension services face numerous challenges, including limited outreach, geographical and infrastructure barriers, and insufficient extension personnel. While ICT has emerged as a potential solution, the specific needs, and challenges on the side of agricultural extension agents remain less explored. This review identifies the ICT needs of extension agents and associated constraints proposing strategies to enhance their role in agricultural extension. These strategies assist extension organizations in overcoming barriers and fostering ICT adoption among extension workers, ultimately benefiting both farmers and Nepal's economy.

Keywords: ICT, Extension Agents, Advisory Services, ICT Needs

Introduction

Nepal's economy heavily relies on agriculture, with 60.4% of the population engaged in this sector, contributing 25% to the national Gross Domestic Production (Dhakal, 2022). Despite its significance, public agricultural extension services in Nepal face challenges, with a limited reach of just 20% of farmers, and an alarming ratio (1:1580 for agriculture and 1: 1906 for the livestock sector) of extension workers to farm households (Gautam, 2018). This gap is further exacerbated by geographical and infrastructural challenges, hindering the timely and accurate flow of crucial information to farmers (Thapa et al., 2020).

Traditionally, agricultural updates are shared through face-to-face interactions, which encounter difficulties due to geographical barriers, poor infrastructure, and inadequate transportation services. To address these issues, there is growing recognition of the potential of Information and Communication Technologies (ICT) to enhance agriculture by providing easy access to information and reducing associated costs (Yahaya et al., 2018).

ICT serves as an electronic and interactive link between extension agents and farmers (Chavula, 2014). The significance of ICT in the agricultural sector is on the rise, offering a wealth of information, from crop care to market prices, and promoting sustainability (Gautam, 2018).

With improved access to information, the role of an ICT-led extension system is becoming increasingly crucial for enhancing the livelihoods of farmers. ICT tools, including radio, television, mobile apps, and SMS services, are considered cost-effective alternatives to enhance service accessibility and availability for farmers (Poudel et al., 2018).

While there is substantial research on ICT adoption among farmers, a significant gap exists in understanding the specific needs and challenges encountered by agricultural extension agents. These agents play a pivotal role in disseminating agricultural information directly to farmers (Farooq et al., 2010). This study aims to address this gap by identifying the specific ICT needs and challenges experienced by these agents and proposing potential strategies to enhance their role in agricultural extension. By doing so, it aims to assist extension organizations in refining their strategies and overcoming barriers to foster ICT adoption among agricultural extension workers. Ultimately, this could lead to increased efficiency and productivity in the agricultural sector, benefiting both farmers and the nation's economy.

Drawing from previous research, the first section of this paper delves into specific tools, information, and support needed by extension agents. The subsequent section addresses the barriers faced by extension agents in adopting

ICT tools. The final part explores potential strategies to address the constraints.

[Methodology removed for length]

Review

[section 3.1 removed for length]

3.2 Constraints in ICT Utilization among Agricultural Extension Agents:

Agricultural extension agents face various constraints including equipment shortages, knowledge gaps, limited awareness of new tools, and a lack of necessary information when providing agricultural information (Ashan et al., 2023). These constraints present hurdles to agricultural extension agents in effectively utilizing ICT for the benefit of farmers and the agricultural sector.

3.2.1 Challenges in Internet Connectivity

Smartphones and other internet-connected mobile phones are the most widely utilized ICT tools in the world. The number of smartphone users worldwide had increased to 3.2 billion by 2019, with developing nations contributing the largest portion of smartphone users across the world (O’Dea, 2020). Ashan et al. (2023), identified the most significant barrier to providing efficient agricultural extension services is the lack of internet connectivity. Similarly, Ayisi Nyarko and Kozári (2012) emphasized the

importance of reliable internet connections in enabling extension agents to utilize ICT tools for the dissemination of information. In Nepal also, agricultural extension agents face a distinct set of difficulties, many of which are caused by poor internet connectivity and poor internet speeds (Sigdel et al., 2022). In addition, Nepal struggles with difficulties related to restricted access to electricity, particularly in rural areas, which further complicates the situation. Thapa et al, (2020) provided the fact that these remote areas have limited access to the Internet. As a result, the adoption of ICT in agriculture remains limited, which creates a complex picture of the nation’s digital divide.

3.2.2 Inadequate Institutional Support

The widespread adoption and progress of ICT in various sectors have been hindered by the lack of well-defined policies and inadequate government efforts to adapt, integrate, and advance ICT tools and initiatives (Sharma et al., 2012). Ashan et al, (2023) evaluated the difficulties faced by agricultural extension agents when utilizing ICT technologies. The primary obstacles include a lack of access to ICT tools, a shortage of computer and other ICT-based skills, and insufficient assistance from specialists. Furthermore, these challenges are exacerbated by the inconsistent updating of applications. Magar, (2020) highlighted the development of



more than twenty mobile-based applications intended for delivering agricultural services in Nepal. These applications performed a wide range of tasks, including crop advisory, weather information, the package of practices, distribution of agriculture news, expert consultations, and agri-SMS services. However, a considerable portion of these applications did not undergo regular updates, and details regarding their usage and application procedures were often scant or inadequately documented (Poudel et al., 2018; Thapa et al., 2020). Therefore, to fully realize the potential advantages of ICT tools in Nepal's agricultural sector, this essential aspect requires both policy-level reforms and a focus on ensuring the availability of user-friendly materials.

3.2.3 Lack of Awareness and Skill Gap in ICT Adoption

The challenges associated with ICT adoption in Nepal are complex, and they affect both farmers and extension workers. According to Daum, (2020), people struggle to evaluate, create, and manage ICT solutions suited to their needs. The skill gap serves as a good example of the challenges in successfully integrating ICT in the agricultural sector. In Nepal, extension agents face a unique set of difficulties as many of them are unaware of the potential advantages of ICT, and others even lack the fundamental abilities needed to use these technologies efficiently. As emphasized by Magar, (2020), a lack of operational skills can prevent their active involvement, and poor confidence and awareness levels can result in adoption gaps. According to Singh et al. (2019), increasing people's knowledge of ICT is an important first step. To effectively address these knowledge and skill gaps and promote ICT adoption in Nepal's agriculture sector, collaboration and information-sharing platforms can play an essential role.

3.2.4 Financial Constraints to ICT Use

When analyzing the challenges faced by agricultural extension agents in Nepal, the financial component is an important factor to consider. The high cost of internet connectivity and the significant knowledge gap create barriers that prevent extension agents from implementing



ICT technologies in an effective way. These challenges are further compounded by various complexities, including a lack of funding, poor transportation alternatives, inadequate infrastructure, limited training opportunities, and few engagement possibilities, resulting in the restricted use of ICTs (Yaseen et al., 2015).

A specific concern for the Nepalese extension sector is the high cost of ICT technology, internet connection, and data plans. According to Parsain (2021), Nepal faces higher internet connection costs compared to other South Asian countries. The 2020 data reveals that the price of internet access constitutes 2.6 percent of the average household's gross annual income amounting to \$1,191. This places Nepal below nations where the cost is less than 1%, like Sri Lanka, Pakistan, and India. This disparity shows the urgent need for practical measures to improve digital access in Nepal and the significance of developing specific policy recommendations to achieve widespread and inexpensive connectivity. Moreover, the price of ICT tools has a big impact on how often people use them (Ayisi Nyarko and Kozári 2021; Aiyem et al., 2022).

3.3 Potential Strategies to Address the Challenges

Promoting the effective use of ICT among agricultural extension agents in Nepal involves addressing a series of challenges. To optimize these efforts within the Nepalese context, several strategic steps can be taken, which are discussed below.

3.3.1 Enhancing Capacity for Digital Competencies in Nepalese Agricultural Extension

One of the important strategies for addressing challenges in enhancing ICT utilization among agricultural extension agents in Nepal is to prioritize the transmission of digital competencies through training and capacity building for extension agents. Inadequate training and essential supplies including communication tools lead to a knowledge gap and lower service efficacy among extension agents (Raza et al., 2020; Ashan et al., 2023). Ayisi Nyarko and Kozári (2021) noted, that many frontline extension agents possess only basic computer skills highlighting the importance of providing intensive ICT training for extension agents and recognizing the significant impact training opportunities have on the effective use of ICT tools. Furthermore, recognizing the essential role of extension agents' technical proficiency and practical experience in encouraging innovation among farmers, capacity building emerges as an urgent requirement to enhance the efficient use of ICT in agriculture in Nepal (Sigdel et al., 2022). Therefore, it is important to initiate awareness and



training programs for extension agents to equip them with essential skills and knowledge in utilizing ICT for agricultural extension services in Nepal.

3.3.2 Linkages Between Research and Extension

A strategy to overcome challenges in ICT integration among agricultural extension agents



in Nepal involves establishing linkages between research institutions and extension systems. There is a need to establish strong connections between research institutes and extension agents to ensure the latter are well-informed about the latest technological advancements and best practices. This linkage can improve access and availability of ICTs for extension agents by facilitating the sharing of resources, information, and innovation among researchers, extension organizations, and farmers (Kokwe et al., 2022). In Nepal, this could bridge the gap between research efforts and practical field experiments, thereby enhancing the effectiveness of extension services.

3.3.3 Promoting the Use of Smart Agriculture Equipment

The use of smart agriculture equipment can be one of the strategies for advancing the technological capabilities of agricultural extension agents in Nepal. Smart agricultural equipment like Mobile Apps, Smartphones, GPS, and sensors are helpful in providing real-time data on water, crop, weather, and pest conditions (Ayim et al., 2022), which can help extension agents make better decisions and optimize their practices. So, it is essential to address the need for smart agriculture equipment at workstations to enhance extension agents' capacity to utilize

technology effectively.

3.3.4 Fostering Efficiency Through Integrated Agricultural Platform

A critical strategy in advancing agricultural practices in Nepal involves enhancing efficiency through the development of integrated online platforms. In Nepal, there is a need for collaboration among researchers, extensions, and farmers which can be strengthened by the creation of centralized platforms housing databases aiming to improve efficiency, productivity, and sustainability in agriculture. These platforms can act as a central agency and can facilitate greater data and knowledge sharing across related stakeholders (CGIAR, 2021). Extension agents can use these platforms for real-time agro-advisory services.

3.3.5 Strengthening Extension Services through Government-Private Sector Collaboration

Increasing collaboration between the public and private sectors is an essential strategy to establish agricultural extension services in Nepal. A notable shift towards digital communication is the growing use of websites and social media by public agricultural agencies to transfer important agricultural information (Rai et al., 2017). An additional example of this trend is the 'Kisan Call Centre,' a phone-based agro-advisory service

launched by the Ministry of Agriculture and Livestock Development. According to CGIAR (2021), the private sector has also entered the agricultural domain by creating online marketing platforms and developing of mobile apps. Understanding how different sectors may work together, strategic collaboration can greatly improve the effectiveness of extension services. Through the collaborative approach, the goal is to develop and scale up ICT solutions that meet the multiple needs and desires of farmers and extension agents by utilizing the combined skills, resources, and networks of different stakeholders.

Conclusion

In conclusion, the discussed needs represent the interconnected foundations required for the efficiency of agricultural extension services. Conversely, the listed constraints form a complex landscape that hinders the integration of ICT. Thus, a strategic approach is needed to address the ICT-related problems faced by agricultural extension agents in Nepal. Strategies involving

awareness and training programs, access to ICT information, strong research-to-field linkages, the provision of necessary equipment, unified agricultural platforms, and collaboration between government and private sectors are essential. Together, these initiatives strengthen the proper use of ICT, empower extension agents, enhance the adoption of ICT, and hold the potential to significantly improve farmers' livelihoods and the growth of Nepal's agricultural sector.

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Designing Communication-Integrated Tasks for Advanced Japanese Learners

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1. Introduction

The language teaching trend in the US has shifted from a grammar-driven approach to a communication- and performance-based one (Adair-Hauck, et al., 2006). As teaching language pays attention to communication, “World-Readiness Standards,” which shows five goals for learners to achieve, has been created. This standard proposes “5C”, Communication, Cultures, Connections, Comparisons, and Communities (ACTFL, 2023). Despite this trend, there has been limited published work on designing tasks that incorporate the 5Cs and the three modes of communication (interpretive, interpersonal, and presentational) in JSL/JFL (Japanese as a Second/Foreign Language) settings. This gap highlights the need for readily applicable guidelines and concrete task examples for use in JSL/JFL classroom teaching and learning.

In this study, I intend to exemplify task design in the three modes of communication that align with the 5C framework, with a primary emphasis on communication. These tasks, each focusing on interpersonal, interpretive, and presentational skills, are tailored for advanced-level Japanese learners in US college settings.

2. Overview of three modes of communication

With the shift to a communication-based approach, the National Standards for Foreign Language Learning offers new “Communicative Framework” based on contexts and meaning (Cutshall, 2012). Cutshall (2012) summarizes three principles of three skills of new standards as follows:

Interpersonal

- Characterized by active negotiation of meaning among individuals
- Involving adjustments or clarifications for understanding
- Most obvious in conversation where one person does not know what the responses of the other person will be (i.e. not scripted dialogues)

Interpretive

- Focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no resource to the active negotiation of meaning with the writer/speaker
- Including the cultural interpretation of texts, movies, radio and television, broadcasts, and speeches
- Not to be confused with the concept of “comprehension”

Presentational

- Referring to the creation of messages in a manner that facilitates interpretation of members of the other culture where no direct opportunity for the active negotiation of the meaning
- Examples includes the writing of reports and articles or the presentation speeches (p35)

The tasks I propose in the next section focus on these three skills.

3. Examples of Japanese Tasks: An Outline

The tasks I have designed for college learners of Japanese, presented below, focus on how to apply for a part-time job in Japan. In Japan, international students are permitted to work up to 28 hours a week with “Permission to Engage in Activity Other Than That Permitted by the Status of Residence Previously Granted.” According to a 2021 report by the Ministry of Health, Labour and Welfare of Japan (MHLW), approximately 335,000 people, including international students, are employed in this category. Therefore, the process of finding a part-time job in Japan provides a realistic context that international students may encounter.

The process of applying for a part-time job, as designed, is divided into three parts: searching for jobs and reading job descriptions, writing a resume for job applications, and preparing for job interviews. The table below summarizes the goals and the expected skills that students are anticipated to acquire upon completing each task.

Goal: Students can apply for a part-time job in Japan

Skills	Goals	Expected skills to acquire in cultural contexts
Interpersonal skills	To take an interview in Japanese	To understand the typical questions asked during part-time job interviews and how they differ between Japan and the US To understand manners during an interview
Interpretive skills	To read and understand job descriptions on Japanese websites	To understand the type of work environment that part-time job advertisements promote
Presentational skills	To write a resume in Japanese style	To understand the variations in work norms between Japan and the US

While the sequence of communicative tasks can be adapted and may vary according to the topic, purpose, and context of communication, for this specific topic of part-time job applications, instructors might start with developing interpretive skills, then transition to presentational skills, and finally focus on interpersonal skills.

4. Examples of Japanese Tasks: Elaboration

Interpretive skills

In this task, students first need to decide which job they would like to apply for. Many popular websites have similar functions for finding part-time jobs; however, in this study, I will introduce a website “バイトル(Baitoru)”, which not only provides written job descriptions but also includes videos that feature the voices of people working there. Using websites that domestic students use, students can



understand and simulate their lives in Japan. The following is one example of jobs that welcomes international students. The name of the restaurant and the location are hidden to protect privacy.

Students will discover the following information:

1. Location of the place
2. Job type (e.g., waiter, kitchen staff, dishwashing)
3. Hourly wage
4. Working hours
5. Advantages of the job (e.g., flexible work schedule, provided transportation expenses, open to housewives and high school students)

Additionally, illustrations that look like a mouse assist students in understanding:

1. The age range of workers in the workplace
2. The percentage of men and women employees
3. Whether the job type involves individual or teamwork
4. The overall atmosphere of the workplace, whether it is quiet or energetic

With the information in mind, students will decide a job they would like to apply for. This task is helpful not only to reading skills but also to understand what Japanese place importance on when they apply for a job. Students can also realize how each workplace advertises themselves. For example, some workplaces may have policies that allow employees to dye their hair, which could be interesting for students in the US. Additionally, some job postings include short videos where employees comment on how they like their jobs, helping students visualize the work environment.

Presentational skills

After deciding which job to apply for, students will write a resume to bring to a job interview. “タウンワーク (TownWork)”, which is one of the most famous recruitment agencies in Japan, provides a free resume for part-time jobs. They also provide a sample resume on the website, which instructors and students may want to refer to.

A format of resume in TownWork requires applicants to include the following information:

1. Photo
2. Name
3. Address
4. Phone number
5. Email address
6. Date of birth
7. Academic background
8. Job experiences
9. Licenses
10. Reasons for applying for the job
11. Marital status
12. The number of dependent family members
13. Commuting time
14. Preferred working time
15. Preferred job type

Through this task, students are expected to recognize how the Japanese work system is different from the US (e.g., photo, age, marital status, and the number of dependent family members). Please note that some students may not want to reveal their private information. In cases where students are uncomfortable providing their personal information, instructors can randomly create personal details such as age, marital status, material status, and date of birth. This will help students focus on job contents, such as reasons for applying and their preferred working hours, which can be more valuable for the exercise.

It is desirable for instructors to use class time to show the resume sample and discuss with students what employees in Japan typically seek. Following this, students will work on their resumes, and complete them before the next class, which connects with interpersonal skills.

Interpersonal skills

Now, students bring their resumes and take a job interview. This is a paired task; one student plays the role of a job applicant (students themselves), and the other plays the role of an interviewer (manager). First, a manager will read over the resume the applicant handed in. After that, a manager picks questions from a question sheet. Instructors can prepare typical questions for a part-time interview in advance, and hand them to the manager. A question sheet includes the following example questions:

- お名前は?(What is your name?)
- 留学生ですか。(Are you an international student?)
- どうしてアルバイトをさがしていますか。(Why are you looking for a job?)
- どうしてここで働きたいのですか。(Why do you want to work here?)
- アルバイトははじめてですか。(Is this your first part-time job?)
- 週何回入れますか。(How many days can you work a week?)
- 希望の時間帯はいつですか。(When are your preferred working hours?)
- いつから働けますか。(How soon can you begin working?)
- 自己PRしてください。(What are your strengths?)
- 何か質問はありますか。(Do you have any questions?)

I set this task for applicants to answer questions with humble expressions considering the fact that students are at advanced levels, and there are not many opportunities for students to practice humble expressions in their daily lives as college students. Here, I propose phrases with humble expressions such as “My name is ~. Nice to meet you.” (〜と申します。よろしくお願ひいたします。) and “I think that ~” (〜とっております。). However, instructors should be flexible in whether they choose humble expressions or polite forms (long forms), depending on student’s progress and their beliefs. In reality, managers would not be upset with polite forms during a part-time job interview with college students. The use of humble expressions may not always be as strict a requirement as it might be in full-time job interviews after graduation. Therefore, instructors can simply choose long forms and use more time to explain manners during the interview. For example, the norms of not crossing legs or wearing a hat during an interview would be new information to students. Teaching these norms allows practical and realistic approach to preparing students for part-time job interviews.

5. Connection with the 5Cs

The process of completing these tasks not only reflects the communication aspect of the 5Cs but also incorporates the other four Cs, as delineated in the “World-Readiness Standards” (ACTFL, 2023). For instance, understanding cultural differences in what job applicants and employees seek, as evidenced in reading job descriptions, pertains to the “Cultures” component. Comparing resumes

in Japan and the US, and discussing these comparisons and insights with classmates, align with the “Comparisons” and “Connections” components. In addition, this task prepares students to engage with the “Communities” aspect. Therefore, these tasks extend beyond mere communication to encompass all components outlined in the World-Readiness Standards.

6. Conclusion

This study has attempted to provide practical examples of tasks that integrate the three modes of communication. Employing authentic materials in potential real-life situations helps students learn language and culture in meaningful contexts. Future studies should continue to inform the development of communication-integrated tasks, including those at different proficiency levels and for various other topics and contexts.

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Our words will crawl back into existence

Priyadarsini Das

I speak my mind

But it's not bravery

I am certain that it's rather in retaliation of all the forced suffocation that came before me

A lingering protest of memory

I read about Behaviorism recently

John Watson, the father of Behaviorism-

He says we are like blank slates when we are born

Everything that we learn, everything that we become

Is a product of our environment

But then that does not explain

Why did I tell my father that he should not treat my mother the way he does, as if it was the most uncontrollable thing to say

No one in my surrounding speaks like that

Everyone is so closed up inside of themselves

They are all out of their mother's wombs

And still not born

So utterly terrified of the world and of words

And yet words come out of me like the most unstoppable force of nature

So I think they must exist in me before I came to be

Centuries and centuries of trauma

Voices- crucified until silenced

Hungry.

I have been so hungry for so long

Life after life

My mother, her mother and hers before that

They were forced to eat their words in exchange for a chance to exist

They never ate food enough to fill them up

They had to keep the words safe

Now I have them, all of them

Sometimes I wake up at night crying from a pain that isn't mine

I unconsciously scream words of hunger and retribution almost as if my cells remember them from another timeline

This Thursday we were discussing about the ban of critical race theory in the academic discourse at certain places and my feminism professor said "they are teaching us to forget"

I laughed.

It wasn't bravery or mockery.

I just had this amusing realization that "they" cant.

Priyadarsini Das is in her second year of her Ph.D. in agricultural communication, education, and leadership. This poem takes a confessional approach to reflect upon the generational trauma and forced erasure experienced by women and minorities.

Spanish-Language Virtual Tour of Mount Huascarán in Peru

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Anna Mullins - Bishop Hartley High School (Columbus, Ohio)

M. Roxana Sierra-Hernández - Byrd Polar and Climate Research Center, Ohio State University

Adelyn Arens - College of Engineering, Ohio State University

Abstract

A partnership between a geosciences researcher, university outreach specialist, and high school Spanish language and culture teacher resulted in a Spanish-language virtual tour of Peru's Mount Huascarán. This tour aligns with content in the Advanced Placement Spanish Language and Culture course, specifically global challenges, and offers an engaging and memorable way to explore geography and climate change as well as Spanish language.

Virtual Tours

Virtual tours of facilities and locations have become more common over the past few years with the availability of low cost equipment for collecting footage and assembling tours, audiences having access to devices and intranet connections able to display tours, and the need to pivot to virtual learning during the pandemic. Some tours were created exclusively by organizations, such as VR Glaciers and Glaciated Landscapes by Des McDougall at the University of Worcester (2023) and Virtual Field Trips by Arizona State University (2023), whereas others were created in partnership with technology companies, such as virtual field trips available via Google Arts & Culture (2023) which includes highlights such as the Hidden Worlds of the National Parks. Virtual tours have become common in the real estate industry, including both for walk-throughs of buildings under design as well as exploring existing homes for sale. In 2017, the Byrd Center's Education and Outreach Group, led by Jason Cervenec, received an NSF Advancing Informal STEM Learning grant to create a series of virtual tours of Earth's icy landscapes that set the stage for the Spanish-language tour that we created in 2022.

Creation of this Spanish Language Tour

A prototype of the virtual tour of Huascarán was created by Kira Harris, then a student in the Byrd Center's Education and Outreach Group, drawing in footage collected by an expedition by the Ice Core Paleoclimatology Group at the

Byrd Center during their 2019 expedition to drill ice cores on Mount Huascarán in Peru. The team was provided with two GoPro Fusion cameras during their deployment and returned with approximately 1.5 terabytes of footage captured during the two months. The tour itself was funded by an NSF Advancing Informal STEM Learning grant, building on a workflow articulated by Ryan Hollister as described in Harris et al. (2021). Additional details on the tour creation process, including hardware, software, workflows, and engagement of collaborators is available in Harris et al. (2021) and Arens and Harris (2022).



R. Sierra-Hernández in the foreground acclimatizes to elevation with the two ice-covered peaks of Huascarán in the background.

Revisions were subsequently made to the Huascarán tour in fall 2021 based on best-practices that the outreach team had developed while creating the collection of virtual tours for the Virtual Ice project. This collection currently includes 10 sites, with variations on some tours involving scavenger hunts and questions, and is available at <https://virtualice.byrd.osu.edu/>. The Huascarán Tour was the first tour translated into a language beyond English. The Huascarán Tours have been accessed by 5,000 users with an average exploration time of more than 6.5 minutes.

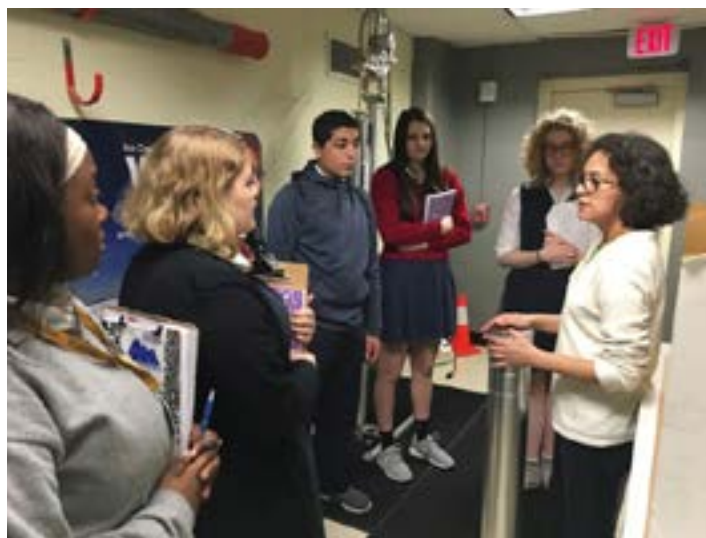


The scene from the summit of Mount Huascarán in the virtual tour showing navigation buttons, informational text, and an aerial view of the expedition route.

Following a tour by local Spanish teacher Anna Mullins to the Byrd Center in March 2019, Jason Cervenec shared the Huascarán Tour. Anna's classes have toured the facility in the past, which the Byrd Center has arranged to be given by a Spanish-speaking team member. Anna, knowing that Huascarán was highlighted in the *Temas* textbooks (Millán et al., 2020; Draggett, 2014) for AP Spanish Language and Culture, aligned with the Global Challenges theme of the AP course, asked if the virtual tour was available in Spanish or if the team was considering translating it. That question, as well as unanticipated staff time available in winter 2022 and desire by the outreach team to improve access to content by populations in close proximity to research sites, resulted in Roxana Sierra-Hernández - an expedition member and Spanish-language speaker - translating the tour that was subsequently re-built by Adelyn Arens - a Byrd Center undergraduate.



A. Mullins' Spanish 5 students take a tour of OSU's Byrd Polar and Climate Research Center given in Spanish with R. Sierra-Hernández.



A. Mullins' Spanish 5 students take a tour of OSU's Byrd Polar and Climate Research Center given in Spanish with R. Sierra-Hernández.

The outreach team at the Byrd Center has collaborated on prior projects to provide education and outreach materials to the places we work. A few examples of products include working with an environmental educator in Tanzania to release a youth text and developing a polar science project book with Ohio 4-H (Meena, 2015; Hunt and Cervenec, 2021). Modern research programs have a responsibility to communicate findings with communities in proximity to research sites, including but not limited to project findings (IARPC, 2018), and are most likely to accomplish their communication

objectives if they understand the needs of their audiences (Jafri et al., 2018). These programs and products should be relevant and of value to local audiences.



A. Mullins' Spanish 5 students learn more of the history and mission of the OSU's Byrd Polar and Climate Research Center with J. Cervenc.



A. Mullins' Spanish 5 students explore the rock samples stored in the Polar Rock Repository at OSU's Byrd Polar and Climate Research Center.

Connection to Teaching Spanish and AP Spanish

The Advanced Placement Spanish Language and Culture course highlights six overlapping themes, including global challenges. The loss of glacial ice due to climate change and the impacts of glacial ice melt are provided as an example of the global challenges theme, as highlighted in the text “La Desglaciación de la Cordillera Andina,” written by Simeon Tegel and featured in the 2014 and 2020 editions of *Temas* (Millán et al., 2020; Draggett, 2014). While students at the AP level likely have some prior exposure to the topic, student learning is always more meaningful and long-lasting when connected to concrete, real-world examples. The Huascarán Tour is a perfect example of how the text can be brought to life for students.

The ample photos and the interactivity of the virtual tour give students agency to control the pace of their exploration and to spend more time on elements that interest them most. In Anna's classroom, students had the option to work individually or in pairs to help one another make sense of the authentic Spanish language used to describe each scene. Depending on time available, students can spend from 10 to 45 minutes exploring the complete virtual tour. The virtual tour experience is a great reinforcement of the aforementioned article by Tegel about the loss of glacial ice in the Andes. Some years, Anna's classes have visited the Ohio State's Byrd Polar and Climate Research Center to hear from professionals researching glacier change in South America. Video conferencing tools that are now ubiquitous in education means that classes no longer need to be located in schools in close proximity to these researchers.

Learning may be strengthened when the virtual tour is paired with one or more classroom activities. Students could be prompted to create a public service announcement – whether as a video, a poster, or an infographic – that argues the need to address the loss of glacial ice in the Andes Mountains. Alternatively, students could be given an open-ended writing prompt in which they elaborate on what was learned from the virtual tour. If a teacher wanted to ensure that

students took the time to decode the language in the virtual tour, a simple multiple choice assessment could be created.



A. Mullins' Spanish 5 students sit with J. Cervenec at the OSU's Byrd Polar and Climate Research Center to discuss the implications of climate change and the loss of glacial ice as well as steps community members can take to address the challenge.

Try It Out Yourself

The Huascarán Spanish-language tour is available at <https://virtualice.byrd.osu.edu/spanish-huascarán/> and a version with a scavenger hunt and challenges designed to increase user engagement and knowledge retention is available at <https://virtualice.byrd.osu.edu/spanish-huascarán-scavenger/>. The entire Virtual Ice collection may be explored at <https://virtualice.byrd.osu.edu/>. Accessing the tours is possible with a basic desktop, laptop, tablet, or smartphone, a web browser, and a modest internet connection. Tours may be downloaded to devices for later access without an internet connection.

Acknowledgements

This virtual tour would not have been possible without expedition members who collected field footage, sometimes in difficult conditions, including Forrest Schoessow, Lonnie Thompson, Emilie Beaudon, and Wilmer Sanchez Rodriguez. Thank you to Kasey Krok and Kira Harris who collected additional footage in the freezer, cutting room, and clean room at the Byrd Center.

Jason Cervenec is the Education and Outreach Director of the Byrd Polar and Climate Research Center. Jason leads a team that delivers in-person and virtual programs to approximately 11,000 individuals annually, including efforts to make Ohio more climate resilient.

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Analyzing the purpose, audience, and tone of “Investing in esports in 2023”

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You can earn a lot more by investing in an esports team than betting on NFL games. In the article “Investing in Esports in 2023”, Brian Baker (2023) explains that esports is an excellent selection to put your money into in 2023. Electronic sports is where professional video game players or teams compete against each other in different international tournaments. The Esports industry and platforms have shown huge expansion and growth in the past few years, even celebrities like Michael Jordan have chosen to invest in it. Buying different kinds of esports stocks and funds are a way to effectively invest in this industry. This paper will explain Baker’s article’s (2023) purpose, audience, tone, and some ways to successfully invest in the esports industry.

The purpose of the article is to inform readers about esports’ basic information and the opportunities for investors in the industry. The author displays many statistics and facts to show this industry’s rapid growth and huge potential. According to Baker (2023), the esports’

audience reached 530 million people in 2022, indicating the huge expansion in the past couple of years. Another purpose of this article is to inform different investment approaches that are available to individual investors. The author explains that individual stocks are an option that brings substantial profits for investors, but they are riskier at the same time. Alternatively, mutual funds and ETFs are safer choices since they connect to esports companies (Baker, 2023). The significance of these purposes indicates that esports is getting more and more popular and changing rapidly. Consequently, it brings more opportunities for individual investors. The writing style mirrors the purpose by providing many statistics to certify his points and convince readers. Therefore, it is evident that the purpose of the article is to inform and educate readers about the chances of esports and to guide investors to make the right decision when investing.

The tone of the article is informative, clear, and concise. The author teaches the reader step by



step how to correctly operate their investing account. In the article, the author said that “before investing in any security, you’ll need to open a brokerage account and deposit money to be used for your investing purposes” (Baker, 2023, para.11). The article is also concise, it organizes information well to let readers understand the process of investment better. The author uses bullet points to show some insights into esports investment and rank famous esports streaming platforms. The author also uses charts to display numerous kinds of esports stocks that are worth individual investors to put their money in. Instead of using descriptive sentences to inform the reader about the information of the industry that investors should know, the author chose ways like bullet points and charts to show all the information. Those ways help the

you can place your trade in just a few seconds” (Baker, 2023, para.11). This explains the process of selecting investments and making trades, which are all basic steps of individual investing. It states that individual investors can benefit from using online brokers to make prime investment decisions and trades quickly. The author always uses the word “you” again to indicate that this advice is for all individual investors. The author selects individual investors as their audience because they are typically the one who needs advice when they are investing. The reason is that individual investors use their own money to operate their investment accounts, so they need detailed instructions when they are buying and selling financial assets. Esports is an industry with large space to grow, it is a good chance for individual investors to make money.



author to collate a large amount of information and make all the information objective. An informative and concise tone perfectly fits into the explanatory purpose of the article. The audience of this article is individual investors, they are investors that use personal funds to buy and sell financial assets. The author mentions that “If you’re interested in investing in the growing esports market, you’ll have a few different options to choose from (Baker, 2023, para.10).” This quote targets individual investors who have an interest in investing in esports. The use of the word “you’ll” directly communicates with the reader, and emphasizes their role as an individual investor. “The best online brokers have numerous research offerings to help you select investments, and once you’ve made a decision,

The article’s purpose is to inform the reader information of about the esports industry. Using an informative and concise tone, the author targets an audience of individual investors. The author provides valuable insights into the esports industry, informs readers about the scale of the market, and lets them be fully aware of any opportunities. It also offers guidance on how to invest in this industry, provides different investment options, and some future expectations of the industry. This article can help readers make informed esports investment decisions.

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Photography by Zhouyang Li

Zhouyang is a computer science major in his second year.



“In the Embrace of Painterly Clouds, the Moon’s Serenade”

This is Cumulus congestus clouds, also known as towering cumulus, that can be based in the low or middle height ranges.



“Urban Dichotomy: Skyscrapers and Vibrant Alleys”

Fireflies
Shan Ruan

The train from Busan to Seoul accommodates survivors,
Revived and shining, like fireflies.

Back to once they were, bringing hope to the shimmering darkness, their siblings,
One matchbox of fireflies packed neatly.

Waiting to be rekindled
Packed neatly, one by one, respectively,

Awakening

Excerpt from:

Azerbaijani American parents' school engagement, expectations, satisfaction, and concerns

Gunel Alasgarova

Gunel is a second year Ph.D. student in the Department of Educational Studies.

“I found out that I am the only one international student from Azerbaijan. Therefore I wanted to share a piece of my country and culture, first to feel connected with my homeland, and second the promote my region to others.”

Photo by Gunel Alasgarova:

School Road: School boy crossing the river on his way to school. Gusar, Azerbaijan

This study explores Azerbaijani American parents' school engagement, expectations, satisfaction, and concerns in the USA schools. In-depth interviews were conducted with seven Azerbaijani American parents from different states. They could willingly compare their children's school life in Azerbaijan and the USA and sincerely describe their opinions on both countries' positive and negative education system. The findings indicate that the Azerbaijani parents are educated, financially sufficient, and highly motivated for their children's education engagements. From the interviews, I could acknowledge that Azerbaijani parents are more active in home-based activities rather than school activities. Parents augment reading, help in science and math, and attend parent-teacher meetings and curriculum nights when needed. They keep active communication with teachers but are not PTO members or volunteers at school. That is mainly because of cultural differences, language barriers, and workload. Finally, parents expressed satisfaction with the assessment, counseling services, and self-paced curriculum. Still, they were concerned about school safety, "basic" math and science program, and open-gender topics in U.S. schools.

Keywords: Academic expectations, Azerbaijani American parents, parental satisfaction, school engagement

Introduction

Azerbaijani diaspora in the USA is young compared to other substantial immigrant nations from Asian, European, and South American countries. Dated in the 1920th, Azerbaijanis from Azerbaijan, Türkiye, and Iran started their first immigration to Europe and America (Guliyev, 2015; Uslu & Kocaman, 2013). After gaining independence, the USA was the first to recognize the Azerbaijan Republic in 1991 and establish close ties. Since then, Azerbaijanis can travel, move, or immigrate to the USA by green card lottery, education, employment, or refugee status (Hajizadeh, 2007; Hosner, Guluzada, & Wagner, 2018). Between 1991 and 2006, nearly 1,000 young Azerbaijani individuals studied in the U.S. through different educational initiatives (Hajizadeh, 2007). Here, "immigrant" is clarified as "...a person living in a country other than that of his or her birth" (Bolter, 2019, parg. 1). Hence, Azerbaijanis have seen the USA as one of the immigration countries for many years.

Since 2000, the immigration boom of Azerbaijanis to European and American countries has noticeably changed the number of these people in the USA. Azerbaijani immigrants from Azerbaijan, Iran, Türkiye, and Russia formed an Azerbaijani diaspora and settled mainly

in California, New Jersey, New York, Chicago, Michigan, Pennsylvania, and Texas. "Recently, the United States and especially Germany have become attractive destinations for Azerbaijani emigrants, as their number in those countries (in the United States) has doubled since 1990" (Hosner et al., 2018, p. 44). Unofficially, there are 700 thousand-one million (Azerbaijan, n.d.; Uslu & Kocaman, 2013) immigrants with Azerbaijani backgrounds in the USA by 2020.

As soon as Azerbaijanis immigrate to the USA, they join national diaspora associations, participate in community activities, find employment/ start their business, and assimilate with the locals while keeping their identity and culture. Azerbaijani-born children, after immigration, go to public schools, get support based on language skills, and assimilate with diverse groups quickly. Azerbaijanis know that American education is based on novel methods, mainly student-centered, and provides a critical thinking environment (Naghiyeva & Hasanov, 2006; Telmangizi, 2017). As a result, more and more families plan to move to the States for better education, life, and future for their children every year. However, little research deals explicitly with the fast-growing Azerbaijani diaspora in American communities,

school engagement, parental concerns, and satisfaction. Therefore, I interviewed Azerbaijani American parents and learned about their school engagement, expectations, satisfaction, and concerns.

[Literature Review and Methods removed for length]

Results and Discussions

Azerbaijani American parents willingly and mainly positively gave an interview about Azerbaijani and American school engagement, highlighting positive sites and their role/ observations in both countries. Despite some concerns and differences between Azerbaijani and American schools, all parents expressed satisfaction and pleasure that their children study in American schools and had optimism for future success. There were some interesting topics that all seven parents discussed. Some of those thoughts overlapped, and some were entirely different. Therefore, I want to categorize these thoughts into the following parts:



Engagement and expectations

Not depending on language skills, all seven interviewees expressed delight in the U.S. school engagement, communication with the school, and learning at home. Azerbaijani American parents are less/not involved in volunteering at school, taking part in school decision-making, and collaborating with the community that Epstein identified. As was expected, mothers are much more active, periodically in contact with

the school counselor, teacher, and registrar, than fathers. Almost all families donated to school activities at some point, and a few participated in school event organizations.

Undoubtedly, American society continuously encounters immigrants from almost every country, so schools are well-prepared for new students' adaptation and assimilation. All Azerbaijani parents separately talked about the smooth adaptation period at schools and their teachers' roles. Most of the children of my interviewees' English language level was elementary upon moving to the USA. However, children could easily adjust to the new system, program, and community. Language assistance to children and parents helped them to become involved in school events much faster. Parents were surprised when their children could receive ESL, extra English classes, and translators for the first period. Parent 3 explained it clearly, "My son studied in the same class with the same friends till class 6 in Baku, and after coming here, he had new classes and peers in each subject, no homeroom, only counselor, all computer-based homework plus new lessons. However, that system works well as he easily found friends, knows almost all, and could choose elective classes that interest him".

Diving deep, Azerbaijani American parents' school involvement varies. All parents expressed that they are less involved in American schools than in Azerbaijani. In Azerbaijan, parents daily were mainly busy with parent chat groups, ongoing discussions/gossip, and homework completion ways. In the USA, parents address a teacher through email, not with the help of phone calls or messages, if they have any questions or concerns. Also, parents were more passive and observant during their first years in the USA because of language and cultural barriers. They were satisfied with written communication, home-based support, and monitoring. After the adaptation period, they attend in-person school meetings, participate in school events, and express their concerns, choice, and interest whenever needed. One participant

said, “We were informed that our younger son was misbehaving during the lessons. We expressed our concern and willingness to meet and discuss that problem. With the significant support of teachers, psychologists, and counselors, we could continuously work on his behavior and adjust him to the new culture and environment.” (Parent 4)

Because of covid, even online learning helped Azerbaijani parents closely monitor American classes and support their children with home reading and writing. One parent describes that period: “I used to sit with my children during their online classes on the Chromebooks the school gave. I could see how fun and interactive they were in classes, and all children could participate equally and complete different tasks without help. We only need to read bedtime stories daily, do math, and write at times. Yes, the math program is not so comprehensive as in Azerbaijani schools, but classes are mainly opinion based and interesting.” (Parent 1)

In Azerbaijan, most parents need to hire a tutor for homework completion in middle schools as they become more complicated and time-consuming. Vice versa, in American schools, children spend around eight hours at school, having time to complete all extra tasks. Parent 2 expressed her experience: “My elder child had to attend five tutors to prepare for college admission and always had an extra tutor for homework in Baku. We paid a lot of money and

resources; however, my other two children could apply for college in Seattle just with high school grades and extracurricular activities. We were not much involved, and the school counselor assisted a lot in documentation and procedure itself.” Another parent (7) from California supported these ideas and said: “All my children continuously get top grades. Generally, we only read at home, and their academic achievement is not closely connected with our involvement. They made school programs and curricula so that parental involvement is only needed for encouragement. Children themselves can easily complete their tasks and assignments.”

As a post-soviet country, even though the European curriculum was adopted, Azerbaijani school teachers are addicted to assigning homework from the early first year. Home assignments are so challenging and energy-consuming that parents hire tutors (mainly homerooms) to chase the “homework completion tournament.” In American schools, homework, wise verse, consists of 20 minutes of reading daily, a couple of math papers for elementary weekly, and short, concise tasks for middle school children. Daily readings are a regular activity at home; parents rent books from local libraries, or children bring books from schools. Therefore, Azerbaijani-American parents admitted they are less involved in doing home tasks than in their Azerbaijani life.

Interestingly, American schools rank according



Conclusion and Recommendations

One of the main pillars of an American school system is its immigrant and diverse students (Wicks, 2018). Epstein (2001) states that informed and involved parents in their children’s school affairs can positively influence their child’s attitudes, aspirations, and achievements. “Parental perspective is a complex combination of material, cultural, and social capital influences. Academic achievement is strongly associated with class and its material, cultural, socioeconomic, psychological, and geographic associations” (Abdullaeva, 2020, p. 43). According to international analysis (OECD, 2019), Azerbaijani parents are always highly involved in their children’s education, homework, mutual interaction with children about classes, and school preparation.

to several factors. The significant aspects that affect ranking are math and reading proficiency, residents’ donations, graduation rate, class size, student progress rating, etc. To enroll your child in the top-ranked school, you must live in that area and apply for documents electronically. This method has been used in Azerbaijan last five years as well, which continues successfully and provides a more equal and fair distribution of school children. According to that policy, Azerbaijani American parents received information about schooling and planned their apartment renting. All seven parents said they had moved to a more expensive house only to ensure high-quality school, education, and a program for their children. That was their priority in county selection. For example, parent 4 commented that: “We wanted to move from Ohio to Texas related to my husband’s work, and it took like a year to plan and rent a house in the city where we could find top-ranked elementary, middle, and high schools for all our children. It was, of course, twice expensive and challenging to rent a house, but schools are our priority”.

To summarize, Azerbaijani parents are more active in home-based activities such as reading, math, and writing. They all participate in Parent-Teacher meetings (with/without translator assistance) but are not so involved in school-based activities. Also, Azerbaijani parents appreciate school curriculum that requires less parental help, and children can easily get college admissions. Still, top-ranked schools are a priority for Azerbaijani American parents while renting/buying an apartment. Finally, Azerbaijani parents are not in contact with other parents or parent chat groups as in Azerbaijan, which they appreciate. In short, American schools favor immigrants, and school staff supports them mentally and emotionally with ESL classes and an individualized approach.
[portion removed for length]



Azerbaijani American families grow yearly, and their communities in several states expand gradually. According to Epstein’s six types of parental involvement, I can conclude that Azerbaijani-American parents qualify for parenting and learning at home. After several interviews, I can state that Azerbaijani parents have the capacity, interest, and willingness to be involved in their children’s academic life in America as in Azerbaijan. All parents expressed openness, responsibility, concern, and effort toward their children’s school life.



They demonstrated it mainly by providing a positive learning environment at home, sharing responsibilities, and negotiating expectations. “These findings are contrary to many of the deficit perspectives that hold immigrant parents’ incapable of or indifferent to playing a central role in their children’s education as one of the benchmarks for multicultural literacy” (Alasgarova, 2022, p. 88).

I hypothesized that Azerbaijani parents have high engagement in some activities, partially proven after the in-depth interviews. So that parents are actively engaged in home-based support in reading, writing, and math. They are not as involved in school events as in Azerbaijani schools, e.g., joining parents’ chats. Still, Azerbaijani Americans attend all school events and sometimes donate. They are passive in volunteering and joining parental associations. I also hypothesized that parents were delighted with American schools and their education system, which was also partially proven.

The interviews taught me that parents know the American education system, programs, and daily assignments. Parents freely talked about difficulties or barriers they encountered and how they could successfully solve them with teachers. Azerbaijani parents expressed their concern regarding school security, moral issues, and high school troubles. Also, parents were open in comparing Azerbaijani education, highlighting its highly educated teachers, well-developed curriculum, and strict classroom rules. I also witnessed stories about the individualized approach, modern teaching models, and support of American communities and teachers. However, Azerbaijani Americans are less willing to volunteer, donate, or actively become PTO/PTA members, relying on time, financial resources, and interest. Also, some parents admitted it is not usual to volunteer at schools in their culture.

Still, there are some points to highlight for the future collaboration between parents and teachers for the success of immigrant children. “Research has shown that levels and benefits of parental engagement increase when parents are given greater voice and authority (Goodall

& Montgomery, 2014, as cited in Abdullaeva, 2020, p. 46). Azerbaijani parents describe support mainly at home in interaction with their children, homework oversight, maintaining a structured study space, and less contact with the school. There is a worldwide agreement in the literature that parental engagement at school is valuable (The Educational System in the United States, 1999; Epstein, 2001; Jafarov, 2015). However, if they are given more voice and authority, they would be much more involved in school events and activities as they show extensive interest in their children's schooling. "It is paramount that the school administration develops immigrant parental involvement strategies that meet the needs of its student diversity" (Tebben, 2017, p. 15). It would be beneficial for the teachers (homerooms) to personally call and invite immigrant parents, as parents receive general emails about events and activities. Azerbaijani parents explained it as keener to communicate with teachers via phone and encourage invitations actively. They expressed willingness to demonstrate their culture and custom and share experiences and knowledge as Turkish immigrants (Isik-Ercan, 2018). It will also break the stereotype that all immigrant parents are illiterate and unaware of schooling and parenting (Isik-Ercan, 2018). These findings align with other studies showing that immigrants from the East, like Europe, Asia, and the Middle East, are more assertive and adjusted (Abdullaeva, 2020;



Hasan, 2019). In contrast, South American (Latin America) immigrants are more reserved regarding schooling (Crosnoe, 2010; Poza et al., 2014; Sibley & Brabeck, 2017).

To summarize, Azerbaijanis are involved in school activities but mainly in home-based activities because of passive school communication, coronavirus, and work responsibilities. However, parents are satisfied and optimistic about their children's academic achievement. The American school program does not require much hourly support as children's achievement depends mainly on teachers and students themselves. Thus, Azerbaijani Americans do not link their children's academic achievements with their involvement but with the modern American school approach.

[Click here to read the full article.](#)

Photo by Gunel Alasgarova:
Seven Beauties: Mix of modern and traditional art: Seven colorful "armudi" (pear-shaped) glasses representing tea-culture, beauty of female body and number seven which has special meaning in Islam. Art object is in historic Old City (Baku, Azerbaijan).

The Lie of Capitalism: An Analysis of “Opinion: The Deception of the Gig Economy”

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In recent years, a growing number of people began to take temporary jobs due to the impact of COVID-19, and the gig economy has developed rapidly. In the article "Opinion: The Deception of the Gig Economy," Nereah Obimbo (2021) argues that the gig economy is not ideal despite more substantial autonomy in the work arrangements. The potential drawbacks of temporary jobs include the lack of benefits and protections when workers encounter emergencies, poor income that is hardly adequate to maintain life, and more stress of insecurity and isolation due to the lack of safety nets. In the end, Obimbo (2021) emphasizes that the gig economy is a lie due to the upward distribution of wealth, and she calls for workers to fight against its growing influence. This essay will analyze Obimbo's (2021) article to understand the purpose, target audience, and tone of her critique of the gig economy.

The purpose of the article is to raise people's awareness about the drawbacks of the gig economy and to persuade workers to reject the lie of the gig economy and unite to fight against its unfair wealth distribution. In the first place, the author points out several severe disadvantages and lies of gig work. For example, gig workers do not have job security measures, such as the minimum salary and the benefits after illness or injury, because the companies accumulate the wealth by denying that the gig workers are their employees whose benefits need to be protected (Obimbo, 2021). In the second place, the author also calls on workers to unite against these disadvantages: "And make no mistake it is evil that workers are fighting against. Reject the lie of the gig economy" (Obimbo, 2021, para 17). This article challenges the idea that the gig economy is a positive development for workers; instead, it argues that it is a deceptive and unfair system that needs to be reformed. Workers and ordinary people are the largest groups of citizens in the world. It is essential to awaken them and unite them to fight against extreme capitalism since if ordinary people can get more welfare and security, the whole society will become more harmonious. In summary, this article aims to break the lie of the gig economy so that workers will no longer be squeezed by massive

The purpose of the article is to raise people's awareness about the drawbacks of the gig economy and to persuade workers to reject the lie of the gig economy and unite to fight against its unfair wealth distribution.

corporations.

This article was written for young and middle-aged people who are engaged or willing to engage in temporary work. Firstly, the article focuses on the challenges faced by gig workers, showing that the target audience is those interested in the gig economy's impact. Secondly, the beginning and end of the article discuss the lies of the gig economy using a second-person point of view, for instance, "You go to work but it does not swallow up and occupy all your time" (Obimbo, 2021, para 1), "There is no freedom and flexibility when your life is so precarious every gig you take matters" (Obimbo, 2021, para 16). It is not difficult to see that the "you" here refers to the temporary worker, which is the identity that the reader would take on when reading. The author seeks to raise awareness of the adverse effects of the temporary economy, while temporary workers are the group most directly affected by the issues mentioned in the article. By targeting this audience, the author can make suggestions to improve their situation and encourage them to reject these lies more effectively and efficiently to achieve the purpose of writing the article. In brief, the target audience is people who are closely related to the gig economy: temporary workers, and those who will participate in temporary work.

The tone of the article is firmly skeptical of the gig economy, but the author uses an informal tone with everyday language to communicate with her audience. To begin with, the author uses an enormous amount of negative words to show her opposition. For example, the negative

and parallel structure sentence of “There is no... There is no...” denies the lie that the gig economy gives people more free time (Obimbo, 2021). The strong and critical tone makes the author’s attitude more assertive, and thus, it is more straightforward to persuade the reader to resist joining the gig economy. Next, in the process of discussing the shortcomings of the temporary jobs, the author uses everyday terms instead of professional language, for example, “The gig economy literally takes from the workers to give to the already wealthy non-working management at the top” (Obimbo, 2021, para 14). The words “literally,” “non-working,” and “at the top” are plain and easy to understand. This article aims at a general audience rather than economic experts, so this tone makes it easier for readers to understand the points of the article. Overall, this article uses informal language to condemn the gig economy.

In conclusion, Obimbo’s article utilizes a strongly critical and informal tone to educate temporary workers or those who will become transitory workers about the disadvantages of the gig economy and rally them against this lie. This article’s target audience is the gig economy’s main body. If they learn something from this article, the workers and even the ordinary people of the whole society can unite to resist the oppression of this extremely capitalistic industry.

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