

Unit 9 Globalization

Overview

While globalization is as huge a topic as any to be discussed in class, this unit tries to bring the topic closer to students by telling personal stories in the context of globalization.

In Text A, students are going to read a light-hearted narration about the English used by Amy Tan's mother — the first generation Chinese American whose mother tongue is not English. Feeling embarrassed at first, Tan gradually comes to appreciate and finally makes use of the different “Englishes” in her writing to capture the intent, passion, imagery and the nature of the thoughts of the speakers, which proves to be well accepted by her readers.

While Text A focuses on immigrants, Text B turns to another group of people who live their unique life in the globalized world — Global Nomads. Like the traditional nomads who follow their herd according to the seasons, nowadays some children travel extensively with their parents, staying in a foreign country for a couple of years before moving onto another one. Interviews and studies reveal both positive and negative characteristics of their multicultural upbringing. As people with the potential to connect different cultures, the Global Nomad of today is also viewed as the prototype of the citizen of the 21st century.

By studying the two texts, students have the opportunity to understand the experience of immigrants and Global Nomads and explore how globalization has changed the way we live and think in general.

Teaching Objectives

Reading Skills

- Envision the audience in the author's mind
- Check and monitor your comprehension
- Analyze the author's writing techniques

Communicative Competence

- Learn to use some idiomatic expressions
- Use figures of speech to help clarify your points
- Work in team and communicate constructively

Critical Thinking

- Assess the strengths and weaknesses of anecdotes as evidence
- Assess the impact of globalization on language
- Generate evidence by conducting an interview

Intercultural Competence

- Interpret the implications of different types of Englishes
- Understand the past and present of Asian/Chinese Americans
- Understand Global Nomads as a cultural phenomenon in the age of globalization

Teaching Suggestions

At the outset of the first session, students may discuss their initial impressions of the mother and the daughter as well as the mother-daughter relationship in the story. As the discussions go on, they may revisit these answers by revising part of them or adding new details.

Contrary to the common belief taking English as either the British or American English, Text A may serve as an eye-opener to remind students of the co-existence of world Englishes and raise their awareness of the languages used by non-native speakers. A critical analysis of the status and value of the varieties of language will prepare students for a multilingual study and working environment.

It is also worthwhile to discuss what is good English by referring to Tan's attitudes toward language ability tests (Paras.15-16) and "wittily crafted sentences" (Para.19). The first task in Language Enhancement is an exercise in support of plain English.

Further readings:

To get to know more about Amy Tan, the transcript of one of her interviews can be found at

<http://www.achievement.org/autodoc/printmember/tan0int-1>

For an international bestselling book by Thomas L. Friedman that analyzes globalization, refer to

Friedman, Thomas (2005). *The World Is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux.

For a lively and factual account of the rise of English as a global language, read Crystal, David. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.

Preparatory Work

Classroom tactics:

For those who are not familiar with Amy Tan and other Chinese American writers, the first two tasks in Preparatory Work may provide an access to the essential background knowledge.

Students may practice story telling by doing the third and fourth tasks.

(1) About the author:

Amy Tan (譚恩美) is an American writer whose works explore mother-daughter relationships and the Chinese-American experience. Her stories have found an enthusiastic audience among Americans of all backgrounds, and have been translated into 35 languages.

She was born in Oakland, California. Both of her parents were Chinese immigrants. Before coming to the United States, her mother, Daisy, had divorced an abusive husband but lost custody of her three daughters in Shanghai, China. This experience was the basis for Tan's first novel, 1989 New York Times bestseller *The Joy Luck Club*.

About the book:

The Joy Luck Club (1989) is a best-selling novel written by Amy Tan. It focuses on four Chinese American immigrant families in San Francisco who start a club known as The Joy Luck Club, playing the Chinese game of mahjong (麻将) for money while feasting on a variety of foods.

The book is structured somewhat like a mahjong game, with four parts divided into four sections to create sixteen chapters. The three mothers and four daughters (one mother, Suyuan Woo, dies before the novel opens) share stories about their lives in the form of vignettes. Each part is preceded by a parable relating to the game.

The book has been translated into 17 languages, including Chinese. In 1993, the novel was adapted into a feature film.

(2) Maxine Hong Kingston (汤婷婷):

Representative works: *The Woman Warrior, The Fifth Book of Peace, Tripmaster Monkey, China Men etc..*

Main themes: gender, ethnicity

David Henry Hwang (黄哲伦):

Representative works: *FOB, The Dance and the Railroad, Family Devotions, M. Butterfly, Golden Child, Yellow Face, Chinglish etc..*

Main themes: Asian American Identity, Gender Politics

Gish Jen (任璧莲):

Representative works: *Typical American, Mona in the Promised Land, The Love Wife, World and Town, Tiger Writing: Art, Culture, and the Interdependent Self etc..*

Main themes: Asian American

Shawn Hsu Wong:

Representative works: *Homebase, American Knees etc..*

Main themes: Asian American

(3) Note:

The response from the students may be as general as shown in the following saying “I’m not afraid of much, but a foreigner speaking China, now that’s scary!” (“天不怕地不怕，只怕老外说中国话”)

Or, they may focus on some specific examples. For example,

Mark Rowswell, or Dashan (“big mountain”) in Chinese, who is known for his native-sounding skills.

Mark Zuckerberg, Facebook's founder and CEO, recently gave a speech and handled a Q&A with students at Tsinghua University — all in Chinese. For various reactions to his mandarin, refer to

<http://www.theatlantic.com/international/archive/2014/11/mark-zuckerberg-speaking-chinese-brave-foolish-or-both/382254/>

A famous song about foreigners learning Chinese is written and sang by the British band Transition. The song entitled “Sorry my Chinese is not so good” (“对不起，我的中文不好”) starts with a popular joke about mispronouncing dumplings (水饺) as sleep (睡觉) in Chinese. Watch the music video at:

<http://v.ku6.com/show/wLX06hBDQ7vRJm5VzVS-iw...html>

(4) Example1 (Lack of vocabulary):

When I was in Britain, one of my Chinese classmates wanted to make some chicken soup, so he went to the grocery. He said he wanted to buy “chicken,” not knowing the word “hen.” So when the grocer showed him a rooster, my classmate shook his head

and said “I don't want this one, I want his wife!”

Example 2 (Literal meaning of words):

- a. When I went to class the other day, I saw a granny who almost fell over when coming out of a convenience store. I wanted to help and asked “How are you?”
- b. An airport staffer asked me “Who are you flying with?” and I said “Myself.” He was surprised and then laughed, adding “Which airline?”

Example 3 (Anxiety when speaking a foreign language):

When I first arrived in the States, I got anxious when speaking English and always responded to strangers by saying “No thanks.” Once I said it too quickly to a girl, only to realize she just said “Happy New Year” to me as it was the New Year’s Day.

Critical Reading

Classroom tactics:

To check comprehension of the text, it is suggested to ask questions following the examples in Comprehension Check. Summary writing may be assigned to students before or after the discussion about details.

I. Understanding the text

1. Comprehension check

(1) According to the footnote of the article in the journal, “this talk was originally delivered as part of a panel entitled ‘Englishes: Whose English Is It Anyway?’ during the 1989 State of the Language Symposium in San Francisco.”

The first paragraph suggests the other speakers and participants may be scholars of English or literature.

(2) Evoking an emotion:

- I love you.
- I hate you.

Evoking a visual image:

- The trees are in their autumn beauty,
The woodland paths are dry,
Under the October twilight the water
Mirrors a still sky;
Upon the brimming water among the stones
Are nine-and-fifty swans.

(William Yeats, *The Wild Swans at Coole*)

- The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

(Robert Frost, *Stopping by Woods on a Snowy Evening*)

Evoking a complex idea:

- Language is “the great conduit, whereby men convey their discoveries, reasoning, and knowledge to one another. (Text A, Unit 2)
- It shows signs of resisting or evading these forces: Popular culture contradicts itself. (Text A, Unit 6)

Evoking a simple truth:

- The train at Platform Five is the London-York Express. (Text A, Unit 2)
- Tomorrow is Saturday.

According to Text A, Unit 2, the two functions of language that are closely related to the origin of language are interaction and persuasion. Some other functions of language that are mentioned in that unit include: giving commands, social talking, word play and poetry, talking about language and asking questions.

(3) Tan’s mother expresses her ideas by combining English words according to the word order of Chinese (eg. The river east side). The number of vocabulary and occasional conjugation of words indicate that she might not be fully unaware of the English grammar. The story is generally understandable, yet some sentences may confuse readers.

To understand the story of the gangster in Shanghai, listeners might need the linguistic knowledge of both English and Chinese as well as the cultural and historical background of the story.

Telling the story about the gangster in Shanghai to foreigners, Tan’s mother sometimes explicitly points out the cultural difference by saying “Chinese way” or “Chinese custom”. At other times, listeners may not be sure about the details without further explanation. For example,

a) Who is “Du Yusong” likely to be? Why?

Eg. Pronunciation, fruit stand, Putong, mafia etc..

b) What does she suggest by stressing “putong” and “that side local people”? What is the connotation of “putong” for people from Shanghai at that time?

c) Why does Du Yusong come to the wedding without staying too long?

In Chinese:

杜月笙摆了个水果摊，就像街边那种。他和杜忠（？）一样姓杜，但不是崇明岛上的人。他是浦东的，当地人所说的黄浦江的东边。他想让杜忠收他为义子，杜忠倒没有看不起他，只是当时没当回事。后来他成了青帮老大，成了有头有脸的人物了，很难请到的。按中国的传统，他过来也就是给个面子，不留下来吃饭。重大场合他来一下，就是很大的面子。这就是中国的习惯，中国人的社交。地位很高的人不用待很久。他来参加我婚礼了，不过我没看见，是听说的。我那天去男方家了，他们有个基督教青年会晚宴。按中国算法那时我十九岁。

In standard English:

Du Yusong used to sell fruits in the street. He had the same family name as Du Zong, who was from the Chongming Island. Du Yusong is from Putong, the east side of the Huangpu River. He begged Du Zong to adopt him as son. Du Zong did not look down on him and agreed but he did not take him seriously until he became a powerful mafia. As he grew important, it became difficult to invite him. Even when he did show up at big celebrations, he would not stay for dinner. For the Chinese, showing up means respect. This is what the Chinese do in their social life — important people will not stay too long. Du Yusong came to my wedding. I heard about his visit though I did not see him as I was at my husband's house where they had a YMCA dinner. At that time I was 19 according to the Chinese calendar.

Note: To rewrite the story is not to translate. The versions above are just for reference. The details are open to discussion.

(4) Tan's friends:

Some say they understand most of it. Some say they understand none of it, as if she were speaking pure Chinese.

People in department stores:

People pretended not to understand her, or even acted as if they did not hear her.

Tan's husband:

He didn't notice the difference between my mother's English and my English.

Tan's mother:

She reads and speaks English with ease. At the same time, she has long realized the limitations of her English.

Tan:

In their conversations, her mother's English sound perfectly clear, perfectly natural, and full of observation and imagery.

Tan is always aware that her mother's English is different from the standard type and not everyone in the society takes it well.

(5) "Broken" and "fractured" are used to describe things that are damaged and needed to be fixed. However, as her mother uses English with ease and she can

perfectly understand that type of English, there seems no need that it should be fixed. Furthermore, as a daughter, Tan is reluctant to impose such a negative word on her mother's language.

(6) As shown in Para.8, people around them may not want to be tolerant to the limitations of her mother's English. Both anecdotes in Paras.9-12 and Para.13 describe how she and her mother cope with the situation and how they are treated.

The call to the stockbroker and the meeting afterwards are described in the form of direct quotations. As we read through the words of Tan and her mother in parallel, we are listening to them as if we are the stockbroker and we will know their strategy succeeds as the stockbroker agrees to meet them immediately.

The next anecdote depicts a more serious scenario ("far less humorous") where CAT scan result may be "lost" and medical treatment delayed as a result of the inadequate communication. Without laying out the dialogues again, this time Tan quotes her mother's complaints in the third person, before introducing the attitude shift of the doctor when she herself calls him in perfect English. By doing this, Tan highlights the completely different treatments that she and her mother receive.

(7) According to Tan, language ability tests measure the mastery of the grammatical structures such as "even though" as well as logical and semantic relationships. Yet they can never reveal the intent, passion, imagery, rhythms of speech and nature of the thoughts of the person who uses that language.

(8) As indicated in the previous paragraph, many Asian-American students do not become writers because they are told to become mathematicians or scientists and nobody expect them to be good writers, even though some of them may love writing. As one of them, Tan has to disprove those assumptions and challenge the expectations from her family and the society to embark on a writing career and she has "fortunately" done so (Para. 18).

As she explores her career as a writer, she wants to find her niche. She finally comes to realize that she could write about her mother and to do so, she should write in her mother's language. This is another "fortunate" moment for her (Para.20).

(9) The comment "so easy to read" might be understood in two ways. First, as Tan's mother reads her own life stories in the language that she is familiar with, she finds it easy to understand. Second, Tan's mother may not want to compliment her daughter face to face.

It is important to note that Tan's mother does not object to the stories in the book, which suggests that the stories are largely true to her memory. As Tan writes about her mother, she takes her mother's feedback more seriously than the critics' review.

Besides, it is also a work for her mother and her own cultural roots. That's why she says "I had succeeded where it counted".

2. Summary writing

Once in a lecture with my mother in the audience, I realized my public English tends to be formal and academic, which reminded me of the different "Englishes" in my life. One of the most prominent is my mother's "broken" English. Though this English is a language of intimacy within the family, it diminishes status in public encounters. The stockbroker agreed to meet us when I called him in the guise of my mother. The doctor ignored my mother's imperfect English, but responded promptly when I made the same requests in standard English. I used to think my mother's lack of English skills might have limited me in my early years, especially when it came to language ability tests. However, I realized the English I used was complicated and resolved to write about my mother's stories in her language.

II. Evaluation and exploration

Classroom tactics:

The tasks to evaluate the text deal with not only what Tan writes about (Task 3) but also how she writes — the structure of her writing, story-telling and the language of writing (Tasks 1, 2 and 4).

Topics for further exploration include: mother-daughter relationships, Chinese American in California and world Englishes. The last task in this section gives students the opportunity to ask their own specific questions about the impact of globalization on languages — the first step for further studies into something that they are interested in.

1. Evaluating the text

(1) Tan first mention "all the Englishes I grew up with" in Para.2. She does not explicitly lay out all the types of Englishes until Para. 20. The paragraphs in between explain why she uses all the Englishes in her writing.

The four types of Englishes are:

- The "simple" English I spoke to my mother
Eg. Not waste money that way. (Para.4)
- The "broken" English she used with me
Eg. So mad he lie to me, losing me money. (Para.10)
- My "watered down" translation of her Chinese
Eg. Yes, I'm getting rather concerned. (Para.11)
- Her "translation" of her Chinese if she could speak in perfect English as I

imagined

Eg. (She said) they would not give her any more information until the next time and she would have to make another appointment for that. (Para.13)

(2)

Paragraph	Anecdote	Message
2	A recent talk about <i>The Joy Luck Club</i>	How I came to think about the different “Englishes”
4	The furniture talk	The English we use at home
5	The story of the ganster	My mother’s English
8	How people treat my mother	People are not tolerant toward my mother’s English
9	The call to the stockbroker	People take us seriously when I talk to them in perfect English, pretending to be my mother.
13	The appointment with a doctor	People treat my mother and myself differently because of the different languages we use.
15	English test on grammatical structures	To me, language is more about imagination than logic.
16	English test on word analogies	To me, language is more about imagination than logic.
21	My mother’s comment on my writing	My way of writing works.

(3) The trend toward Asian American students choosing STEM (science, technology, engineering, and math) careers is national in scope. In a 2011 study published by Georgetown University using data from the US Census’ 2009 American Community Survey, “What’s it Worth?,” the study found that of the top 10 undergraduate degrees for Asian Americans in 2009, nine were in STEM fields.

<http://www.alhambrasource.org/stories/become-doctor-or-engineer-problem-asian-american-students-limiting-their-career-aspirations>

Possible reasons:

- Salary and stability:

Asian including Chinese seem to think practically. They take work more as a way of living than a way of life. Therefore, Asians tend to choose their jobs primarily based on payment.

- Social pressure (as mentioned by Tan in Para.17):

Many students also said that they took up engineering because, at school and as well as among family members and friends, the 'best' students were expected to opt for engineering. Doing otherwise, like taking up arts and social sciences, was considered foolish. There was, in fact, considerable pressure to reject arts and social sciences.

- Parents' choice:

In India, and perhaps much of Asia, parents decide what their children study in college. Many students confessed that, when they finished school, they had no clear preferences about what they should study. Or, when young people do have their preferences, because parents pay for college, and because they know better, they continue to call the shots.

<http://www.asianscientist.com/2013/06/features/indian-students-engineering-degrees-2013/>

(4) According to the standard of good English taught by the school, it was a good line — wittily crafted. When Tan started the fiction without appreciating her mother's English, she wrote in such "good" English. Yet it occurred to her during the process that this was not the language that her mother, the main character of the fiction, uses. In this sense she found those complicated lines were just terrible.

As indicated in Para.20, Tan decided she should envision a reader for the stories and using the languages of her reader. According to this understanding, good English writing should be reader-oriented. Complicated sentences are not always good.

Note: Plain English refers to communication in English that emphasizes clarity, brevity, and the avoidance of technical language—particularly in relation to official government or business communication. The goal of plain English is to write in a way that is easily understood by the target audience: clear and straightforward, appropriate to their reading skills and knowledge, free of wordiness, cliché, and needless jargon.

Read more at:

https://en.wikipedia.org/wiki/Plain_English

2. Exploring beyond the text

(1) According to one of Amy Tan's interview, immigrant children may take generational conflicts as cultural conflicts, which might not be as common in non-immigrant families. Here is how her response to the question: "Do you think your conflicts with your mother were really over generational issues, or cultural issues, or both?"

Amy Tan: I think the conflicts were both cultural and generational. They are cultural if you're raised bi-culturally and, in this day and age, who's not? Even if you're not, if

your family is of one culture, you are around people of many different cultures. So you see different cultural expectations going on all around you.

I think the cultural issues can sometimes confuse the generational ones. I'll give you an example. If my mother didn't want me to date boys out of fear that somehow I would lose myself to this boy and ruin my life, I chalked up all of her fears to Chinese fears, not generational ones. Anything that was unreasonable, I said was Chinese so I made the culture the scapegoat. That's unfortunate, because it made me grow up wanting to deny that part of my family, of myself. Anything that was Chinese about me made me feel ashamed. I wanted to bury it so that what I thought was the stronger, more independent, American side could come out.

I realize now that some of the stuff that happened to me was simply the uniqueness of my family and my mother. It had nothing to do with Chinese culture. Some of it, yes, was rooted inside traditions of Chinese culture, like the use of fear in old families to keep children under control. But I think any mother worries about her daughter losing herself to some boy and ruining her life. So there was a mix of things.

Note: To fulfill this task, students are suggested to either find evidence from literature or interview both immigrant and non-immigrant families if it is possible to do so.

(2) The earliest documented arrival of significant numbers of Chinese people in California dates from the middle of the nineteenth century. When gold was found in California early in 1848, poverty and a desire for quick riches brought many people from the Province of Guangdong to California. Later, following the completion of the transcontinental railroad Chinese labor was being used in virtually every sector of the California economy.

However, in 1882 Congress passed and President Hayes signed a bill that banned the entrance of Chinese laborers into the United States for ten years, known as the Chinese Exclusion Act. In 1924 Congress passed the National Origins Act which effectively denied entry into America for any Asian.

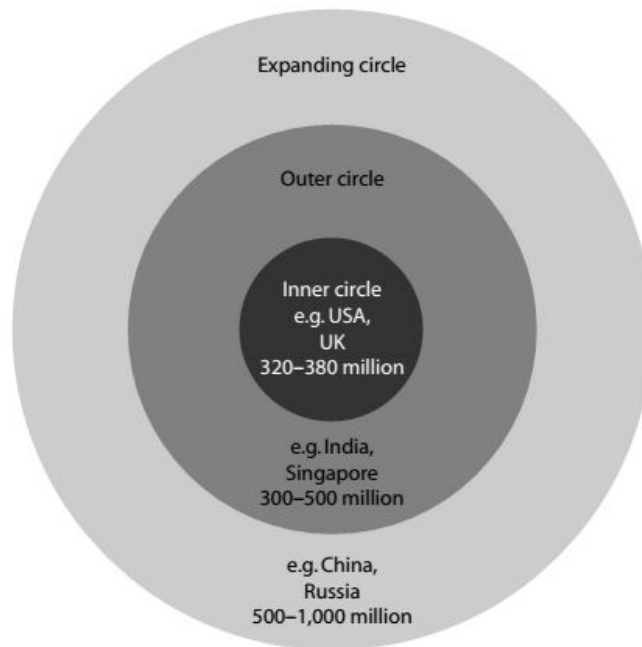
The advent of World War II finally created the conditions necessary for the modification of the exclusionary law and the naturalization of all resident Chinese. Amy Tan's parents immigrated to California after the World War II.

Today, The Chinese American community is the largest overseas Chinese community outside of Asia. According to the 2010 census, the Chinese American population numbered approximately 3.8 million. In 2010, half of Chinese-born people living in the United States lived either in California or New York State.

<http://www.inn-california.com/articles/history/chinesecalifornia.html>

https://en.wikipedia.org/wiki/Chinese_Americans

(3) World Englishes is a term for emerging localized or indigenized varieties of English. The most influential model of the spread of English is Braj Kachru's model of World Englishes. In this model the diffusion of English is captured in terms of three Concentric Circles of the language: The Inner Circle, the Outer Circle, and the Expanding Circle, as illustrated in the following figure:



The three 'circles' of English

For more information, refer to Chapter 2 in
Crystal, David. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.

- (4)a. Will globalization lead to the hegemony of English?
- b. In what ways has globalization changed the language we use everyday?
- c. Should we establish English as an official language in China?
- d. Is globalization accelerating the extinction of local languages?

Language Enhancement

I. Words and phrases

1. Nominalization

- (1) When memory is mixed with imagination
- (2) His similes are surprisingly clear and original.
- (3) In most countries today, including our own, the poor and powerless are the first to suffer from irresponsible environmental behaviors.

- (4) In August 2011, Chinese authorities announced that regulations on the use of *yuan* funds in financing direct foreign investment in China would be further liberalized.

2. Preposition

- (1) For
- (2) for
- (3) into
- (4) by
- (5) of
- (6) with
- (7) through
- (8) in
- (9) with
- (10) on

3. Verb and phrasal verb

- (1) lie in
- (2) steer away from
- (3) happen to
- (4) seek to
- (5) sort out
- (6) hone
- (7) budge
- (8) make his way into

4. Idiomatic expression¹

- (1) the tools of the trade:

The skills and equipment that you need in order to do your job.

- (2) someone's strong suit:

Something that someone does well.

- (3) judgment call:

A decision in which there is no definitely right or wrong answer and that you therefore have to use your own judgment to make.

- (4) pull someone's leg:

To tell someone something that is not true, as a joke.

- (5) blow away:

To impress someone very much or make them very excited.

- (6) under the weather:

¹ According to [Http://www.macmillandictionary.com/](http://www.macmillandictionary.com/)

If a person is under the weather, he or she does not feel well.

II. Sentence and Discourse

1. Tense

- (1) have been giving
have described
winced
said
has always bothered
were
needed
lacked

- (2) decided
is
have exclaimed
have had
speak
was

2. Translation

- (1) 一切都很顺利，但是说着说着，我忽然意识到今天有一个重要的不同，于是整个演讲开始显得不合时宜。
- (2) 但那也只能算是差强人意，因为在数学和科学考试中，我能拿到 A，得到九十多分，于是给人留下了一个擅长数理的刻板印象。
- (3) 我知道题目问的是什麼，但是看到第一组词“日落对黄昏”，我就仿佛看到了夜色渐沉时晚霞迸发的绚烂色彩，看到了月儿升起，星幕落下。这幅画面在脑海中怎么也挥之不去。
- (4) The beautiful peacock dance by Yang Liping belied her age.
- (5) Along with the rise of multiculturalism, the insular island culture has become the new area of study for many.
- (6) The red sea had long since been crossed over the Indian Ocean and the ship was now making its way over the Indian Ocean. But as always the sun rose early and set late, encroaching upon the better part of the night.

3. Rhetorical devices

- (1) Your definition of oxymoron²:
An expression that contains words with opposite meanings.

Your example:

I am busy doing nothing.

² According to [Http://www.macmillandictionary.com/](http://www.macmillandictionary.com/)

(2) Your definition of hyperbole³:

A way of emphasizing what you are saying by describing it as far more extreme than it really is.

Your example:

I've told you this a million times.

(3) Your definition of understatement⁴:

A statement that makes something seem less important, serious, big etc. than it really is.

Your example:

Bill Gates is financially secure.

(4) Your definition of anadiplosis:

Repetition of the last word or any prominent word in a sentence or clause, at the beginning of the next.

Your example:

He retained his virtues amidst all his misfortunes, misfortunes which no prudence could foresee or prevent.

Intercultural Reflection

Classroom tactics:

Before their first reading of Text B, students may be suggested to imagine the life of a global nomad. Discussions on the stories of the global nomads and Third Culture Kids may pave the way for the first task and inspire their interview as required by the second task.

The third task echoes Text A by turning to the various “Chineses”. It provides an opportunity for students to think over their language experience from a new perspective.

1. The traditional nomads follow their herd according to the seasons. Similarly, modern day global nomads travel from one place to another without a permanent home. Both live in a mobile lifestyle and their ties to their land of origin have loosened.

³ According to [Http://www.macmillandictionary.com/](http://www.macmillandictionary.com/)

⁴ According to [Http://www.macmillandictionary.com/](http://www.macmillandictionary.com/)

With the modern transportation and communication methods, global travel has been made much easier than before. It becomes common for people to study abroad, work in new locations, or move to a new country to live, as global nomads do. It is in this sense that the global nomad of today may be considered the prototype of the citizen of the 21st century.

2. Note: Before going into the field, students may want to learn about the common types of interviews for data collection such as structured interview, semi-structured interview and unstructured interview. Discussions and feedbacks on research design are necessary.

Instead of studying any foreign student who they know, students may also want to narrow down the topic by focusing on certain groups of foreigners. For example, they may want to know more about TCKs in China. After deciding on the topic, they may list out some initial questions such as:

- How do they react to constant moving and leaving their friends behind?
- How does the TCK experience influence their personalities, values and relationships?
- How do they define their cultural identity?
- Overall, do they consider being a TCK a gift or an obstacle?

An interview with TCKs in China presented by International Channel Shanghai may help them generate more ideas and perspectives. Watch the interview online at: <http://www.icshanghai.com/en/videoen/2013-03-26/9498.html>

3. Note: The four questions fall into two sets:
- a. Do you speak different versions of Chinese at home and at school? If yes, what are the differences?
 - b. Do people around you speak the same version of Chinese as you do? How do you feel about all the different “Chineses”?

To address the first set of questions, students may reflect on their own experience or record what they say at home and at school for further analysis.

To conduct a survey according to the second set of questions on the various “Chineses” used by people around them, they may specify on the focus groups first. They may also want to design a questionnaire or carry out an interview to collect first-hand data.

Similar to the second task in this section, discussions on research design are as important as comments on research findings.