

Ethnography of Writing of the journal article “Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity” by Jacqueline Dumas.
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ABSTRACT

The thesis entitled The Ethnography of Writing of the journal article entitled Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity by Jacqueline Dumas. It is aimed of describing the elements of ethnography of writing in the journal article Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity from TESL Canada journal, by using descriptive qualitative method.

In collecting the data, the researcher take by downloading from internet www.tesl.com on 14 March 2013, the steps are opening the internet, typing the keywords from google and the last downloading www.tesl.com. In analyzing the data, the researcher follow several steps, they are reading the journal article from TESL Canada journal, analyzing the data into the elements of ethnography of writing, classifying the data into each element of ethnography of writing and drawing conclusion.

The result shows that the setting of time of the journal article was published in TESL Canada journal in 26 Fall,2008 and the setting of place was published in www.tesl.com by TESL Canada journal. The purpose is to inform the reader about social diversity in Canada, to explain about psychological bisexual condition in Canada and to let reader knew about learning process method by non native speaker of English in this unusual condition. The contents of the text are the characterization of queer people identity, the psychological of bisexual life condition in environment and the method of learning process of English as second language by non native speaker based on their own experience and the true story. The name of the writer is Jacqueline Dumas who was the lecturer at University of Alberta and she lived in Edmonton, Canada. The intended audience of the particular text is English teacher and students. The relationship between reader and writer of the text are english teacher and students. The general academic expectation for the particular text are to give inspiration and motivation to the English teacher about differential character around class environment. Text type requirements for the particular genre is explanation. The background knowledge of the writer is English as second language lecturer. The relationship the text has with other genre, the journal article by Jacqueline Dumas could be used as the method of learning process or object analysis because this journal article was written with formal language.

Keywords: descriptive research, element of ethnography of writing, ethnography of writing, journal article, TESL Canada journal.

ABSTRACT

Tesis ini berjudul The Ethnography of Writing of the Journal Article Perspective the Esl classroom and the Queerly Shifting Sands of Learner Identity oleh Jacqueline Dumas. Analisis ini bertujuan untuk menggambarkan element-element pada ethnography of writing pada journal artikel yang berjudul Perspective the Esl Classroom and the Queerly Shifting Sands of Larner Identity dari TESL Canada journal dengan menggunakan metode deskriptif qualitative metod.

Dalam proses pengumpulan data, peneliti memperoleh nya dengan cara mengunduh dari internet melalui www.tesl.com pada tanggal 14 Maret 2013, dengan langkah-langkah sebagai berikut; mengkoneksikan internet, menetik kata kunci ke dalam google, dan selanjutnya mengunduh dari www.tesl.com. Dalam menganalisis objek penelitian, peneliti membahas berdasarkan beberapa langkah sebagai berikut: membaca journal artikel dari TESL Canada journal, menganalisis objek penelitian ke dalam elements ethnography of writing, mengelompokkannya ke dalam setiap element pada ethnography of writing dan menyimpulkannya.

Pendesripsian dari hasil analisis meliputi: setting of time pada journal article di terbitkan di TESL Canada journal pada musim gugur hari ke 26 tahun 2008 dan setting tempat di terbitkan di www.tesl.com oleh TESL Canada journal. The purpose oo the text adalah untuk menginformasikan pembaca tentang keanekaragaman social di Kanada, menjelaskan mengenai kondisi psikologis kaum bisexual di Kanada dan untuk menginformasikan kepada pembaca mengenai metode pembelajaran oleh orang asing pada keadaan yang tidak biasa. The content of the text adalah karakteristik kehidupan kaum bisexual di Kanada, kondisi psikologis pada kondisi kehidupan bermasyarakat dan metode pembelajaran bahasa inggris sebagai bahasa kedua oleh pembicara asing berdasarkan pengalaman dan kisah nyata. The name of the writer adalah Jacqueline Dumas, beliau adalah seorang dosen di universitas Alberta dan dia tinggal di Kanada. The intended audience of the particular text adalah guru bahasa inggris dan siswa-siswa nya. The relationship between reader and writer of the text adalah guru bahasa inggris dan siswa-siswa nya. The general academic expectation for the particular text adalah untuk memberikan inspirasi dan motivasi kepada guru bahasa inggris mengenai perbedaan karakter di lingkungan sekolah. Text type requirements for the particular genre adalah explanation. The background knowledge of the writer adalah dosen bahasa inggris sebagai bahasa kedua. The relationship the text has with other genre, jurnal artikel dari Jacqueline Dumas dapat digunakan sebagai metode pembelajaran bahasa inggris atau obyek penelitian, karena jurnal artikel ini ditulis dengan menggunakan bahasa formal.

INTRODUCTION

In the social life language is the main aspects of communication. People need languages to communicate each other and to share their own ideas to each other. In communication language is classified into two parts, they are verbal and non verbal communication. (<http://www.google.com/faculty.buffalostate.edu/smirthd/>) verbal communication of the vocal category includes spoken language. Nonverbal communication involves written communication as well as communication that is transmitted through sign language, finger spelling, braille and so on.

In communication, people not only practice the direct communication but also indirect communication. Direct communication is usually practiced in formal communication because in this communication people must communicate to each other depending on own idea. While indirect communication is usually practiced in the casual or informal communication because in this communication people might not share own idea in the real words but people can give the symbol of the part of body as the sign (http://www.youofficecoach.com/Topics/direct_or_indirect_communicatior.htm).

Barton and Papen (2005:3) state writing is an everyday communicative practice which pervades our lives, at individual as well as societal level. Given the omnipresence of the written word. According this theory, writing is the way of communication that informs how

communication is produced and how communication is conveyed. In writing way, the writers are not only able to express their feeling or inform their own idea but also able to criticize about social condition life, for example: politics, environment, cultural and healthy into news paper, articles and scientific writing.

The aspects of writing is how the writers convey the message to the readers through the text, how the writer apply the theory and improve the knowledge through writing and how the writer is able to employ the best language. The one of aspect communication of writing activity is socio cultural writing, also called as the ethnography of writing. Ethnography of writing is how the writers convey their idea and apply theory about anthropology writing into scientific writing and how they combine it with the cultural knowledge of writing skills. It means that the writers must be able to improve about anthropology writing and apply the theory and the data analysis clearly so that the readers are able to understand about the cultural writing term.

Grape and Kaplan (1996) propose an 'Ethnography of Writing' as a way of getting students to consider the social and culture context in which texts occur and their impact upon what they write.

Statement of the Problem

Based on the background of the study, the statement of the problem is stated as follow: what are the elements of ethnography of writing found in a journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas.

Objective of the Study

Based on the statement of the problem, the objective of the study is to identify each element of ethnography of writing of the journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of learner Identity* by Jacqueline Dumas.

Scope of the Study

This research focuses on some elements of ethnography of writing term found in the journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of learner Identity* by Jacqueline Dumas. In analyzing the elements of ethnography of writing the researcher used the theory proposed by Grape and Kaplan (1996). They are: the setting of the text, the purpose of the text, the content of the text, the writer of the text, and purpose in writing the text, the intended audience for the particular text, relationship between reader and writer and how this gives impact on what should be said, general academic expectations and convention for the particular text, text type requirements for the particular genre and how this is signaled (or not) in any interactions that are given to the writer, the background knowledge, values, and understanding it is assumed the writer the particular text, and the relationship the text has with other genre (e.g. lectures, set texts, journal articles, research report).

Significant of The Study

This study is expected to give the following benefits:

1. The researcher will get more knowledge about cultural ethnography or ethnography of writing.
2. A contribution to library in faculty of humanities and to college students from Dian Nuswantoro University, especially for English department in linguistics program as the inspiration for the next researcher.
3. For the next analyses, the researcher hopes that this research will give more inspiration and more knowledge of discourse analysis, especially ethnography of writing.

METHOD

RESEARCH DESIGN

A research has an important role in developing a science, knowledge, and technology. By doing research, someone can explore, and discover new thing that he or she does not know before and also to improve what he or she has already known.

Nunan (1992) states that “Descriptive qualitative research is a research in which the method of data collection is non experimental or real-time recording that generates naturally occurring data. In qualitative research the data are not number or chart but in the form of word. Mardalis (1989:26) says that, “descriptive research does not test a hypothesis or use a hypothesis; it merely describes information according to variables that are observed”. The data of this research were collected from the journal article entitle *Perspective the Esl Classroom and the Querrly Shifting Sands of Learner Identity* by Jacqueline Dumas on March 14, 2013. In collecting the data, the researcher used method of descriptive qualitative research.

The researcher choose the story used descriptive qualitative research with selecting one of many more from TESL journal article, because the journal article explains about how the students are able to assimilate learning process into classroom without caring about differential gender, ethnic and sexuality.

3.1. Unit of Analysis

The unit of analysis is the sentence elements of ethnography of writing found in the journal article *The Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas.

3.3 Source of Data

The data of the analysis is the journal article title *The Esl Classroom and the Queerly Shifting Sands of the Learner Identity* by Jacqueline Dumas. The researcher took the data from internet by downloading it from www.tesl.com on March 14, 2013.

3.4 Method of Data Collection

In this research, the researcher took the data by downloading the data from internet www.tesl.com on March 14, 2013. The steps are:

1. Searching the data, the researcher collected the data by searching from the internet and the data was downloaded from www.tesl.com on March 14, 2013.
2. The researcher choose the object analysis from www.tesl.com because this official website contains many of journal articles that use English and discuss about education, so the reason makes the researcher to choose this article to be analyzed.

3.5 Method of Data Analysis

The researcher analyzes the data through the following steps:

1. Reading the journal article.
The journal article was read for several times to make it easy to be understood
2. Identifying the data into the elements of ethnography of writing.
Each point of sentence elements was analyzed into aspects of ethnography of writing that were found from journal article *Perspective the Esl classroom and the Queerly shifting sands of learner identity*.
3. Analyzing the data into each elements of ethnography of writing.

Each point that was considered of ethnography of writing was classified according to the content of journal article of the *Perspective the ESL Classroom and the Queerly Shifting Sands of Learner Identity* on March 14, 2013.

4. Drawing conclusion

After the researcher finished the analyzed, the researcher could make the conclusion of the data analysis.

FINDING AND DISCUSSION

This chapter covers the data analysis of the elements of ethnography of writing. Grabe and Kaplan in Paltridge (2000:74) propose ethnography of writing as a way of getting students to consider the social and cultural context in which texts occur and their impact upon what they write.

4.1. The Setting of the Text.

Setting refers to the time and place, the concrete physical circumstances in which writing takes place. The setting includes the historical moment in time and geographic location in which the journal article takes place and help initiate the main backdrop and mood for journal article.

The researcher wants to explain each of setting of the text as follow:

4.1.1 Setting of time

The setting of time of the journal article was published in TESL Canada Journal in 26 fall, 2008.

4.1.2 Setting of place

The journal article entitled *Perspectives the Esl Classroom and the Queerly Shifting Sands of Learner Identity* was published in www.tesl.com by TESL Canada journal.

4.2 The Purpose of the Text

The writer's purpose a journal article entitled *Perspectives the Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas was to inform the reader about social diversity in Canada, to explain about psychological bisexual condition in Canada and to let reader knew about learning process method by non native speaker of English in this unusual condition.

In the text below explained about definition of social diversity who determined as complex problem of identity. The identity refers to specific people who have relationship with gender similarity.

Excerpt 1:

*In addition to reclaiming the word queer, **queer theory places such terms as gay, lesbian, bisexual, transgendered, and two spirited** in relationship with the terms gender, race, and class (Code, 2000).*

(Page 4, Line 106).

Queer people refer to the learner that had similarity of bisexual relationship between girls and girls, boys and boys and so on.

The other statement showed about identity into specific samples and explained about the problem of identity into learning process and gave the solution to solve this problem.

Excerpt 2:

In this respect we are called to focus “on question of power, inequality, discrimination, resistance, and struggle”. Identity is a term applied to the escape sought from the uncertainty of postmodernism (Bauman, 1996).

*Some of these identities **citizen or non citizen, professor or student are relations of power that are often** “more relevant and consequential than class and racial or ethnic categories. From this standpoint, language becomes but one among many shifting identities, and the teaching of it “a question of cultural politics.”(Penny Cook, 1999 p.4).*

(Page 1, Line 13-20)

The statement above explained about identities into more relations categories and their own problem but the problem ought to solve with determined language as the one of cultural politic life to create harmonization relation among differential class.

The other sentence showed the psychological of bisexual condition into life society. In this case, queer people got refusal in similarity privilege into social life and they determined as a neutral condition.

Excerpt 3:

*By problematizing all these terms, **queer theory posits a critical rethinking of the ideology that shapes sexual identity, thereby rejecting homosexuality as a clinical, scientific category, gender as a biological category, sexual preference as a choice, and sexual orientation as an innate quality.***

(Page 4, line 108)

Queer people were determined as deviation sexuality problem that ought to be solved through identity based on the characteristic of bisexual deviation problem.

The other psychological condition of bisexual people were how they confront discriminatory manner by others and solve this problem through cultural practices of heterosexuality and seem as an normal condition.

The other sentence could show the learning process method by non native speaker of English in unusual condition, multiple identities were one of terms to see how the second learners learning English.

Excerpt 4:

Understanding multiple identities in terms of affiliation and belonging, participation and nonparticipation as opposed to a search for commonality has a profound effect on how we view second language (L2) learners.

(Page 3, Line 73).

The statement above explained about how the second learners learnt English based on their own identity and they determined it to introduce their identity to others.

The other example of learning process method was about to know the peer's degree through accent that used by second learners in speaking English.

Excerpt 5:

A tight-knit L1 community that fears assimilation, for example, can work against social integration (Derwing, Munro, & Thomson in peers). In a study of Francophone and Mandarin speakers learning English in Québec, Gatbonton, Trovovich and Magid (2005) found that L2 learners treated their peers' L2 accent "as an indicator of these peers' degree of ethnic affiliation" (p.497).

(Page 3, Line 82).

The statement above explained how Chinese ethnic learnt English through practiced speaking with similarity ethnic, both of them used similarity of their own accent as symbol of peer affiliation.

4.3. The Content of the Text

The content of the text including what claims are acceptable in particular areas of study, and what claims are not, what is appropriate content, and what is not.

The claims was acceptable of areas study was about education that explained about learning process of unusual condition, it refer to queer people students. In this learning process teachers might be able to create safe environment to their students so that they would be enjoy and understood materials that were given by teachers and share their own idea in front of class.

Below were the 3 parts of the explanation which explained about the problem that had relation with the purpose of the text:

4.3.1. The characterization of queer people identity.

In this journal article informed about characterization of queer people in their social life environment and differential privilege based on racial.

Excerpt 6:

If whiteness is the racial norm in North America and English the linguistic norm, compulsory heterosexuality (Rich, 1986/1994) is the sexual norm. and just as commonality tends to erase non-white racial identities, so too does it erase alternative sexual identities.

(Page 4, Line 99)

This theory tried to solve the problem of differential racial by giving similarity privilege between white and non-white racial into social life, this condition refers to how the queer people could get education without caring about background class and racial.

4.3.2. The psychological of bisexual life condition in environment.

In this journal article bisexual people were determined as strange community so that they got discrimination status around their environment to get similarity privilege, especially for education.

Excerpt 7:

By problematizing all these terms, queer theory posits a critical rethinking of the ideology, gender as a biological category, sexual preference as a choice, and sexual orientation as an innate quality. Whereas a lesbian and gay approach challenges prejudicial attitudes (homophobia) and discriminatory actions (heterosexism) on the grounds that they violate human rights, a queer approach looks at how discursive acts and cultural practices manage to make heterosexuality, and only heterosexuality, seem normal or neutral (heteronormativity).

(Page 4, Line 108)

The statement above affirmed how queer theory explained about the condition of queer people into social life environment based on differential category of human think. Although the idea had differential meaning of queer people, they had same purpose to determine queer people as a normal condition.

4.3.3 The method of learning process of English as second language by non native speaker based on their own experience and the true story.

In this journal article let the reader knew about learning process method of English as second language by non native speaker and based on true story that had different method to learn English but they got success to apply into social life.

Excerpt 8:

Hoffman (1990) writes of moving from Poland to the United States as an adolescent and having to reconstruct herself in English. "if I'm to write about the present", she says in her diary, "I have to write in the language of the present, even if it's not the language of the self" (p. 121).

(Page 3, Line 63).

The woman tried to confront her new environment that was felt strange by herself so that she tried to learn native language environment although it's not her native language. As the adolescence she moved in the United States with her native language and culture, through the diary she told about how she applied target language into writing diary and her imagine about her past and future language.

4.4. The writer of the text

The writer of the text explained her role and purpose in writing text. In this section the researcher explains about information or data of the writer.

Jacqueline Dumas was born in Castor, Alberta on April 19, 1946. She has been a participant in Edmonton's cultural life for many years – as writer, teacher, activist, and independent bookseller. Her creative work includes two published novels, a children's book, video scripts, and an ESL workbook. She was the first Coordinator of Borderlines, the Writer-in-Exile Program at the Edmonton Public Library. (<http://www.cprjournal.com>).

She has also taught English for Academic Purposes at Grant MacEwan University. Recently she edited the anthology, *Writing in the Margins*, the culmination of the creative writing workshop for second language writers that she established and facilitated under the auspices of Writers Beyond Borders.

4.5. The intended audience for the text.

The intended audience of this journal article was English teacher because it gave explanation about learning process and how to appear unusual condition of their students. From reading this journal article, the teachers would be got more knowledge about teaching method into unusual condition and got inspiration to apply this method into learning process.

The role and purpose and read the journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* were to understand the knowledge of queer people culture and diversity. The writer explained the journal article used formal language because the journal article is the one of scientific writing so that the reader could be understand and get the meaning of this journal article. The journal article contained of many problem of queer people live in Canada and the solution to solve this problem into learning process of

English Second Language. Queer people was usually didn't enjoy to learn second language in front of class because of the condition of the environment, they was felt shy and afraid to share their idea in front of the class because they was look like marginality.

Expert 9:

To make the classroom a safe and caring environment for all, both homophobia (a prejudice) and heterosexism (systematic discrimination) need to be addressed. The first step in this process might be to ensure that materials evaluations include homophobia and heterosexism in their criteria, because sexual identity is already an integral part of ESL. An examination of curricular materials will show countless references to husband/ or wife, dating, marriage, in-laws, and so forts (Nelson, 1999).

(Page 6, Line 166).

The teacher could create safe classroom to make students were felt cared by discussing and giving examination relation about queer people problematic around their environment. Teacher could attach this problem about queer people diversity as the one of materials of English Second Language.

From the statement above, reader could understand about how the effort of teacher to make their student was able to confront into situation and understand about material who was giving in class.

4.6. Relationship between reader and writer of the text.

The relationship between reader and writer of the text were English teacher and students because the journal article explained about learning process method in unusual condition. From reading this journal article, the reader would be know about differential student character around class environment and how to appear their students so that they would be confidence to share their idea in front of class and understood the materials easily.

(file:///C:/Users/user/Downloads/MemberProfile_TheWritersUnionoCanada.htm) were also give details information of every writer's personal detail, the writer's was the one of member of writer's union Canada. Dumas graduated from the master's program in Teaching English as a Second Language at the University of Alberta, she lives and teach in Edmonton. The use of formal language in writing this journal article is because it was the one of her scientific writing So that she must improve best structure and writing rules.

4.7. General academic expectations and convention for the particular text.

The general expectation of this journal article was giving inspiration to the English teacher about differential character around class environment. In this journal article, the writer gave information about queer people and how social phenomenon in their daily life, especially for learning process. After reading this journal article, the reader should know about unique method of teaching to make students were feeling enjoy and understand materials and to create students confidence so that they would be enjoy sharing their idea in front of class. The reader might have similarity problem like this case into learning process and they could applied this method into their own class to solve this problem.

In this case, the writers indirectly gave motivation to the readers about education system, especially for teachers because they got more knowledge about teaching activity and how to make students was enjoy and understand about materials into learning process.

The writer wrote journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* as the requirements of her degree of teaching Second Language. She was the lecturer of English of Second Language at university of Alberta so that she wrote the journal article used formal language because it was the one of scientific writing. Many words and sentence explained about teaching process and education social science, especially for words of linguistics knowledge.

Excerpt 10:

*The ESL **classroom** is one place where learners should not feel shy or afraid to explore and negotiate their identities.*

Classroom was a room used by teacher as the teaching processed, she used the words because classroom was the main place to convey and sharing materials to the students at the school.

(Page 1, Line 4).

Excerpt 11:

*In this context, we speak not of identity in the singular, but of multiple identities that are “constructed across different, often intersecting and antagonistic, **discourse**, practice and positions” (Hall, 1996.p.4).*

(Page 1, Line 14).

Discourse was the one of branches of linguistics that learnt about how the language was used into public environment.

Excerpt 12:

*The effect of identity on language-**learning** in the ESL classroom acquires greater significance as does, conversely, the effect of language **learning** on identity.*

(Page 1, Line 21).

Learning was the process of understanding knowledge by others, it was not only happen at the school but also at the public place. The writer’s used this word because she always taught everyday and automatically she learnt about anything to convey her knowledge to the students.

4.8. Text-type requirements for the particular genre.

The journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas could be included into special genre. Gerot and Wignell (1994:40) states that “A genre can be defined as a culturally specific text type which results from using language (written or spoken) to help accomplish something”.

The genre of this journal article was explanation. The writer’s choose this genre because she wanted to explain to the readers how to apply method of learning process to the students with a peculiar condition,

4.9. The background knowledge, values, and understandings the writer want share.

The writer made the journal article *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* as the requirement of her degree into master program in teaching English as second language. Her knowledge was about education science, especially for teaching English and she was the lecturer at Alberta University, Canada. Her profession can be assumed in the using of Linguistics words into some quotation in her journal article. It was impossible if they made the journal article outside her knowledge as teacher,

Excerpt 13:

The ESL classroom can become the one place where learners do not feel shy or afraid to explore and negotiate their identities. To help them in this process, we as teacher can provide a classroom environment in which learners can make their own choices about whether to try to fit in completely or whether to resist the dominant culture. By helping them discover what options are available to them, we can help learners find a space in which to appropriate or integrate discourse for their own purpose. Awareness is the first step in the process of change (Pennycook, 1999). For this reason, if we are to help all learners find and define their social place in their new culture, it is important for us as teacher to be self-reflective, and to examine our personal ideological tenets.

(Paragraph 5, Page 9, Line 242).

In this journal article, the readers would get inspiration and motivation how to be a great teacher, no matter what the condition and who was our students. We can give our attention to our students without caring about social status differences. In this case, she gave the example of queer people as the main object of her analysis. Queer people depend on the special character of people in Canada and it was not easy to make them want to study and convey their idea so that she made a unique method of learning process to grow her students confidence.

4.10. The relationship the text has with other genre.

The writer write journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* to give information and share her knowledge as a lecture to create and apply unique method of learning process. The reader could get inspiration and motivation about teaching method, especially to confront special condition of student character. The teachers were never give up to teach students like this case because they were also people who need knowledge to get chance in the future and got same privilege like others without caring about differential social status. The writer also gave suggestion and motivation to the reader, especially for teacher to have ability in creating special condition and unique method of learning process so that the students would be able to understand and get meaning of knowledge or science into classroom.

CONCLUSION

This chapter presents the conclusion of the study and offers suggestions for everyone who reads this thesis.

5.1. Conclusion

The researcher finished the analysis by using theory of Ethnography of writing by Grabe and Kaplan in Paltridge (2000:74) to know what are the elements of ethnography of writing

found in journal article by Jacqueline Dumas in 26 Fall, 2008. There are ten elements of ethnography of writing.

The setting of the time of the journal article was published in TESL Canada journal in 26 Fall, 2008. And the setting of place was published in www.tesl.com by TESL Canada journal. The purpose of the text is to inform the reader about social diversity in Canada, to explain about psychological bisexual condition in Canada and to let reader knew about learning process method by non native speaker of English in this unusual condition. The content of the text are the characterization of queer people identity, the psychological of bisexual life condition in environment and the method of learning process of English as second language by non native speaker based on their own experience and the true story.

The name of the writer is Jacqueline Dumas, who was the lecturer of University of Alberta and she lived in Edmonton, Canada. The intended audience of the particular text is English teacher and students because it gives teacher about explanation of learning process and how to appear unusual condition of their students. The relationship between reader and writer are the English teacher and students because the journal article gave inspiration to create unique method into learning process in unusual condition and to built confidence to share their idea in front of class. The general academic expectation and convention for the particular text are to give inspiration and motivation to the English teacher about differential character around class environment.

The genre of this journal article is explanation. The background knowledge of the writer bases on her profession of English as second language lecturer. She was the lecturer at University of Alberta, Canada. The relationship the text has with other genre, the journal article by Jacqueline Dumas could be used as the method of learning process or object analysis because this journal article was written with formal language.

Suggestion

Based on the previous analysis, the reason of the researcher choose the journal article entitled *Perspective the ESL Classroom and the Queerly Shifting Sands of Learner Identity* because this journal article gave motivation to be confidence in front of class without caring about differential status and racial around our environment. The other reason was it could be gave more knowledge about cultural diversity life that refers to queer people.

The researcher hopes the analysis could be used as the reference of English degree to get more information or theory about ethnography of writing and to the next analysis will be better than before and could give more examples of queer people or other cultural diversity around our life.

The journal article has explained about education system and cultural diversity life of queer people, for the next analysis, the journal article could explain the other phenomenon life of education system that will help reader to get inspiration after reading the journal article.

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