

Capstone EFL Portfolio

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Abstract

This teaching portfolio serves as a summary of my learning and development as a teacher throughout the program. In this capstone, I reflect on my teaching practices and further prepare myself to become a qualified teacher in future teaching contexts. This portfolio consists of three sections. First, I propose my philosophy of teaching, which values inclusiveness and collaboration in learning environment as foundation, understanding of learners' knowledge, experiences and needs as basics, and authentic communicative teaching as guidance of language teaching. Then, focusing on some of the work I have completed over the semesters which includes studies of different learning contexts and learners, and lesson plans and teaching materials for my practicum, I analyze how these artifacts demonstrate my understandings and fulfillments in terms of the professional knowledge areas and TESOL standards. Lastly, I reflect on my past experiences and teaching practices with reference to my teaching philosophy and consider my future prospect as a language teacher and potential ways of further development.

Teaching Philosophy

When I was still in middle school, my class often seemed to be in the spotlight. My class teacher put great effort in establishing a new system of class management where we students were given the authority and became the regulators of the class. While this student-centered and technology-based approach of class management was quite innovative and advanced ten years ago in the traditional Chinese teaching context, the system aroused much controversy among students and parents and it gradually died out. Now evaluating the attempt that my teacher made, I agree a lot with his idea of making students the center of teaching and learning and valuing their input. Meanwhile, I am also noticing that the possible reason underlying the failure of the system is the neglect of students' individualized needs. The reflection on this experience both as a student and a teacher contributes a lot to the construction of my own teaching philosophy. On one hand, students' contributions of knowledge should be validated. On the other hand, addressing students' various needs is also of great importance. Moreover, thinking specifically of language teaching, I put much emphasis on the use of authentic language materials in teaching as well. Therefore, planning to teach adolescents in the EFL context in China, I construct a picture of my future classroom which features inclusive and collaborative environment, activation of students' background knowledge, and authentic and meaningful language tasks.

Inclusive and Collaborative Environment

Creating an inclusive and collaborative environment of teaching and learning will be the primary task of my future teaching. Inclusiveness is the fundamental principle and comes even before collaboration. An inclusive classroom means that all students, regardless of their cultural

and linguistic background, are welcomed and treated fairly. This aligns with de Jong's (2011) principles of promoting education equity and structuring for integration in English Learners' education, both of which emphasize students' equal status and opportunity to participate in learning. In a classroom where everyone is respected and equal in participation, I can then implement another key value of collaboration, which is guided by the theory of constructivism. Promoting constructivism can be challenging because it is "a culture – a set of beliefs, norms, and practices" (Windschitl, 1999, p.752) that permeates every aspect of teaching and learning. While sometimes constructivism is simply understood as learner-centered teaching in contrast to the traditional teacher-centered instruction, it in fact emphasizes learner's construction of knowledge "in highly individualized ways" which are shaped by their personal experience as well as influenced by the social context (Windschitl, 2002). As a core concept in social constructivism, collaboration enables students to participate in one another's thinking and collectively construct knowledge. I believe it is the interaction with peers in addition to the individual sense-making process that really helps students recognize the value of the contents they are learning and the learning process itself.

One practice that I will put much emphasis on when building an inclusive and collaborative learning environment is collaborative dialogue (Swain & Watanabe, 2013), during which students are expected to co-construct meaning and come to deeper understanding as a group through negotiations and conversations with each other. One course that I took in Peabody serves as a great example of facilitating collaborative dialogue among students. Putting students in groups, the professor assigned different roles to group members. In this way, not only is every

student given the same opportunity to participate in class, the concept of constructivism is also implanted. As everyone is responsible for bringing certain information to the discussion, students first engage in individual construction of knowledge. Then, having students participate in discussions from different perspectives encourages students to build on each other's thoughts and ideas so that the whole class is collectively building up understanding of contents. Similarly, in my future teaching, I want to facilitate such discussions where each member can contribute unique information so that everyone is of equal significance in the classroom.

Knowing My Students: Valuable Resources and Various Needs

“Knowing your students” is often among the tips that in-service teachers would give to new teachers. Really learning who my students are not only helps me build close relationship with them, but also offers me the chance to figure out what my students bring to the class and how their learning needs differ, enabling me to craft my instructions accordingly. “Funds of Knowledge” (Moll et al., 1992), the frequently mentioned term when talking about ELL education, often refers to the knowledge and skills that student families accumulated and developed historically and culturally. To me personally, the “funds of knowledge” of my students consist of not only their families' knowledge, experiences and skills in certain fields, but more importantly the language repertoire in their L1. In addition to regular communication with student families to learn their life outside the school, translanguaging will be another powerful tool that allows me to fully utilize learners' linguistic resources. Apart from validating students' existing knowledge and resources, addressing their individualized needs through the use of culturally responsive caring (Gay, 2010) is also a significant task to me.

By learning about who my students are in their families and communities and the unique resources they may bring to the class, I will be able to understand what they may be interested in and also try to incorporate opportunities for students to share and make use of their various experiences and skills. While I, as the teacher, will know more about the content knowledge, my students can also become “experts” in other areas. From my own experience, one way to gather such information of students’ background knowledge and experiences in the Chinese teaching context would be home visits. Simply having conversations with parents at the beginning of the curriculum is also an option when home visits are not feasible. Whichever approach I may choose, I want to always emphasize the students’ presence at the conversations and their control over their own learning process. Although in China parents often have more control over students’ education, I believe that including students in the communication between school and family and considering their points of view helps to affirm learners’ agency over their learning. It is crucial for students to realize that learning is for the sake of their own future and therefore they need to learn to make decisions for themselves.

Another significant resource that my students will bring to my class is their rich L1 literacy. Despite the differences between Chinese, their L1, and English, the use of translanguaging enables students to construct meanings and maximize understandings through the use of both languages (Lewis et al., 2012). By allowing the use of L1 in classes, I encourage students to take advantage of their Chinese literacy to support their English learning. Students can use their L1 when they cannot find the proper expression in English, which will support them to express more complicated and higher order thinking. This is also an opportunity for

students to identify their linguistic learning needs. In addition, as middle school students in China already start engaging in metalanguage talks in their Chinese language art classes, how to draw upon students' metalinguistic skills in EFL teaching become an interesting and meaningful topic to me. Since my students are already familiar with metalanguage discussions, it can be easier to regularly have them focus on linguistic forms and related language functions, which are of great importance considering students' need for better performance in tests. Metalanguage discussions on issues like words choices and syntax structures also benefit students in developing their translation abilities as they contemplate the use and function of both languages in contexts and discuss the strengths and shortcomings of different versions of translation. Additionally, the use of metalanguage helps grow students' linguistic agency as academic language users who are able to deploy their linguistic knowledge to achieve their communicative goals (Phillips-Galloway et al., 2019).

While families and communities could bring students various resources, they also construct the context where students live and grow, which might result in the unique needs of students. Although it would be very likely that my future students come from similar cultural background, the concept of responsiveness, which means to be "contingent on understanding people in context" (Gay, 2010, p. 58), in the practice of culturally responsive caring still stands out to me. In some way, being individually or contextually responsive, rather than culturally responsive, would be a more precise description of what I am aiming to do. Knowledge about individual students and their living and learning contexts will guide my actions. In terms of learners' academic performance, trying to figure out the factors that influence students'

performance and always having faith in their capacities would be my top tasks. Test scores should never be the only indicator of success. Instead, I will put more effort in discovering students' strengths and "releasing the intellect of students ... from the constraining manacles of mainstream canons of knowledge and ways of knowing" (Gay, 2010, p. 37). Besides learners' academic needs, taking care of their emotional, physical and interpersonal needs is another indispensable component of "individually responsive caring". This means I need to build personal connections with students and attend to them as whole persons (Gay, 2010). Caring should be a consistent climate so that students can truly feel valued and therefore more motivated to participate in learning.

Authentic and Meaningful Communicative Tasks

Considering the relatively limited exposure to English outside of classes in Chinese EFL context, I also plan to implement authentic language input and meaningful communicative tasks in my teaching. As Brown (2001) described, "the pragmatic, authentic, functional use of language for meaningful purposes" (p. 43) characterizes communicative language teaching (CLT). The goal of language learning extends beyond the command of vocabulary and grammar and is now composed of communicative competence. Apart from the lexicon and grammatical knowledge that are often the focus of test-driven teaching and learning, other aspects of communicative competence such as actional, sociocultural competence are of equal importance to students' future goals (Celce-Murcia et al., 1995). In other words, students need to be able to integrate separate language items and properly use them in different contexts of communication. (Littlewood, 2011). In order to do that, students should be provided with adequate opportunities

to interact with authentic language and engage in meaningful real-life communications in the learning process so that they can gain valuable experiences in handling everyday communicative tasks and become competent language users.

I personally have benefited a lot from authentic language materials in the process of language learning. When I was in high school, my English teacher used BBC broadcast clips for practices of listening comprehension, which made me as a student feel that I could actually take advantage of my knowledge and skills of English to make sense of realistic and contextualized contents. Outside the classroom, I also used to watch a lot of US TV dramas. Sometimes my parent would ask me to turn off the Chinese subtitles and try to practice my listening skills. Although the process was challenging and even a little annoying, such occasions where I had to employ all my English repertoire for meaning making in fact helped me realize the purposes of learning English for me other than taking tests. Therefore, providing authentic language and meaningful communicative tasks is not only helpful in developing students' overall communicative language capacities. More importantly, I want my students to identify their own learning objectives and goals through authentic use of language and then intrinsically motivate themselves to future learning.

In conclusion, in my future teaching, while education equity, integration and constructivism serve as the foundation for building an inclusive and collaborative learning environment, practices such as investigating students' funds of knowledge, drawing on their L1 literacy, consistently caring for individuals and providing authentic and meaningful tasks build

up a more detailed picture of how my classroom would look like. However, I will always look out for new needs of my students and be ready to modify my teaching practices accordingly. I will also value opportunities of professional development and keep honing my skills so that I can provide quality teaching to help students achieve their goals.

Artifact Analysis

Professional Knowledge Area 1: Learner

Learner is always the foundation and center of learning and teaching. Who the learner is should decide how the teacher would approach teaching, while the goal of teaching and learning is for the learner to obtain desired learning outcomes. It is vital for the teacher to really know the learner in terms of the learner's identity, context, and learning process in order to construct a learner-centered classroom and provide meaningful and effective instructions.

TESOL Domain 4: Identity and Context

This standard is concerned with two important concepts about learners. Identity refers to who the learners are, while context can be communities, cultural backgrounds, or other environment where learners grow up or live. The context around learners has constant and significant influence on the formation of learners' identity. Building on the knowledge of learners' identity and context, teachers are then able to come up with more targeted plans for instructions. In addition, this domain of identity and context ties closely with the second section of my teaching philosophy, where I mention the importance of knowing the resources my students bring to the class and also their various needs. I will elaborate on the connection between this standard and my teaching philosophy in the following artifact analysis.

Artifact A. The first artifact that I think shows my understanding of this standard is the community literacy project I worked on in my first semester at Vanderbilt. Aiming to explore the minority students in the Chinese context, I interviewed a teacher who was working with ethnic minority students in Guizhou Province, which helps me gain important insight into the identities

of those students and how the community affects their identities and learning. In this paper, I also make some instructional recommendations based on the information about students obtained through the interview.

Before getting to what I have learned from the interview with Ms. Tan, I first did some research on the history and culture of Gelao, the ethnic group most students in Ms. Tan's class are in. The research allows me to have some background knowledge about students' culture and helps with deeper understanding of their identities. Then, the interview with Ms. Tan brings meaningful information about the ethnic minority students. While the students have some knowledge about their own culture, such as special customs and festivals, they are gradually assimilating into the Han group, which is the mainstream culture in China. In other words, they are losing some features of the ethnic group, such as clothing, food and even language. Although the students may identify themselves as minorities, the context around them has already influenced their identities. Upon knowing the students in terms of their cultural identities, Ms. Tan is able to plan her teaching. However, because of a high degree of cultural assimilation as well as the standardization of compulsory education in China, there is little or no special accommodation to the ethnic minority culture in this case.

Another critical element in ethnic minority students' identities is their educational background, which is also part of the context. Although Ms. Tan's students are already in seventh grade and have started learning English since third grade, some of them still have problems remembering the alphabet. This may be partially attributed to the educational context in local elementary schools where English as a subject is not graded, which may lead to low-quality

teaching and student' underachievement. Consequentially, students with low scores gradually lose confidence in themselves and start to think that they are just unable to do any better. In addition, students' future goals are related to their learning as well. Many students, Ms. Tan mentioned in the interview, choose to go to vocational schools or directly start working, instead of continuing their study in high schools, after graduation from middle schools. Here, how the context can affect the formation of learners' identities, which further shape their learning, is obvious. On one hand, the lack of emphasis on English teaching and learning leads to poor academic performance of students who might see themselves as incompetent language learners. On the other hand, the career paths that many students follow don't require English abilities. As a result, students might not recognize the value of learning the language.

Based on the information about the ethnic minority students I gather from the interview, I also make some suggestions in this paper on how the teacher can improve classroom instructions. Firstly, because of students' interest in using short video apps in their daily lives, which I believe can be considered an element of the context, I think integrating the use of such apps in teaching can be beneficial to students' learning. It can become a great way to promote students' engagement in learning and to enhance their cultural identities as well if the teacher chooses cultural-related contents. Given my theoretical inclination, what stands out to me here is the importance of teachers really knowing their students, including students' funds of knowledge (Moll et al., 1992), cultural and educational backgrounds in order to further modify the instructions in a way that suits learners' needs

Another recommendation I make is that the teacher always keeps high expectations of

students despite their poor performance so that the teacher will be motivated to provide quality teaching. This closely connects with the concept of culturally responsive teaching (Gay, 2010) which is included in my philosophy of teaching. When the teacher believes in students, and remains supportive, encouraging, yet demanding to them, students begin to feel valued and therefore are more likely to achieve higher academically.

However, what I fail to include in this artifact is how teachers can take advantage of their knowledge of students' identity and context to explore alternative ways of assessing ELs. As some students may not perform as expected in traditional exams, a culturally responsive teacher needs to look for other indicators of success and attend to various aspects of students' development. Incorporating formative assessments in everyday instructions may serve as a way to gather data on students' learning progress. Knowledge of identity and context about learners can be of great help and significance in interpreting those assessment data.

TESOL Domain 6: Learning

This domain asks teachers to use their knowledge of the language itself, the general language learning process and the theories of second language acquisition (SLA) in order to understand how learners acquire a new language in and outside classrooms. The knowledge of SLA helps teachers interpret learners' performance and can inform teachers' instructions. Meanwhile, it is also important to realize that the language learning process can vary from person to person, as learners' identities and living contexts can have significant influence on their learning styles. In the following analysis, I will use artifact B to further demonstrate my understanding of this TESOL domain.

Artifact B. This artifact is a case study report on an English learner's level of English language development. The learner I chose to study was my friend Lydia, who came from China and was 22 at the time of the case study. She used to be an international graduate student in both the United States and Germany. As a result, she could be considered a multilingual, with Mandarin being her L1, English her L2 and German her L3. Both oral and written language samples were collected for analyses. The three oral samples featured pragmatic language use, casual conversations and expository speaking, respectively, while the two written samples were comprised of a persuasive writing piece and an academic project report.

In order to assess Lydia's level English language proficiency (ELP), the language samples were analyzed through four aspects, i.e., phonology, semantics, grammar and pragmatics. In each aspect, strengths and weaknesses of Lydia's language ability were discussed. When analyzing, apart from referring to some of the SLA theories, I also took into consideration the sociocultural factors that influenced Lydia's ELP in order to have a more comprehensive understanding of her language learning process. Upon knowing her weaknesses and potential underlying reasons, instructional recommendations were made for the learner's further English development.

In the phonology analysis, I noticed that Lydia had some difficulties in producing the voiceless dental fricative /θ/, and when saying words containing that sound, she would replace /θ/ with /s/. To explain this pattern in her oral sample, I drew upon the theory of Perceptual Assimilation Model (PAM) (Best, 1995). As there is no dental sound in Mandarin and the sound /s/, which exists in Mandarin, is similar to /θ/, Lydia assimilated /θ/ to /s/, the sound that she was

familiar with. Knowing this, I suggested she practice producing the dental sounds by finding the right place for the tongue and also compare the two sounds to spot the differences and improve her phonological awareness. In this case, I used knowledge of Mandarin and English as well as SLA theories to understand how the learner perceived and produced certain sounds, what difficulties there might be and how I could further support her language development.

In terms of semantics and grammar, Lydia's lack of skills in productive language compared to receptive language, as well as in oral language compared to written language was identified. To understand the imbalance in her English ability, the English education she received in China was a vital factor to consider. Given the exam-oriented feature of education in China, a lot more emphasis was put on receptive skills like listening and reading, whereas the development of writing and speaking skills was left behind. In such language learning contexts, there was also few opportunities for Lydia to use English for authentic communicative purposes, resulting in her insufficiency of oral productive language skills. Therefore, in order to help with that, I recommended that she tried to increase her meaning-focused language output to transfer her receptive vocabulary into productive vocabulary. Meanwhile, as she was still studying in Germany at that time, chatting with her foreign classmates would be an accessible, stress-free and authentic way to practice her oral language.

The influence of another factor, culture, was demonstrated in the pragmatics aspect of Lydia's ELP. In one of the role-plays where she refused to help an old man buy tickets, she inserted a lot of explanations before clearly stating her point. In the Chinese culture where "faces" are valued, people tend to create a "buffer" before rejecting others. Although this can be

a way to show respect, in some situations the implicit and euphemistic Chinese culture may not be appropriate in Western cultures in terms of pragmatics. To improve her pragmatic language use, my recommendation was for her to understand the cultural differences between Chinese and Western cultures, and to gain knowledge on appropriate language use in different contexts from authentic language input, such as American TV series, movies and music.

Another feature that stood out to me in her language sample was the phenomenon of translanguaging, or code-switching. That is, Lydia mixed the use of multiple languages in her speaking. For instance, when talking about her German proficiency, she said, “I can speak *ein bisschen* [*German, meaning ‘a little’*] Germany, emm, *Deutsch* [*German, meaning ‘German’*].” Additionally, during the casual conversations in the interview, as we both can speak Mandarin, when she couldn’t think of the appropriate English expressions, she sometimes tended to switch to Mandarin. This phenomenon to some extent substantiated the idea that knowledge of different languages coexists in the same place instead of standing alone as separate entities. It also shed some light on the learning process of the learner. Rather than learning a new language from scratch, the learner could in fact benefit from the repertoire of other languages as languages interacted with each other in one’s mind. Just as I have proposed in my teaching philosophy, through the mixed use of languages, learners are able to express their thoughts in a richer way and maximize their understanding of content knowledge (Lewis et al., 2012).

To sum up, this artifact exemplifies how I understood the learner’s language proficiency as well as her language learning process by drawing on knowledge of different languages, theories of SLA and other factors that affected the language acquisition process. Based on the

analysis of the learner's language ability and her language learning, I was then able to provide instructional advices targeting her weaknesses. This could also apply to my future students.

When I get familiar with them both inside and outside the classroom, I could learn how different factors come into play in their language learning and then come up with effective instructions for improvement.

Professional Knowledge Area 2: The Learning Contexts

The second professional knowledge area introduces the learning contexts as another important factor that deserves much consideration in teaching. Different from the context discussed in TESOL domain 4, the learning contexts refer to the place, situation and environment in which students' learning take place and can influence the learning outcomes both positively and negatively. The teacher should make use of the knowledge of learners in the process of building a suitable learning environment to better support students' learning.

TESOL Domain 2: Instructing

This domain of instructing describes the first few things a teacher needs to do in a classroom: creating a supportive learning environment, or learning context, where all students can engage in equal interactions with each other and work towards their learning goals. It serves as the fundamental and guiding principle for the design and planning of following classroom instructions. This idea is closely tied to the practice of promoting inclusiveness and collaboration mentioned in my teaching philosophy. Inclusiveness requires equity and integration (de Jong, 2011), which are prerequisites for building collaboration. The domain also requires the teacher to take into account both external factors, such as events that happen in the bigger environment yet having great influence on learners, and internal variables of learners when setting up instructions. In the analysis below, I will use artifact C, a lesson that I delivered during my practicum, as an example to demonstrate how I construct a caring learning environment and support interactions among students as well as between students and me.

Artifact C. This artifact is a lesson I created for my practicum students in sixth grade.

There are about ten to twelve students in the class and most of them are Spanish bilinguals. The topic for the lesson is narrative writing. I have talked about the elements in a narrative, such as characters, setting, conflict, climax and resolution, in the previous lessons and the main purpose for this lesson is to have students work on short narrative writing in which they describe the characters and setting of the story.

The construction of the learning context in this lesson is composed of two parts. The first is the creation of the caring and supportive environment at the beginning of the lesson. Because of the pandemic of COVID-19, it becomes even more crucial and necessary to attend to students' physical and mental wellbeing, care for their emotional needs and build personal connections with them. In the meantime, the switch to online teaching and learning also poses great challenges to teachers. Learning from what my mentor teacher did in her lessons, I implemented a check-in section at the very beginning, during which time I prompted students to talk about how they felt in that morning and what they did during the past weekend. I also shared a morning affirmation with the students. Because it was their first block of the day, I believe that the small check-in talks and the affirmation together build a supportive and caring environment and helps to cheer students up and prepare them for a productive school day. This practice also aligns with my teaching goal of addressing learners' emotional needs as a component of "individually responsive caring".

The other aspect of constructing the learning context involves promoting high-quality classroom interactions. In order to do this, I planned to do a shared writing with the students. I divided the whole writing process into three steps: 1) identifying the characters and the setting of

the story, which was in the form of a video in order to increase student engagement; 2) listing the details of characters and the setting that we wanted to include in the writing; 3) reorganizing the items in the list and putting them into complete sentences. While collaboration was encouraged and implemented as the foundation of teaching, much emphasis was especially put on the interactions among students in the second step where students were expected to work collectively on a task and were also encouraged to voice their thoughts on what should be included in the final piece of writing.

In the third step, I modeled for students the process of organizing ideas and structuring sentences which was essential for writing. Although my original intention was to have students contributing to the construction of sentences, student-student and student-teacher interactions in step three were somehow limited compared to the second step. This might result from multiple factors such as limited time in class, the virtual learning context and the choice of whole group instruction. But if I were to deliver this lesson again, regardless of time limit, I would pause after the modeling of one to two sentences and have students work individually or in small groups on the organization and writing of following sentences. In this way, classroom interactions could be further promoted, and collaborative dialogues (Swain & Watanabe, 2013) could be formed. In the process of discussing what to include and in what way, students construct meaning together and are more likely to get a deeper understanding of what narrative writing of characters and settings looks like.

Reflecting on this lesson of mine, another thing I fell short of this TESOL domain is that I didn't take students' personal learning goals into full consideration. As I have discussed in the

philosophy of teaching, recognizing learners' strengths and interests can be of great help in motivating their learning. In the case of this writing lesson, one thing I could change is to have students create their own stories and choose what to write about. This could be their homework or asynchronous tasks where they could apply what they have learned in class, or topics of the following narrative writing lessons. By doing this, I could help students see the purposes in learning narrative writing.

Professional Knowledge Area 3: Curriculum

Having built a supportive learning context, the focus of the teacher is then shifted to the planning and delivering of learning contents and subject knowledge, which can also be referred to as curriculum. Curriculum decides what students learn and therefore directly influences whether students can achieve desired learning outcomes. While preparing the curriculum, the teacher not only needs to plan instructions in a way that ensures student engagement and motivation but should also include linguistic contents that would enable learners to use the language for communicative purposes.

TESOL Domain 1: Planning

This domain requires the teacher to plan instructions with the aim of promoting learning and meeting learners' goals. Additionally, it asks the teacher to modify and refine the plans according to learners' needs in order to guarantee learner engagement and achievement. Therefore, planning occurs throughout the teaching process, since learners' demands are evolving over time. In this process, the teacher needs to integrate the knowledge of learners as well as the learning context so as to design appropriate and effective instructions. For this domain, I will use artifact D to exemplify my lesson planning processes.

Artifact D. This artifact is a plan of a storybook read-aloud to second graders. It is the plan of the first reading of the book in a multiple reading assignment. Originally, we were supposed to enter the classroom and read the book to children. But the outbreak of the virus totally disrupted the schedule, and the multiple readings were unfortunately canceled. Nonetheless, the process of planning for reading 1 and revising the plan based on the professor's

feedback is still worth analyzing in this TESOL domain.

It is necessary to note that the goal of the storybook readings is to support learners' language development in terms of aspects like vocabulary and syntax, and to elicit their higher order thinking which features inferential thinking and story comprehension. Therefore, the reading plan is mainly composed of the following parts: rationale for book selection, story introduction, vocabulary support, comprehension support which includes both comprehension asides during reading and discussion following the reading, and topics for discussion across multiple readings.

The book I chose was *Grammy Lamby and the Secret Handshake*, which talks about the relationship between children and their grandparents. This topic is close to students' lives and easier for them to relate to, which could help with the story comprehension to some extent. In terms of vocabulary support, I carefully selected words that I think would be useful and important in understanding the story. For example, I chose the word "bellow", which might be a little difficult for second graders, but it was also essential to expose learners to new words meaning "being loud" in order to promote their vocabulary development. Meanwhile, I also employed a combination of various vocabulary support strategies, such as defining the words, providing explanations within the context, using gestures and pointing and adding variations in the tone. These strategies not only provide multiple ways of understanding a word, techniques like gestures, pointing and change in voice could also help to maintain students' attention and engagement in the reading.

The other parts in the reading plan, i.e., story introduction, comprehension support and

discussion topics across reading, are where the modification and revision of the plan took place.

When introducing the book before reading, at first, I just included the detail that Larry (character in the book) didn't like his grandmother's visit. However, just as the professor suggested in the feedback, it would be better to "save" it for the students to discover during the reading, which can increase their engagement in the story. Telling them about Larry's feelings directly before reading might become a spoiler that reduces learners' interest.

For the comprehension support during the reading, I implemented some questions to encourage students to attend to information in the illustrations and to elicit their inferential thinking. Although this could be beneficial to the development of students' oral language skills as well as higher order thinking, the questions can also interrupt the flow of the whole story, leading to distractions and low level of comprehension. Changing these questions into comments might be an alternative. Comments from the teacher help students understand things deeper and still keep story flowing. In this way, students' attention can be maintained.

As for discussion after the readings, I planned the following three topics in the first place: 1) How do people express their love for their families, and friends and other people they love? 2) How do we treat people we love? What do we do with them? 3) What do people do when others in the community are in trouble and need help? While I was trying to have the students discuss meaningful topics that relate to the story in some way, I failed to notice that students in lower grades might need to start from the elements and themes in the story. That is, they may need to transit from literal questions based on texts and illustrations to inferential questions that require them to integrate information collected from different parts of the book and to relate to their life

experience. The discussion topics offered in the feedback did a great job in closely connecting the discussion with the texts. More specifically, the suggested discussion questions offered plenty of opportunities for learners to look at details in texts and pictures. Additionally, the complexity of the topics grew across the three readings, as the questions following the first reading were more literal and the prompts after the third reading required students to explain their ideas and make predictions.

The planning and modifying process of the reading plan makes me realize the learning difference between young children and adolescents in terms of learning goals, demands as well as methods, and underscores the importance of knowing the students and their needs. Age is another important factor to consider in addition to cultural and family background when planning and implementing the individually responsive caring and teaching mentioned in my teaching philosophy. For young learners, more scaffolding should be provided support their thinking and learning step by step so as to ensure that learners are able to make steady progress. Therefore, it is crucial for me to being responsive and contingent on who the learners are and what their capacities and demands include (Gay, 2010).

TESOL Domain 7: Content

This TESOL domain emphasizes that the content of language curricula should be the language that the learners need in order to participate in oral and written communications about subject matters and contents and to achieve their communicative purposes. Given my theoretical framework, this standard reminds me of communicative language teaching (CLT) which features “the pragmatic, authentic, functional use of language for meaningful purposes” (Brown, 2001, p.

43), and that the goal of language teaching should also include the development of learners' communicative competence. Since communicative competence is composed of not only linguistic competence but more importantly the functional and sociocultural competences (Celce-Murcia et al., 1995), it is vital for the teacher to create and offer abundant opportunities for learners to use the target language for genuine purposeful tasks. In addition to that, the selection of authentic language materials, samples and mentor texts that are useful for learners is another important factor in achieving the goal of CLT. In the following analysis, I will use artifacts E and F to elaborate how course contents can be designed and arranged in a way that promote learners' communicative competence.

Artifact E. This artifact is the lesson created for the complex text video project in the course EDUC 6540. The text I chose to work on for this project is *When the Sea Turned to Silver* written by Grace Lin, and I decided to focus on Chapter 51 in this particular video. With the target learners being middle school to high school students, the lesson was designed to be part of a larger reading project of the whole book, in which learners would be asked to create their own narratives.

There are mainly three things in this artifact that I believe closely align with this TESOL domain as well as my philosophy of teaching. To start with, the form-focused section provides students with language features they need in narrative writing. The focused form, the verb-ing modifier, is commonly used in the chapter as well as in other narratives to provide additional detailed description of characters and to enrich the dialogues. As students in the reading project would be working on their stories and dialogues are essential to narratives, the instructions on

forms enable students to learn useful grammar that they can use to improve their writing piece.

Moreover, time is also offered in the lesson for students to revise their stories and they are encouraged to apply the form they have just learned.

Another critical component of the lesson is the translation activity. Aiming to help students have a deeper understanding of the theme of mortality and immortality, this task requires students to utilize both their L1 and L2 when making sense of the texts. When translating in small groups, students are engaging in translanguaging and metalanguage talks through which they are able to learn new language features and knowledge by negotiating word choices and construct meanings with one another (Lewis et al., 2012; Phillips-Galloway et al., 2019).

Last but not least, the prompts I designed as assignments also serve as great opportunities for students to use the target language in writing and/or speaking. Since the theme related to the questions should have been discussed by the end of the lesson, the oral and/or written production of language would be a meaningful process for learners to organize their thoughts and summarize the learning experience. The communicative feature of the assignment can be further enhanced if students exchange their written products with peers and respond to others' writing.

Overall, this artifact closely relates to the idea of providing authentic and meaningful tasks in my teaching philosophy. The use of an award-winning young adult novel adds to the authenticity of the learning materials, while form-focused instructions, the translation activity as well as the ending assignment offer learners the language they need and opportunities to use the language for communication on subject matters.

Artifact F. While artifact E showcases my efforts to promote communicative language teaching as a teacher, this artifact will illustrate how I come to understand this domain as a learner. This artifact consists of two assignments I completed for the course ENED 6360. Rather than talking about teaching theories and methods, this course focuses on the content of literacy instructions and incorporates a variety of activities and assignments that teachers can use to teach literature and prompt learners to respond to texts. As a language learner myself, I realized through this course how the need to communicate could greatly facilitate language learning.

The first assignment is a QCQC letter written after reading the books for that week, the topic of which was artificial intelligence and technology. In this letter, I was required to include direct quotes from the books, comment on the ideas in the texts, pose some questions and also make connections among the books and with my own experiences. The four QCQC elements ensured that in the writing I extended beyond simple summary of plots and demonstrated how I understood the books. What made the assignment a communicative task was that it took the form of a letter. Compared to writing a regular paper, composing a letter addressing the professor made me feel as if I was talking to someone. Therefore, the letter became an authentic task for me. In order to reach the goals of the task, which was to clearly express my thoughts and opinions on the books, I was motivated to explore my language repertoire and even to learn new expressions.

The other work I did for this course took a different format of a poster. It was one of the ITWS (Image, Text, World, and Self) projects for this course. The poster was the synthesis of a number of multi-genre responses to the text. We were asked to pick a character from the books

read for that week and then create short pieces of texts about the character and the book in various formats which included a one-paragraph summary of the book, a news headline for an event in the book, a series of Tweets, several cinquain poems, nouns describing the character's identity, a map of a key place in the book, etc. All these different genres of responses became great opportunities for me to think, talk and write about the book, which was the subject matter in this course. One of the tasks that I think pushed me to learn more of the language was the creation of cinquains. Writing normal poems in English is already a challenge for me, not to mention cinquains that require me to control the number of words in each line, the form of the words (e.g., -ing, adjective, and noun), and the content of the line (e.g., a four-word phrase that captures feeling). Nonetheless, it was these high requirements that really urged me to take advantage of all I know in the English language and to acquire new knowledge when needed.

Looking back on the requirements and contents of the two assignments, I think one thing in common across the two is that fluency is often prior to accuracy, which matches with another feature of CLT (Brown, 2001). In the QCQC letter, the need to make the reader understand and resonate with my ideas put more emphasis on the fluency of writing. In addition, sometimes not being too picky on the accuracy of the language could support the flow of ideas in the letter, which I believe was more important than ensuring the whole letter grammatically correct. As for the ITWS poster, the multiple genres, such as Tweets and poems, had already to some extent lowered the requirements on accurate language forms. Rather, the goal was to effectively convey my interpretation of the character and the book to the audience, which was more content-oriented.

The two work in this artifact as well as other assignments in this course not only help me understand through my own experience that language learning occurs when there are genuine communicative purposes. More valuable things I have learned from this artifact as a teacher are the diverse, innovative and interesting ways of creating opportunities for learners to use the target language for their own purposes, especially in terms of literature reading and learning. I believe I can adapt many of the activities in my future classrooms so that my students can have alternative ways of demonstrating their learning while engaging in meaningful conversations with one another.

Professional Knowledge Area 4: Assessment

Assessment is a crucial element to consider both after instructions have been implemented and when the teaching is taking place. Assessments can target learners (e.g., their psychological condition, and level of acculturation), the learning context as well as the content knowledge of the curriculum. Through the analysis of the information collected from the assessments, teachers can appropriately and effectively modify the curriculum and improve their teaching approaches.

TESOL Domain 3: Assessing

This TESOL standard asks the teacher to be able to gather data about learners and their performances through assessments and then interpret and analyze the information to inform immediate responses to learners as well as the planning for future instructions. By doing these, the teacher can then promote the continuous intellectual and linguistic development of learners. Assessment basically can take any form. It can be in traditional forms like quizzes and tests, in which case it would be often necessary for the teacher to involve students in determining what will be assessed. Or it can be very informal because the teacher may assess a learner by simply taking a mind note during teaching. In addition, it is also important to provide constructive feedback to learners based on the results from assessments so that learners themselves can also have control over their learning. Next, I will use artifact G to demonstrate how I assess learners in practice.

Artifact G. This artifact is a set of slides used in a fifth-grade phonics lesson during my practicum. Delivered through the platform of Nearpod, this lesson was a review of the four

vowel teams, i.e., ai, ay, oa, and oe, which had been taught to the class over the past few weeks.

Part of the lesson was later used for the rehearsal assignment in EDUC 6540, for which I would teach the lesson again to my colleagues as if they were my students.

The lesson can be divided into two major parts: review and practice. In the review section, I first had the students recall the sounds that the four vowel teams produce. When doing this, I was already conducting assessment about how much the students were able to remember from previous classes and what were their weaknesses. Knowing that, I might adjust my instructions a little and put more emphasis on the vowel teams needed to be reinforced during the rest of the lesson. After the knowledge check, I reviewed with the students the vocabulary under each of the four vowel teams along with pictures.

Then came the practices. I prepared three activities for students to interact with the vowel teams and the target vocabulary. I first took advantage of the features of Nearpod and put together a game, in which students needed to match the words with the pictures. At the end of the game, a ranking based on scores were shown to all. This was in its essence an assessment of the vocabulary. However, because as the teacher I could not see which answer each student chose for each item and there was not enough time for me to go through the questions, I provided little, or even no constructive feedback on students' performances in this activity. I simply mentioned those who ranked top three and then moved on to the next slide.

In the second practice which focused on words in teams ai and ay, students were asked to drag the pulled-out words into the right place based on the text that I read to them. For the last activity targeting oa and oe words, students needed to spell the words out to complete the

sentences. The sentences were read to them while they also had visual supports of pictures.

Assessment of students' knowledge on the vowel teams and their corresponding sounds was also taking place during both activities. But again, in these two activities, I failed to provide enough feedback because the clock was ticking, and I felt the pressure to finish everything before the period came to an end.

Reflecting on the whole lesson, although the goal was for students to review previous contents and for me to assess how much progress they were making, I didn't quite manage to use the information about learners' performance to improve my teaching "on the spot" or offer enough constructive feedback regarding how learners could further improve. The limitations brought by online teaching also made it even more difficult to check on individuals to learn how they felt about the activities and where they might struggle. As a result, I decided to do part of this lesson, including the vocabulary review, the game and the spelling practice, again for the rehearsal assignment, seeking the chance to both improve my teaching and get some advice from colleagues. During the rehearsal, as time was sufficient, I was able to pay attention to everyone's answers in the spelling tasks, comment on some of the errors, and also draw learners' attention to some key points that could be confusing.

Although in the rehearsal I was able to make some improvements in terms of using assessment data to provide immediate feedback, there are still other things I can do to better my teaching. First, I can add a review of the game. Apart from praising those who perform well in the game, I can also ask other learners about what words they still have problem with, so that I can provide more help on those. The review after the game also gives students some time to

reflect on their own learning, making the gamified learning experience more productive.

Additionally, for activities two and three, I think it would be helpful to let the students know

what the focuses are, that is, which vowel teams are practiced and assessed in each activity.

Having a clear learning goal can really help learners monitor their learning and make the activities more purposeful. Furthermore, it is also possible for me to use the information about students' performance in this lesson to inform future teaching plans. If I were to have the same group of students and continue teaching phonics, it would be helpful for me to reflect on where the students needed more support and incorporate that information into planning of the following lessons. For instance, I could analyze the errors students made in spelling and summarize some spelling patterns, such as oa is usually in between consonants (toad, moat, etc.) while the oe vowel team is usually at the end of a word (doe, toe, etc.). This could help students differentiate between the two vowel teams that share the same long /o/ sound.

However, given my theoretical inclination, this artifact seems to fall short in terms of the authenticity of learning activities. Though the activities required different language abilities such as listening, reading and spelling, they seldom occurred in real life as genuine, purposeful communicative tasks. One thing I could do to increase the authenticity of learning is to consciously draw students' attention to the vowel teams and spelling patterns that appear in their daily life. When learners see how the learning contents can be connected to language they use in daily communications, they might realize the purpose of learning and demonstrate more aspects of their linguistic abilities actively. Based on the more comprehensive performance of learners, I could then learn more about their needs and provide more constructive feedback to learners.

Applications to Practice: Implications and Future Considerations

Having closely examined some of the work that I have done over the past few semesters, I believe it is necessary and conducive to return to my theoretical framework of teaching developed at the beginning of this capstone. Consisting of three main parts, my teaching philosophy plays a significant role in guiding the design, implementation and reflection of my teaching practices. In this section, I will first discuss how the components of my teaching philosophy have been demonstrated in the previously analyzed artifacts and where I found it challenging to bring the theories to life. Then I will look into the future, anticipating the potential problems I would encounter in future teaching contexts while considering how I could continue to grow as a teacher.

The first major idea in my teaching philosophy is constructing an inclusive and collaborative environment for teaching and learning. Supported by de Jong's (2011) principles of educational equity and integration as well as the theory of constructivism, inclusiveness and collaboration constitutes the foundation of my future teaching. Through this idea I recognize the significance of constructing an ideal and supportive learning environment for learners. As a result, this part of my teaching philosophy is largely exemplified in Professional Knowledge Area of learning contexts. In Artifact C that I analyzed under this PKA, I emphasized two aspects of the construction of learning contexts: implementing small check-in sessions at the beginning of the lessons and promoting collaboration in the classroom. Although the virtual teaching and learning has been one of the biggest challenges for me while I try to implement student-centered constructivism teaching, it further prompted me to try various tools and to explore different ways

of teaching.

The second component of my teaching philosophy, knowing my students' resources and needs, features several theories including Funds of Knowledge (Moll et al., 1992), translanguaging and culturally responsive caring. In addition to the family knowledge students bring to the classroom, I value their L1 literacy a lot in language teaching. Meanwhile, being responsive to learners' needs in different contexts, establishing personal connections with students, and acknowledging their various academic potentials are also vital steps in the process of knowing my students. Since the knowledge of learners (Professional Knowledge Area 1) lays the foundation of the construction of learning contexts (Professional Knowledge Area 2) and the preparation of curriculum (Professional Knowledge Area 3), this part of the teaching philosophy lived out in several artifacts. For example, in artifact B under TESOL domain 6, I described the phenomenon of translanguaging in Lydia's oral language samples, which further encouraged to me to enact the practice of translanguaging in teaching and create more opportunities for learners to employ their L1 knowledge. Such opportunities were shown in artifact E under TESOL domain 7, where I incorporated translation tasks in a literature reading lesson to help students gain a deeper understanding of the theme. In addition, artifact D under TESOL domain 1, which was a storybook reading plan for second graders, helped me recognize how multiple learner factors, such as age, could result in diverse learner needs, and that as the teacher I need adequate knowledge about individual learners in order to support their learning at my best.

The last section of my teaching philosophy guides my language teaching in a more detailed way and includes providing authentic materials and meaningful communicative tasks.

Aligning with communicative language teaching (CLT), this section emphasizes the development of learners' sociocultural and actional competences in addition to the traditionally prioritized vocabulary and grammar knowledge (Celce-Murcia et al., 1995). As this part of the teaching philosophy concerns the contents of teaching, it was best represented in TESOL domain 7. In artifact E under this domain, I not only attended to the authenticity of teaching materials through the use of the award-winning young adult novel, but also implemented several learning activities, such as analyzing the language form of verb-ing modifier, translating theme sentences, and responding to prompts in written or oral language after discussions, that offered students various chances to use the language for communicative purposes. Regrettably, I failed to enact authentic language learning in artifact G under the professional knowledge area of assessment, which requires authenticity of learning materials and tasks as well. For future improvement, I will look for connections between learning contents and learners' lives to help learners' see how language learning can benefit them.

Looking ahead, I also have some concerns over my future teaching in the Chinese EFL context. For instance, how can I resolve the potential conflict between learners' own goals of language learning and my teaching philosophy? As in China, a large proportion of learning occurred in K-12 settings is exam-oriented and values high scores, it could be a great challenge for me to balance between improving students' performances in tests through the teaching of linguistic features and developing students' overall language capacity through communicative language teaching and student-centered instructions. While navigating through this dilemma, I believe it is essential to first frequently communicate with my future colleagues and mentors to

share teaching experiences and ideas. I also plan to seek collaboration across subjects so that the authentic and meaningful learning can be promoted. It can also be helpful to keep in touch with current colleagues from the ELL program since some of them would return to China to teach and might encounter similar problems.

Apart from cooperating with teachers in the same school or company, I also find it possible and beneficial to learn from other schools and institutions through social media such as the official accounts in WeChat. Sometimes schools post their recent teaching projects in their accounts and that would be great opportunities for me to learn how other teachers make such programs possible and what their strengths are and also reflect on what are some aspects that can be further improved and how I can adapt those into my own teaching context. For example, the official account of Shanghai World Foreign Language Academy (WFLA) recently posted articles about the reading project of *Wonder* implemented in the eighth grade of the school. What stood out to me in this project were the diverse opportunities for students to show understanding of the book and respond to the texts through a variety of formats such as posters, poems and even music. These multimodal creation activities, especially the rewriting of lyrics, encouraged students to connect the book with their own experiences, thus deepening their understanding of the theme as well as enriching the reading experiences. Since my intended learners in the future are also middle school students, such a reading project would be of great help for me when I consider my own curricula. It not only shows what other experienced educators are working on, but more importantly, reveals the potentials of students. Additionally, from the articles, I found another useful official account run by the English teaching team of WFLA, where more

innovative programs of English teaching and learning have been posted. Apart from WLFA, I will also check official accounts of other elementary and secondary schools (e.g., Shanghai HD Bilingual School) to look for learning opportunities of teaching practices.

Another important concept that I plan to further explore in my future teaching is digital literacy. I am currently taking a class on teaching digital literacy in my last semester at Peabody and I believe that digital literacy will be an important aspect to consider when it comes to the language teaching for my future students. Being digital literate encompasses more than being literate in the traditional sense (i.e., in print media), and poses great challenges on learners to be able to navigate the digital world, be mindful of what they do with and what they receive from the Internet, produce contents across a variety of media, and also sharing digital contents with others (Turner & Hicks, 2015). As nowadays adolescents are having access to an increasingly diverse and complicated contents online and outside the classroom, it is necessary and vital for me as a teacher to acknowledge and acutely aware of the challenges learners might face as well as the potential learning opportunities they encounter. For me, teaching digital literacy not only means teaching students how to use certain applications and tools for schoolwork. More importantly, I will need to teach them critical skills and strategies with which they will be able to recognize by themselves how some of the digital contents can be used to promote their learning and achieve other purposes.

Connecting digital literacy with my teaching philosophy, I believe that the authenticity and meaningfulness of learning materials and activities is further emphasized. Because the digital world is where people from all over the world are connected, authentic contents and tools

are needed for students to understand the implications of being digital literate and learn how to engage in consuming, creating and communicating digital contents. The concept of digital literacy also extends the funds of knowledge of learners: what they view online and their interactions with other people through the Internet all become part of learners' unique experiences and can have an influence on their identities. Because of the evolving nature of technologies, I will also need to keep learning about the new tools and trends in the digital world so that I can better understand my students and incorporate those features in my lesson planning.

To sum up my experience at Peabody, I have not only learned about research and theories of teaching English Language Learners, but also have been offered opportunities to explore various directions in teaching. It is through the process of learning and practicing that I realize the importance of constant learning and development for teachers in order to better support learners in this rapidly evolving world. On top of that, the most valuable thing that I learned at Peabody is a teacher's way of thinking which always prompts me to think about the possibilities of turning everyday activities into learning opportunities for students. This is, I believe, something essential for me to become a motivated and innovative teacher in the future.

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Appendix

Artifact A: Community Literacy Project

This artifact is created for the course EDUC 6520: Foundations of Emergent Bilingual Education. In this project, I investigated the community literacy of a Chinese ethnic minority, Gelao, through an interview with a local English teacher and online research.

Community Literacy Project: Chinese Ethnic Minorities

China has long been a multi-ethnic country. Currently, 56 ethnic groups are recognized in China, including the majority, Han, and 55 ethnic minorities. According to the sixth national census, about 8.4% of the national population are constituted by ethnic minority groups (National Bureau of Statistics). The population of minorities groups are also growing fast over the past decade, with an increase rate of 6.4%. The minorities are primarily located in the south, west and north of China. The minorities live in compact communities in ethnic autonomous areas such as Xinjiang, Tibet and Guangxi. While at the same time, there are also many Han people living in those areas, which leads to the mixed residence of Han and minorities. Depending on varying circumstances of different regions, the proportions of minority people in the total population may differ. This paper investigates the community literacies and secondary education of minority students in Daozhen (Gelao & Miao) Autonomous County in Guizhou, and Shanghai, and considers instructional implications for teaching ethnic minority students in both settings.

Basic information of Daozhen and the Gelao people

Guizhou, a province in the southwestern part of China, has a large population of ethnic

minorities: 36.11% of the total population of the province are composed of 17 different minorities groups (Guizhou Statistical Yearbook, 2018). Daozhen (Gelao & Miao) Autonomous County is located in the north of Guizhou and has a population of 350 thousand, half of which are Gelao people (Daozhen government, 2019). Due to factors such as poor infrastructure and geographical conditions, Daozhen is a key county for poverty alleviation work in China. In 2015, there were 35.9 thousand people living in poverty and the poverty rate was 11.6% (Xiao, Qiu & Mei, 2019). Although China's efforts to shake off poverty have achieved some success, Daozhen still has a long way to go in order to completely get rid of poverty.

As the majority dwellers in Daozhen, the Gelao have a rich history which can be traced back to the Qin Dynasty in around B.C. 200 (Tian, 1980). Their ancestors, the Pu or Lao people, were the aborigines in Southwest China (Zhou & Yang, 2019). They established the Yelang Kingdom, which used to have strong political, economic and military power. With such a long history, the Gelao people also have unique and various ethnic cultures. As national and provincial intangible cultural heritage, customs and cultural events such as the Nuo opera, Sanyaotai (a form of banquet) and playing Miejidan (an ethnic sport), have significant values to the Gelao people (Daozhen government, 2019). For example, the Nuo opera as a ritual event of exorcism and praying for good life, connects the religious and secular life of the Gelao (Luo, 2019). Playing Miejidan not only helps the Gelao build stronger bodies, but also promotes the sense of identity and internal cohesion in the Gelao people (Cao, 2012).

At the same time, the Gelao people have long been influenced by the Han culture, since emperors from the Central Plains expanded their ruling to the southwest part of the nation.

Although the Gelao were able to develop harmoniously with the Han in Sui, Tang, Song and Yuan Dynasties, since Ming and Qing Dynasties the Gelao people suffered from wars as well as cultural repression. As a result, the Gelao are gradually losing their ethnic identity and culture.

Interview with a teacher in Daozhen

In order to learn about the minority groups' education in this poor county with a majority of Gelao and Miao people, I had an interview with Rong Tan, an English teacher in a junior secondary school in Daozhen, through WeChat. In Rong's class, all students are minorities, either Gelao or Miao. According to Rong, the students get some knowledge of their own ethnic culture, such as some special customs, activities and festivals, from their family members. However, they are to some extent assimilating with the Han. They wear similar clothes and eat similar food as the Han people. Although both Gelao and Miao have their own languages, the students cannot speak them. In everyday life, the minority students speak Chinese and use Chinese characters. When it comes to the teaching of minority students, Rong admitted that she did not take minority cultural differences into consideration. I am not surprising to that because under the trend of assimilation into the Han, minority children are losing their ethnic features. As a result, the teaching does not seem to need special modification.

In the interview, another thing Rong mentioned that caught my attention is the underachievement and stratification in English of minority students. Even though students started learning English in the third grade, some students still cannot remember the English alphabet when they enter the seventh grade. While there exist low-achieving students, there are also students who can get 140 out of 150 points in exams. When asked about the possible reasons for the phenomenon,

Rong noted that in elementary schools there, English is not graded, which may result in low-quality teaching and the underachievement in English. Also, it may be attributed to the lack of self-confidence of students. Students who have low scores do not think they can do any better, and they put little effort as well as attention in the learning. “They just think they have poor foundation knowledge, so they cannot complete the tasks”, Rong added. Many students consider themselves not suitable for and capable of learning, and therefore do not continue their study in high schools. After graduation from middle schools, some students go to vocational schools while others directly go to work. There are also drop-outs in Rong’s school.

Instructional implications for teaching in Daozhen

Although Rong has tried helping underachieving students by increasing individual instruction time and introducing good learning habits to them, little change has been seen. As far as I am concerned, it is important to first increase students’ interest and engagement in learning. To do so, teachers can integrate ethnic minority students’ cultural and community literacies into the classroom (Jiménez, Smith, & Teague, 2009). Rong mentioned in the interview that her students often browse short videos on apps like TikTok and Kwai. Since the students are attracted to these kind of short videos, teachers can add relevant short videos in classes to facilitate content teaching. For example, in the physics class, the teacher can first play a video in which someone tried to fly across a gap on a bicycle and failed in a funny way. After the students all laugh happily at the video, the teacher can get them to think about the reason why the person in the video failed, which can serve as an introduction to the teaching of parabola. Videos about Chinese ethnic groups can be used as complementary materials in ethnic education as well to provide students with more

knowledge about ethnic diversity in China.

Teachers can also use such apps in the other way around: having students make their own videos. Teachers can ask students to make a small video about their own ethnic groups in order to help preserve their culture. Teachers need to shoulder the responsibility to bring more minority cultural elements into classrooms and protect the ethnic variety in the country when minority students are gradually becoming the same as the Han. When preparing for the video, students actively search for more information about their own ethnic groups from various sources. In order to make the video attractive to other people, students may also need to consider how to demonstrate the essence of their cultures in an interesting and impressive way. It is during the preparation process that minority students gain a deeper understanding of ethnic cultures as well as improve their ability to gather and integrate information.

Apart from promoting students' engagement in learning, teachers also need to increase students' confidence in themselves in terms of their academic achievement. Even though some students may perform badly on school work, teachers cannot lower expectations on them. Teachers need to believe in students' ability, being demanding, yet supportive and encouraging to students (Gay, 2010). With high expectation towards students, teachers will be motivated and provide more quality learning opportunities to students. When students practice, apply their knowledge and finally get better grades, their self-confidence increase.

Implications for teaching minority students in Shanghai

Compared to Guizhou Province, Shanghai has a much small group of minorities. In 2010, only 1.2% of the total population is composed of ethnic minorities (Shanghai Statistics Bureau, 2011).

Although there are schools in which the majority of students are minorities, such as Shanghai Huimin Middle School, it is still possible that some minority students choose to study in normal schools with a majority of Han students. Thinking about how to integrate minority cultures into Han-dominant classrooms is of great importance.

Since there are only a few literacy artifacts in the minority community, teachers should try to explore the Funds of Knowledge of minority students (Moll et al., 1992). Depending on the level of minority students' knowledge about his/her own culture, teachers can adopt different teaching strategies. If the student knows much about the ethnic culture, the teacher can frequently involve him/her in the sharing of knowledge in various contexts. Thus, not only the minority student can feel valued, but other Han students in the class can also learn about the diverse ethnicity in the country. Nonetheless, if the minority student has been greatly assimilated into the Han majority, the teacher needs to add ethnic-related contents into classes so as to increase the cultural awareness of all students, especially minority students.

Conclusion

Whether it is in Daozhen or Shanghai, the education of minority students needs to take students' Funds of Knowledge and community literacy into consideration. Due to the phenomenon of assimilation into the Han majority, maybe minority students know little about their culture and few literacy pieces can be found. Then teachers should be able to realize the need and bring more minority-related contents into the classroom.

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Appendix

Picture 1: Lion dance on the high platform



Picture 2: The Nuo opera



Picture 3: Playing Miejidan



Picture 4: Ethnic Culture Garden in Shanghai Huimin Middle School



Picture 5: Shanghai Gongkang Middle School, an ethnic school



Artifact B: SLA Case Study

This artifact is the final case study report for the course EDUC 6530: Educational Linguistics & Second Language Acquisition. The purpose of the case study was to examine the language development of an English learner.

Final Case Study Report

Introduction

Background Information of the Participant

Lydia Wu, 22, is born and raised in Shanghai, China. In China, she received her K-12 education and obtained her bachelor's degree in accounting. Currently, she is a graduate student in the program of Global Master of Finance at Washington University at St. Louis and WHU Otto Beisheim School of Management in Germany. After two months' study in the US this summer, she is now taking classes in Germany.

Lydia speaks Mandarin as her L1 and can speak some Shanghai dialect. She has been learning English as her second language for over 16 years. Apart from learning English in classrooms, Lydia also finds watching English TV shows and movies and listening to English songs beneficial to her English language learning. She obtained an overall score of 7.5 in IELTS. However, she explained in the interview that although she can communicate with and understand others in daily conversations, she still has trouble understanding the academic terms in her field.

At present, she speaks Mandarin to her Chinese classmates every day, and takes classes in English. Meanwhile, she also has access to other languages such as German, Japanese and Korean.

She took German classes in level A1 at WHU. Although she now lives in Germany, there is not much opportunities for her to speak German. Only some greeting words and phrases are used in her daily life. Due to her great interest in Japanese animation and Korean pop culture, Lydia has received a large amount of input of Japanese and Korean from TV shows and music. By imitating the languages she has heard, she is now able to say some simple words and sentences in both languages.

Contexts of Oral and Written Language Samples

A total of three oral language samples are analyzed in this case study. The first two oral samples are collected from an interview with Lydia through Skype. In the interview, we talked about her experiences in learning English as well as her contact with other languages. Then we did several role-plays to elicit her pragmatics skills. Because Lydia and I have been close friends for a long time, the interview was more of a casual conversation between us. When she cannot think of the appropriate English expressions, she may tend to switch to Chinese more frequently than in real situations. The third oral sample is elicited through an expository task, in which Lydia introduced the card game Uno. Because this sample is sent to me by Lydia in the form of a recording, she may have had much practice before recording. Therefore, her language demonstrated in the third sample may also be slightly different from the language she uses in everyday life.

Two writing samples are collected for analysis. One is a persuasive piece in which Lydia discusses the advantages of free public Wi-Fi. The other sample is a project report which is one of Lydia's assignments in her graduate program. This sample can be very useful in analyzing Lydia's

academic language abilities.

Sociocultural Factors Influencing English Language Proficiency

One important factor that has great influence on Lydia's English language proficiency is the English education she received in China. Due to the examination-oriented culture in China, instructions on the English language focus more on language knowledge such as grammar and vocabulary. However, the development of oral language abilities is often given much less attention. As Lydia has mentioned in the interview, reading and listening comprehension is often practiced in schools while there is less practice for writing and speaking. In addition, Lydia actually had limited opportunities to use English outside English classes, especially to speak English with native speakers. Most of her English language input in school came from teachers who are Chinese, which may affect her English pronunciation in some way because the teachers may have accents themselves.

Lydia's experiences of studying and living in foreign countries can also have some effect on her English proficiency. Because she needs to communicate with professors, foreign classmates as well as other people in her daily life, such as shop assistants, bank clerks and doctors, her basic interpersonal communicative skills (BICS) in English can definitely improve (Cummins, 1984). Taking professional classes can help her develop her academic language proficiency by exposing her to academic vocabulary and expressions.

Moreover, Lydia's English proficiency can be influenced by her L1 Chinese as well as the Chinese culture. While her good literacy in Chinese can help her organize complicated discourses in English, she may sometimes have difficulties in producing certain sounds in English because

these sounds do not exist in Chinese. The implicit and euphemistic Chinese culture may affect her pragmatics skills in English because she may talk in a way that is appropriate in China but is strange in the US.

Analyses of Learner's Oral and Written Language Abilities

In this section, the oral and written samples will be used to analyze Lydia's English language abilities from four aspects. First, I will look at how well Lydia is able to produce the various sounds in English. Then the analysis will proceed to the word level by focusing on her vocabulary and word choices in oral and written English. Next oral sample 3 and writing sample 1 will mainly be evaluated from the perspectives of morphology and syntax, so as to reveal her grammar ability at both word and sentence levels. Lastly, her pragmatics skills will be examined by finding out to which extent Lydia is able to effectively modify her use of language in different contexts provided in role-plays. In each part of the analysis, strengths and areas of improvement will be discussed so that instructional recommendations for further English development can be made accordingly. As Lydia is already a graduate student, the recommendations will mainly focus on the things she can do by herself to improve her English ability. Following the detailed analyses, an overall assessment of Lydia's English language proficiency will be given in the next section based on the second language acquisition (SLA) chart.

Phonology Analysis

Generally speaking, although Lydia has an accent in her English, it is easy for listeners to understand what she is trying to express. Lydia actually has some strengths in her pronunciation.

First, when she says a group of words as a phrase, she omits the voiceless /t/ at the end of some words. It is similar to what native speakers do when they speak fast. There are three examples of this omission: /sɒʊ aɪ θɪŋk ðɪsɪz nɒ ðə pɔɪnt/ (So I think this is not the point.), /aɪ hɜːrd ə'baʊ ðæt/ (I heard about that ...), /'grædʒʊe 'stu:dnts/ (graduate students). In these three sentences and phrases, Lydia omitted the voiceless /t/ from 'not', 'about' and 'graduate', which helped her speed up her speaking without damaging listeners' comprehension. She may have picked up this skill when she watches English TV shows and tries to mimic the way native speakers talk. Lydia is also somewhat consistent in pronouncing the words that have two different pronunciations in British and American English. For instance, she pronounces the words 'chance', 'class', 'answer' and 'fast' as /tʃɑːns/, /klɑːs/, /'ɑːnsə/ and /fɑːst/. She keeps using the British pronunciations, which can be attributed to the English education she received in China. To some extent, it also helps listeners to process Lydia's language because they do not need to switch between American and British styles of English.

In terms of the weaknesses in Lydia's pronunciation, she needs to pay attention to consonants as well as vowels. One of the challenges for Lydia concerns the production of the voiceless dental fricative /θ/. When saying words like 'thirty', 'three' and 'thousand', she replaces /θ/ with /s/. So the words she produces sound like /'sɜːrtɪ/, /sriː/ and /'saʊzənd/. This phenomenon can be explained by the Perceptual Assimilation Model (PAM) (Best, 1995). Because in Chinese there is no dental sounds, when Lydia encounters the consonant /θ/, she assimilates the sound to /s/, which exists in Chinese. When it comes to the pronunciation of vowels, Lydia has problems in producing the high front vowel /i/ at the end of words. She pronounces 'thirty', 'Germany' and

‘ability’ as /'sɜ:rtɪ/, /'dʒɜ:rməneɪ/, and /ə'bilɪteɪ/. In these cases, her mouth opens more than it should be. Since Chinese has the /ɪ/ sound, the reason for this problem may lie in her previous experiences (Phillips Galloway, 2019b). Maybe her English teachers used to pronounce the words in that way, or it is just her habit to open her mouth more when speaking.

Instructional recommendations. In order to improve the pronunciation of /θ/, Lydia needs more practice in producing dental sounds by finding the right place for the tongue. She also needs to pronounce the whole word, so that she can learn how to integrate the sound in a specific word. When encountering words with /ɪ/ at the end, Lydia needs to improve her phonological awareness and compare what she produces with standard pronunciations. In this process, both her receptive and productive skills are practiced. Considering her experiences with other languages like German, Lydia can also compare the sounds in English, German and Chinese, which helps connecting her knowledge about different languages.

Semantics Analysis

To understand Lydia’s semantics skills, I will focus on the types of words she uses and the lexical variety in writing sample 2 and oral sample 2. One of Lydia’s strength in semantics concerns her use of academic words and expression in academic writing assignments. In writing sample 2, which is a research report, some nouns with professional meanings in the field of economics and finance, such as “volatility”, “stocks”, “portfolio”, “market” and “fund”, are frequently used. As Lydia is required to analyze the data on the performances of stocks, some words that are commonly-used in statistics, such as “significantly” and “annualized” also appear in her writing. In contrast, in her oral English, the sorts of words used are much easier and commoner. A lot of

common words are used. For example, pronouns like “you” and “I”, prepositions like “in”, “and”, “but”, “about” and “very”, as well as some common verbs like “think” and “speak” occur in high frequency in her speaking. As we were discussing the topic of different languages, several languages (e.g. English, Chinese, German) and some vocabulary in linguistics (e.g. vocabulary, grammar) are also used. In addition, long words such as “graduate”, “attention”, “summarize”, “converting” and “electronic” can also be found in the oral language sample. But these words only occur occasionally.

In terms of lexical variety, Type-Token Ratio (TTR) is calculated for both writing and speaking samples. Of the total of 261 words in the writing sample, 122 different words are identified, which leads to a TTR of 46.7%. As for the lexical diversity in her oral English, a TTR of 45.17% is calculated, with 117 different words in a total of 259 words. Therefore, from the low TTRs, it can be implied that the Lydia still needs to improve her ability to utilize various words in both oral and written languages. Although Lydia may be able to understand difficult articles with complicated words, her productive skills of diverse vocabularies are insufficient. One possible influencing factor on her semantic skills is her first language, Chinese. There is some negative transfer from her L1 to English (Yule, 2017). In Chinese, repetitions in the uses of words are very common and are even praised sometimes. However, in English, people use synonyms and similar expressions to avoid repetition of words. Additionally, EFL education in China often have student connect English words with corresponding Chinese explanations. As a result, when Lydia tries to express in English, she may tend to translate her thoughts from Chinese using the same words.

Instructional recommendations. First Lydia will need to further develop her academic

vocabulary. Considering that she majored in accounting during undergraduate study, she may have already accumulated some professional content knowledge in finance. As discipline-specific vocabulary is closely related to the content knowledge, she can build on her existing subject knowledge when learning new words (Coxhead, 2016). She can refer to textbooks that in Chinese and build connections between what she has learned in Chinese and various English expressions of similar ideas. She can also turn to professors for help by asking for feedbacks on her use of academic language in addition to the contents.

Two of the four strands in Nation's (2007) vocabulary instruction program can be adopted to help develop Lydia's general semantics skills. First, she needs increase her meaning-focused language output to transfer her receptive vocabulary into productive vocabulary. In current situations, she has plenty of language input as well as opportunities to practice. She can start from chatting with her foreign classmates. As for academic language, writing can be more helpful for her because she will have more time to consider the use of words. After she becomes more familiar with academic words, she may be able to add these vocabularies into academic speaking situations, such as in-class discussions and presentations. By doing these repeatedly, the fluency-focused practice in Nation's program is also achieved.

Grammar Analysis

Morphological ability. To assess Lydia's morphological ability, I calculate the numbers of morphemes per words for both the oral sample and the persuasive writing piece. In the oral sample, there are 222 morphemes in a total of 192 words, which results in an average of 1.16 morphemes per word. However, if words that serve more as fillers, such as "and" and "so", are not counted as

morphemes, there are only 214 morphemes left and the average number of morphemes per word drops to 1.11. In her spoken language, Lydia mainly uses free morphemes and inflectional morphemes. Some derivational morphemes (e.g. –al that creates adjectives, –er that transforms a verb into a noun) also appear in her speaking, but they are less frequent. Lydia is also able to use contractions (e.g. “it’s” and “can’t”) naturally and correctly in speaking. Nonetheless, it is worth noting that Lydia’s spoken language is morphologically simple, with most words having no more than two morphemes. In her written language, Lydia produces an average of 1.26 morphemes per word, with 308 morphemes in 245 words. The words in the writing sample are diverse and complex. Words like “dependence”, “redistribution”, and “cooperation” demonstrate a frequent use of nominalization in writing. Lydia also creates adjectives with several words to convey more complex meanings. For example, in phrases “a better-connected society” and “a more technological advanced city”, though there may be some grammatical errors, the attempts show that Lydia possesses some high-level morphological skills in writing.

Syntactic ability. Lydia’s syntactic abilities vary in her oral and written language. In her oral English sample, the sentences are relatively short and simple. Since the task is to introduce a game, she uses some short imperatives and several “if” clauses to explain the rules. For instance, she says, “If you have functional cards, just follow the rules.” However, despite the use of clauses, the sentence structure remains simple. Lydia also uses other kinds of clauses, but there may be some grammatical errors. In the sentence “There are several special rules you need to pay attention”, an attributive clause is used but the preposition “to” is missing. In terms of linking words, Lydia uses a lot of “and” and “so”. These words do not contribute much to the meaning and

tended to function as fillers. When it comes to writing, sentence structures are more complicated. Instead of using the basic subject-verb-object structure all the time, Lydia sometimes puts a prepositional phrase at the beginning of a sentence (e.g. “With the increasing dependence on the internet, people appeal to have free access to wireless internet in public spaces.”). In the following example: “Providing Wi-Fi gives everyone equal access to a broad range of information, including health advice, job opportunities, and online education”, a gerund phrase is used as the subject while the participle “including” is used to add more details. Lydia also tends to use more linking devices in writing. Logical linking words and phrases, such as “first”, “moreover”, “on the other side”, “therefore” and “all in all”, make the reasoning more logically coherent and cohesive. Lydia also uses the words “user” and “consumer” interchangeably to avoid repetition.

Global grammatical ability. In general, Lydia has stronger grammatical skills in written language than in spoken language. In writing, Lydia produces more morphemes per word, use more difficult and diverse words as well as sentence structures, and pays more attention to coherence and cohesion of her language. It is not surprising since when she was learning English, there was few opportunities for her to practice speaking. Meanwhile, there are few grammatical errors in both her oral and written samples. This can be attributed to the English language education Lydia received in China, where more focus is put on language points such as grammar rules (Yan, 2012). Lydia also engages in academic writing, in which she needs to describe data analysis processes and results. Her morphological performance is in fact good as she frequently uses difficult, professional vocabulary. However, she still needs to improve her syntactic skills. In writing sample 2, almost all sentences’ subject is “we”, which can be a huge problem in academic

writing. According to the Linguistic Interdependence Hypothesis (LIH), as in Chinese “we” often serve as subject, her English syntactic skills are affected accordingly (Phillips Galloway, 2019d).

Instructional recommendations. From the complex words used in writing sample 1, it can be observed that Lydia in fact have mastered plenty of morphological skills. She is able to identify and use diverse affixes as well as bound morphemes. The morphologically simple oral language can be resulted from Lydia’s limited productive vocabulary. Therefore, the focus will still be on the development of vocabulary.

For the improvement of syntactic skills, especially in terms of academic language, Lydia needs to connect practices closely with meaningful and engaging contexts (Crosson & Lesaux, 2013). First, Lydia will need to read more professional papers and reports so as to get familiar with the language styles in the financial field. With sufficient input, she can then try to write and speak in academic settings by imitating the styles she has observed. In order to further improve her use of connectives in speaking, she needs to be aware of the logical relations between sentences. This will become a big demand on her working memory, and also require her to be able to use different connectives flexibly. Nonetheless, she may build upon her Chinese literacy to facilitate her thinking in English.

Pragmatics Analysis

Four Grice’s Maxims of cooperative communication (Dawson & Phelan, 2016) are adopted as criteria to evaluate the pragmatic skills of Lydia. Among the four maxims, Lydia can follow the maxims of quality and relevance quite well. However, there is still much room for improvement of her pragmatic skills in order to achieve the maxims of quantity and manner.

In terms of the maxim of quality, Lydia was able to tell the truth and be self-evident in all seven situations. In addition, even though sometimes she talked a lot on a topic, her responses in different scenarios remained relevant to the topics, which conformed to the maxim of relevance.

When it comes to the maxim of quantity, Lydia sometimes provided too much information than needed while in other occasions the information she gave was not enough. In Situation 6, apart from the things her friend needed to do to open an account, Lydia also compared the process in Germany with that in America: “First the passport is the most important, and you need a student ID card, and also 20 euro cash. But in America, I think you need more money like 100 dollars to open the bank account.” The comparison was not expected and not needed considering the context. On the contrary, in Situation 2, Lydia responded to a classmate’s request by saying “I’m so sorry but I couldn’t lend my notes to you. Because I think you also missed not only the last class but also missed a lot of class. So if you didn’t do well in the exam, I think it’s your fault.” In this case where Lydia should justify her decision of not lending her notes, she did not provide adequate reasons as well as explanations. Nonetheless, in other situations where explanations were required, such as Situation 1, 3 and 4, Lydia managed to give proper reasons.

One major challenge to Lydia in terms of pragmatics is that she often failed to adhere to the maxim of manner. In Situation 4, Lydia answered: “But my bus is also leaving in two minutes. I’m waiting for a long time to get my turn to buy the ticket. And you see, there are a lot of people also waiting in the line. So cut the line I think is not very good, and I think I will not buy the ticket for you, I’m so sorry.” It is understandable that Lydia tried to explain to the elderly man in order to show respect. However, since the elderly man was in a hurry, it would be better to keep the

conversation brief rather than holding him up for too long. At the same time, when speaking in university classes (Situation 5 and 7), Lydia had trouble organizing her ideas in an orderly way. In academic settings, clear logic is always expected and this is exactly what Lydia needs to practice. The lack of logic in her utterance tended to further result in repetition in and disorganization of her discourses. Another thing Lydia needs to pay attention to is the tone in her speech. When talking to a professor who offered a PhD position, “it’s maybe not a very good idea” might not be appropriate because a less direct rejection was expected. Similarly, “I think it’s your fault” in Situation 2 was also too harsh, which may hurt others’ feelings as well as harm the relationship between Lydia and her classmate.

One possible factor that affects Lydia’s pragmatic ability is cultural transfer from her L1, Chinese, to English. Chinese people tend to offer explanations as a “buffer” before express rejection, just like Lydia did in Situation 4. It is considered an effective way to save others’ “faces”. Another factor that needs to be taken into account is the context in which the interview took place. Since she was talking to a friend, part of her language use might be informal and improper when considered in the context of each role-play.

Instructional recommendations. To improve her pragmatic skills, Lydia can first dig deeper into the cultural differences between Chinese and America cultures, having a closer look at how people from these two cultures express themselves differently in the same situation. Another suggestion for Lydia is to talk more in various settings so as to increase her language output. In the interview, Lydia mentioned that she often watched American TV series, which is a good source of language input. With the linguistic knowledge acquired from the input, Lydia can then produce

her output in conversational interactions, which is an important element in English learners' L2 development (Yule, 2017). Regarding her problems in academic speaking, organizing her thoughts and ideas on the paper first will be a useful strategy for Lydia. Writing is a good way to train clear logic. After several writings, Lydia will start to see how ideas are connected and then produce more organized speeches.

Overall Assessment of Learner's English Abilities

According to the SLA chart attached in Appendix B, Lydia's English ability is current at Stage IV. Lydia can produce quite long answers to the questions to communicate and explain her thoughts and ideas clearly. She is able to relate to her experiences without much contextualized support. There are some pauses in Lydia's discourse when she tries to come up with ideas, but these pauses are short and do not impact the flow of thoughts in her language. Most of the sentences she produces are complete and understandable, although there may be some minor mistakes. When she tries to use some complicated clauses, she may make mistakes. However, she can correct herself and make herself more understandable by adding explanations and descriptions. For example, when she was talking about how she studies English American TV shows, she said, "You learn from what the actors and actress(es) talk with each other, the way they talk with each other." Although the first half of this sentences is grammatically wrong, she successfully expressed her ideas by adding the second half.

With regard to academic language proficiency, although currently Lydia is able to use some discipline-specific words in her writing, she still needs to expand her academic vocabulary. Extra

emphasis should be put on her productive vocabulary as she has difficulties in using complex words in her own language. The syntactic skills in academic writing also remain to be further improved. In the academic writing sample, the sentences structures are almost the same, with “we” as subjects. Lydia is still not familiar with the academic writing styles in her field, such as the use of passive voice and other professional expressions. In terms of academic speaking such as class discussions, she may have some problems in clearly organizing and effectively express her thoughts. She tends to repeat her ideas in similar ways, which may cause confusion in the audience.

Another interesting feature in Lydia’s English is translanguaging. She unconsciously mixed English and German when she talked about her German ability: “I can speak *ein bisschen* [*German, meaning ‘a little’*] Germany, eh, *Deutsch* [*German, meaning ‘German’*].” This demonstrates her ability to deploy her full linguistic repertoire in conversations (Otheguy, García, and Reid, 2015).

Critical Reflection

One of the valuable things I have learned from this case study is how to analyze the languages that English learners produce. In addition to recognizing the general problems and shortcomings in a student’s English language ability, I am now able to look more carefully and specifically into different aspects of students’ English. By identifying problems in a more detailed way, I can then understand the reasons and influencing factors behind them, so that specific and effective instructional help can be offered to meet students’ individual needs.

Although the English learner studied in this case is an adult and my instructional suggestions for her can be different from the instructions I will probably provide to my future

middle school students, the process of designing instructions according to specific problems can be very helpful for my future work. By doing this case study, I have learned not only about various instructions and their effectiveness, but also how to purposefully design my instructions with specific teaching objectives in mind. In my previous teaching experiences, I was only able to recognize some obvious shortcomings in my students, and I had little idea of how I could help them improve. But now, I believe I can help these students much more through effective instructions.

Lastly, I want to note some limitations in the analyses. Although a total of three oral samples and two writing samples are analyzed, these samples still cannot provide the whole picture of Lydia's English proficiency. Due to the contextual factors of the interview and writing and speaking prompts, the participant may not employ her whole English language repertoire and the samples collected can be different from her actual language in everyday life.

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Appendix A Tables

Table 1 Background Information of the Participant

Name	Lydia Wu
Age	22
Birth place	Shanghai, China
Native language	Chinese
Length of English learning	16 years
Education	MS in Global Finance, Expected August 2020
Other languages	German, Japanese, Korean
IELTS scores	Overall: 7.5
Relationship with me	Close friends

Table 2 Lydia's pronunciation of /θ/

Word	Lydia's pronunciation	Standard pronunciation
thirty	/'sɜ:rtɪ/	/'θɜ:rtɪ/
three	/sri:/	/θri:/
thousand	/'saʊzənd/	/'θaʊzənd/

Table 3 Lydia's pronunciation of /ɪ/

Word	Lydia's pronunciation	Standard pronunciation
thirty	/ˈsɜːrɪtɪ/	/ˈθɜːrɪtɪ/
Germany	/ˈdʒɜːrmənɪ/	/ˈdʒɜːrməni/
ability	/əˈbɪlɪtɪ/	/əˈbɪlɪti/

Table 4 Detailed Descriptions of the Context of Each Role-play

Context	
Situation 1	In a professor's office, the professor offers you a place in a PhD program, but you don't want to accept it.
Situation 2	In college, a classmate wants to borrow your notes, but you don't want to lend them to her.
Situation 3	You just withdrew some money from the bank for urgent need, and your classmate wants to borrow money from you.
Situation 4	At a bus station, you get your turn to buy your ticket after a long wait, and an elderly man asks you to buy a ticket for him because he is in a hurry.
Situation 5	In a debate in a university class, you disagree with your classmate's idea regarding an important topic in your field.
Situation 6	You introduce the process of opening a bank account in Germany to your American friend who are new to the country.
Situation 7	In a university class, one student gives a presentation and you have a question regarding the key concepts.

Appendix B Second Language Acquisition Chart

LANGUAGE ACQUISITION CHART

	Stage I	Stage II
Official Name	Preproduction	Early Production
Other Names	Newcomer Emergent Speaker Silent Period Stage	Emergent/Beginner One-Two Word Social Language Stage
Definition	<ul style="list-style-type: none"> ▪ Student is not ready to actively produce language. ▪ Listening and responding in non-verbal ways to show understanding. <ul style="list-style-type: none"> ▪ 0-500 receptive word vocabulary ▪ Adjusting to U.S. Culture 	<ul style="list-style-type: none"> ▪ Student can attend to hands-on demonstrations with more understanding. ▪ May initiate conversation by pointing or using single words. ▪ Very limited comprehension/vocabulary <ul style="list-style-type: none"> ▪ Up to 1000 receptive word vocabulary ▪ Adjusting to U.S. Culture
Student Behaviors	<ul style="list-style-type: none"> ▪ Depends heavily on context ▪ Has minimal receptive vocabulary ▪ Comprehends key words only ▪ Indicates comprehension physically (points, draws, gestures, etc.) ▪ May not produce speech Able to: observe, locate, label, match, show, classify, categorize	<ul style="list-style-type: none"> ▪ Depends heavily on context ▪ Produces words in isolation ▪ Verbalizes key words ▪ Responds with one-two word answer or short phrases ▪ Indicates comprehension physically ▪ Mispronunciation/grammar errors Able to: name, recall, draw, list, record, point out, underline, organize
Teaching Strategies	<ul style="list-style-type: none"> ▪ Use manipulatives, visuals, realia, props, games ▪ Create climate of acceptance/respect that supports acculturation ▪ Use cooperative learning groups ▪ Require physical response to check comprehension ▪ Display print to support oral language ▪ Model activities for students ▪ Use hands on activities ▪ Use bilingual students as peer helpers ▪ Adjust rate of speech to enhance comprehension ▪ Ask yes/no questions ▪ Ask students to show/ point/draw ▪ Teach content area vocabulary/terminology 	<p style="text-align: center;">Continue Stage I Strategies PLUS</p> <ul style="list-style-type: none"> ▪ Simplify language/not content ▪ Lessons designed to motivate students to talk. <ul style="list-style-type: none"> ▪ Ask students questions that require one/two word responses: who? what?, which one?, how many? ▪ Lessons expand vocabulary
Tiered Questions (Prompts)	<ul style="list-style-type: none"> ▪ Show me. . . ▪ Circle the. . . ▪ Where is . . .? ▪ Who has . . .? 	<ul style="list-style-type: none"> ▪ Yes/No Questions ▪ Either/or Questions ▪ Who, what and how many questions
Relative Time Line For Each Language Acquisition Stage	0-6 Months in U.S. School	6 months – 1 year in U.S. School

LANGUAGE ACQUISITION CHART *(Continued)*

	Stage III	Stage IV
Official Name	Speech Emergence	Intermediate Fluency
Other Names	Low Intermediate Short/Phrases/Simple Sentences Social Language Stage (BICS)	High Intermediate Bridging Academic Language Stage (CALP)
Definition	<ul style="list-style-type: none"> ▪ Students begin speaking in short phrases and simple sentences ▪ Many mistakes in grammar, word order, word usage. ▪ Limited comprehension and vocabulary ▪ Up to 7,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> ▪ Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support. ▪ Up to 12,000 receptive/active word vocabulary
Student Behaviors	<ul style="list-style-type: none"> ▪ Depends heavily on context ▪ Produces whole sentences ▪ Makes some pronunciation and basic grammatical errors, but is understood ▪ Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) ▪ Hears smaller elements of speech ▪ Functions on a social level ▪ Uses limited vocabulary ▪ Initiates conversation & questions ▪ Shows good comprehension (given rich context) <p>Able to: Tell, describe, restate, compare, question, map, and dramatize.</p>	<ul style="list-style-type: none"> ▪ Depends heavily on context ▪ Engage in and produce connected narrative (discourse) ▪ Shows good comprehension ▪ Uses expanded vocabulary ▪ Makes complex grammatical errors ▪ Functions somewhat on an academic level <p>Able to: Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, and explain.</p>
Teaching Strategies	<p style="text-align: center;">Continue Stage I & II Plus</p> <ul style="list-style-type: none"> ▪ List and review instructions step by step ▪ Build on students prior knowledge ▪ Incorporate more reading and writing ▪ Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses 	<p style="text-align: center;">Continue Stage I-III Strategies Plus</p> <ul style="list-style-type: none"> ▪ Have students brainstorm, list, web, use graphic organizers. ▪ Ask questions soliciting opinions, judgment, explanation (more why and how questions) ▪ Introduce figurative language ▪ Develop more academic language (oral and written)
Tiered Questions (Prompts)	<ul style="list-style-type: none"> ▪ Why . . . ? ▪ How . . . ? ▪ Explain . . . ? ▪ Questions requiring a phrase or short-sentence answers 	<ul style="list-style-type: none"> ▪ What would happen if . . . ? ▪ Why do you think . . . ? ▪ Questions requiring more than a one sentence response
Relative Time Line For Each Language Acquisition Stage	1 year – 3 years in a U.S. School	3 years – 5 years in U.S. School

LANGUAGE ACQUISITION CHART *(Continued)*

	Stage V
Official Name	Advanced Fluency
Other Names	Exit able Fluent Academic Language Stage (CALP)
Definition	<ul style="list-style-type: none"> ▪ Students have advanced skills in cognitive/academic language ▪ Beyond 12,000 receptive/active word vocabulary
Student Behaviors	<ul style="list-style-type: none"> ▪ Functions on an academic level with age/grade peers ▪ Maintains two-way conversations ▪ Uses more complex grammatical structures ▪ Demonstrates comprehension in de-contextualized situations <p>Able to: relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate</p>
Teaching Strategies	<p style="text-align: center;">Continue Stage I - IV Plus</p> <ul style="list-style-type: none"> ▪ Incorporate note-taking skills ▪ Enhance Study skills ▪ Test taking skills ▪ Demonstrate how to verify answers (oral and written) ▪ Expand figurative language (idioms)
Tiered Questions (Prompts)	<ul style="list-style-type: none"> ▪ Decide if. . . ▪ Retell. . .
Relative Time Line For Each Language Acquisition Stage	5 years – 7 years in U.S. School

Artifact C: Narrative Writing Lesson

This artifact is the used lesson slides created for my sixth-grade practicum students. The slides include contents that were constructed collaboratively by students and me (i.e., the planning list and the writing piece on the last two slides).

HAPPY MONDAY

How are you feeling this morning?

Did you do anything fun during the weekend?

MAYBE THIS DAY IS NOT
ONE OF YOUR FAVORITES, BUT
NEVER FORGET THAT EVERY
DAY YOU WAKE UP IS AN
AMAZING GIFT AND ITS UP TO
YOU TO MAKE IT COUNT

Oh No!
Monday
Again

MONDAY!!!

★★★ NARRATIVE -- a story ★★★

CHARACTERS	SETTING	SEQUENCE
<ul style="list-style-type: none"> • Person in the story (WHO) • _____ • _____ 	<ul style="list-style-type: none"> • the place and time of the story (WHEN and WHERE) • _____ • _____ 	<ul style="list-style-type: none"> • the order in which events occur • _____ • _____
CONFLICT	CLIMAX	RESOLUTION
<ul style="list-style-type: none"> • The problem in the story • _____ • _____ 	<ul style="list-style-type: none"> • The turning point. Tensions are highest. • _____ • _____ 	<ul style="list-style-type: none"> • End of the story where the conflict is solved • _____ • _____

PIGEON: IMPOSSIBLE



Note: This slide includes an embedded video.

... PIGEON: IMPOSSIBLE ...



- Who are the characters?
The characters are ____.
____ are the main characters in the story.

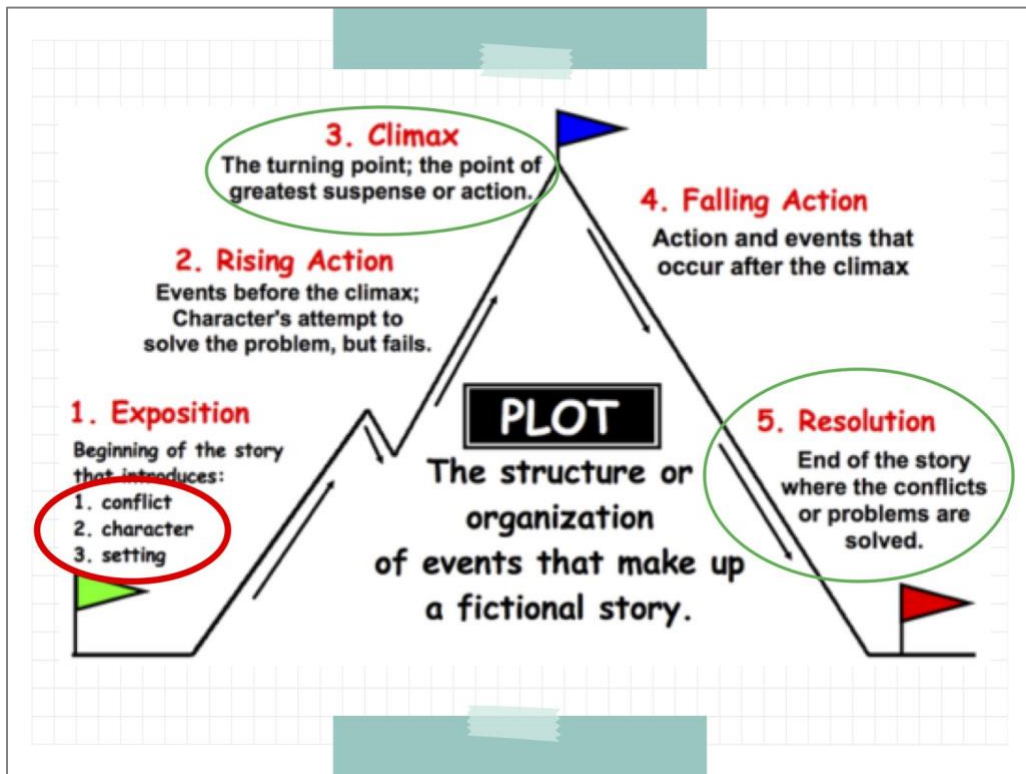
- Where is the setting?
The story takes place in/at/on ____.

- What is the sequence of the story?
First, then, next, finally, in the end

- What is the conflict?
The problem starts when ____.
The problem is caused by ____ because ____.

- What is the climax?
The story reaches its climax when ____.

- What is the resolution?
The problem is finally solved by ____ when ____.



Narrative Writing – Character and setting

What are some details you want to include in our writing?

Two key questions

- Who are the characters?
->describe them in detail
- What is the setting of the story?
-> Where? When?
-> color, texture, sound, things around the character

Planning list:

- - The man is serious.
- - The man is an agent.
- - Pigeon is crazy.
- - The man is wearing a suit.
- - Pigeon is hungry.
- - It takes place in a street.
- - Traffic, cars, buildings
- - Monument
- - The bench is in front of the café.

Narrative Writing – Character and setting

Planning list:

- - The man is serious.
- - The man is an agent.
- - The man is wearing a suit.
- - The man is doing his work.
- - Pigeon is crazy.
- - Pigeon is hungry.
- - It takes place in a street.
- - Traffic, cars, buildings
- - Monument
- - The bench is in front of the café.
- - It's going to be night.

Describe the characters and the setting:

- - The story takes place in a street with busy traffic. The sun is going down. The man sits in a bench, eating his bagel. He is an agent and looks serious. Beside him is a pigeon. It looks at the bagel because it's hungry.

Artifact D: Storybook Reading Plan

This artifact is a plan for a storybook read-aloud and is developed for the course ENED

7320: Untapped Potential: The Power of Books for Fostering Language and Thinking. The artifact is composed of 1) the reading plan commented by the professor and 2) the professor's feedback on discussion topics.

Part 1 Reading Plan with Comments

Planning for reading 1

Lin Shi 1

**Planning Vocabulary and Comprehension Support
in a Storybook Reading Session: Reading 1 of Multiple Readings**

Title of Book: Grammy Lamby and the Secret Handshake Grade Level of Students: 2nd grade

Tentative Date of 1st Reading: Week 10

Instructional Aims and Support for Oral Language & Comprehension	
I. Book Selection	<p>This book talks about the bond between child and grandparent, which the kids may feel easy to relate to. Apart from the theme of love in families and the expression of love, the story also touches upon the concept of community.</p> <p>The characters are dynamic: Larry, the little lamb, doesn't like his Grammy visiting at the beginning, but at the end he expresses his love to Grammy through their secret handshake. Grammy Lamy expresses not only her love for Larry, but also her concern for others in the community.</p> <p>The illustrations in the book contain lots of details and have some information that are not mentioned in the text. Therefore, in order to get a deeper understanding of the story, children need to make connections between texts and illustrations.</p>
II. Story Introduction	<p>Introduction to the story: Today we are going to meet little Larry and his Grammy Lamby. Grammy Lamby invents a secret handshake for Larry (point to the front cover), but in fact, Larry didn't like his grammy's visit or the handshake at first. But wait a minute, let's have a close look at Larry. How do you think does Larry feel here? (refer to front cover) He is smiling, he is happy! Now let's us find out what happened between Larry and Grammy Lamby and how did it change Larry.</p> <p>Rationale: the cover of the book shows Grammy Lamby and Larry are shaking hands, which is related to the title. However, this scene in which Larry is smiling is more related to the final part of the story. So I introduced how Larry felt in the beginning of the story, and try to attract kids' attention to the change of Larry's attitude and the reason behind it.</p>

批注 [CMF1]: What a nice feature of this story

批注 [CMF2]: I completely agree with you that this is an important contrast to notice when planning for the story; however, let's "save" this detail for the children to notice as you read the story. That is, don't tell them that he doesn't like his grammy's visit. That will be obvious when you get into the story. Instead, let's work with the cover and the title to use language that offers help with a few points and issues: "...Today, we are going to read a new story today called (read title). Here is Granny Lamby (pointing), and this is Larry, her grandlamb. Granny is a name that we sometimes call our grandmothers. We see them shaking hands on the cover don't we? We can't really see the handshake and how they are holding each other's hands or hooves, can we? This story is about a secret handshake between the two of them. I wonder what it means when they do it--.

<p>III. Vocabulary Support</p>	<ul style="list-style-type: none"> • p. 3, squeeze, definition and gesture, “to squeeze means to press others’ hand firmly with your fingers, just like this (I show the action of squeezing with my hand)”. When “squeeze” appears later in the text, I can skip the definition and just do the gesture. “Squeeze” is an important part of the secret handshake, explaining this word can help with children’s comprehension. • p. 5, sew, definition and pointing, “to sew something means you put two pieces of cloth together with thread and needle. People also use machines to sew clothes, like Grammy Lamby is doing here.” This word also appears multiple times in the story and is related to how Grammy Lamby helps the community, so I think it worth teaching. • p. 7,24, flouncy, definition and pointing, “flouncy means that the hat has a kind of cloth that is sewn around the edge of it (pointing to the hat while explaining)”. [This word may be a little difficult for the kids, I plan to mainly connect the word with the illustration to support understanding] • p. 9, fabulous, definition/explanation and tone, “<i>Won’t that be fabulous? Won’t that be very good? A trip to Tanzania for Larry and me. Fabulous! Soooo good!</i>”, here I try to put the explanation between the texts, so that I keep the flow of story and emotion going. I can also add some changes in my voice to convey the emotion. • p. 16, embarrassing, definition/explanation and pointing, after reading the whole page: “embarrassing means somethings makes you feel shy, ashamed, maybe uncomfortable (and awkward). You don’t feel happen-comfortable about it.” Then I will point to Larry’s face in the picture: “What do you think Larry feels now?” this can also become the-comprehension aside. • p. 18, bellow, explanation and voice, “<i>‘Larry,’ she bellowed. She shouted in a deep voice.</i>” I think kids may be unfamiliar with the word, but it is useful for them. • p. 19, valley, definition and pointing, “valley is a place between two mountains”, pointing to the mountains in the illustration • p. 19, tore, explanation and pointing, “<i>...and the wind tore a hole in the roof. The wind was so strong that even the roof was damaged by it. There was a hole in the roof. (point to the hole on p. 20)</i>”
--------------------------------	--

批注 [CMF3]: Great! I also think that they might know “squeeze,” but a reminder upon its first occurrence is good.

批注 [CMF4]: Good idea. I think the edges flop or flounce with movement.

批注 [CMF5]: You are right! They need to learn a new word for being loud, so this word is a good choice!

Planning for reading 1

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	<ul style="list-style-type: none"> • p. 20, trumpet, definition, “<i>Grammy Lamby trumpeted</i>. She said loudly, sounds like a trumpet.” • p. 21, patch, definition and pointing, “she fixed and covered the hole in the roof (point to the illustration on the top)” • p. 21, turnover, definition and pointing, “Here turnover is a kind of food in Tanzania. See Larry is eating it.” • P. 22, crew & rebuild, definition and pointing, “crew is a group of people who work together, just like them (point). They are working together to build the school and the church again.”
<p>IV. Comprehension Support (during reading)</p>	<ul style="list-style-type: none"> • p. 5-6 → after reading p. 6, “look, Grammy Lamby used the cloth to make new pajamas for Larry. But do you think Larry liked them?” In this way, I encourage the kids to pick up additional information from illustrations to do some inferential thinking. • p. 7-8 → after reading the text, I will point to other animals in the church to show that Grammy Lamby was singing louder than all of them. I may also point to Larry, who was looking at Grammy Lamby, and have the kids think about how Larry feel about his Grammy singing loud. • p. 11-12 → after reading p. 12, I will first draw kids’ attention to the pajamas on the ground, “Why are the new pajamas on the ground?” Kids can have some inferential thinking here regarding Larry’s feelings. Then I will point to Grammy Lamby on p. 12, “Who’s there? Do you think she will be mad with Larry? Let’s find out. (turn to next page)” • p. 15-16 → after reading p. 16 and vocabulary explanation, I will point to Larry on p. 15, “see here, Larry looked sad. Maybe he didn’t feel comfortable with the handshake. He was embarrassing.” <p>*some of the vocabulary support can also become comprehension aside, for example, P. 22, crew & rebuild; p. 19, tore</p>

批注 [CMF6]: I know what you mean, but instead of asking the questions (and thus prompting responses), you could instead say, “I don’t think he liked them.”

批注 [CMF7]: Good ideas here. Your pointing will make children notice the right things. No need to ask them to how Larry felt.

批注 [CMF8]: Don’t use comprehension asides for having discussion. Comp asides are to provide a comment so that children understand something deeply. Save the questions for after the reading during the discussion.

批注 [CMF9]: What’s the difference between vocabulary support and a comprehension aside?

Planning for reading 1

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(discussion following reading)	<p>Topic: Expression of love: How do people express their love for their families, and friends and other people they love?</p> <p>Transition: Now let's all give our neighbors a secret handshake, some squeezes. What are you all saying to your neighbors? ... Yes, we are saying "I love you". We are expressing our love to each other. I think there are also many other ways to say "I love you", to express our love. Let's go find out.</p> <p>p. 3-4: where is this place? ... Yes, we are at the train station. Here is Grammy Lamby, doing her secret handshaking with Larry. Let's look at other people at the station. What are they doing?</p> <p>p. 19-20: now we are at the train station again! Can you find out other things people do to express love?</p>
V. My Curiosities & Reflections	<p>I realize that the different parts of storybook reading (vocabulary support, comprehension aside and after-reading discussion) are actually overlapping with each other. Sometimes I can support vocabulary and comprehension simultaneously.</p> <p>Sometimes, because there is additional information in the illustrations, I feel I need to draw kids' attention to these details so that they can gain a deeper understanding of the characters as well as the story. But I'm also concerned that if the explanation and extra-text talk will be too much and influence the flow of the story.</p>
VI. Topics for Discussion across Multiple Readings	<ol style="list-style-type: none"> 1. Expression of love: How do people express their love for their families, and friends and other people they love? 2. How do we treat people we love? What do we do with them? 3. Community: What do people do when others in the community are in trouble and need help? <p>Rationale: For the first topic, I can use the rich illustrations to help kids think about it. The second question requires kids to make connections between different pages and do some reasoning. It can be a little more challenging for them. As for the third topic, kids need to talk about a more abstract concept of community. Therefore, I basically put these topics in the order from less to more cognitively demanding.</p>

批注 [CMF10]: This is an intriguing topic, but could we refocus it on the story? How do Larry and Grammy Lamby...? And let's think about supporting details or themes that will deepen this idea for children. See rubric for some ideas on discussion 1.

批注 [CMF11]: I think children will have fun giving each other a secret handshake but they might giggle or find it funny to tell each other, "I love you." I appreciate very much that you included and thought about transition language to get from the end of the reading to the story discussion; however, this transition moves out of the story. What could you say to direct children to the discussion theme/curiosity that will be what you discuss with them

批注 [CMF12]: Great to care about this. That's why it's important to figure out what to say DURING the reading and what we save for more extended discussion AFTER the reading.

批注 [CMF13]: See my notes for discussion topics that focus on the story itself. If we can talk with students deeply about themes in the story, that will strengthen their understanding of story content.

批注 [CMF14]: I understand your logic and think that this could be a good strategy; however, I have offered some different discussion themes to help you stay within the story first.

After you deliver your first reading, think about: children's responses to your instruction. What were their questions, misunderstandings, new understandings, responses to your teaching? How did children's response match or not match your expectations? What might you do differently next time?

Part 2 Feedback on Discussion Topics

Discussion Topic to follow reading 1: As we know, it's fun to have relatives visit. Sometimes they join in our activities and do things that we usually do; sometimes they do things they like that are different from what we do. We love them because they love us and because they are unique.

What are some of the things that GL like to do that were new to Larry or just a little bit different?

- Page x – handshake...he might not have like the handshake at first
- Page y – sewed him pajamas (What did he think about the pajamas? How can we tell?

Why do you think GL thought the pajamas were so great?)

Mother and Larry also took GL to do things they liked to do. But did GL seem to fit in? Was she a little bit different? What were the things she did that were a little bit different...

- Go to church but she wore a flouncy hat and she sang loudly
- Walk through the park
- Not being afraid when the storm hit
- Helping to repair, telling stories, cooking

Discussion topic to follow reading 2: We talked last time about all of the things that Grammy Lamby liked to do when she came for a visit. But Larry had a big secret, didn't he? What was it (responses)? Larry didn't like some of the things she did. What were the things that he didn't like? Why didn't he like some of those things?

- Pajamas (didn't fit well, didn't like the fabric, didn't like being called darling, the pajamas differed from what he wore to bed)
- She went to church but sang too loudly, wore a funny hat, and people stared
- Made plans for trips to take with him
- Didn't want to learn how to sew

On the day GL left, did she give him the secret handshake (yes)? Why (responses)? (Flip back to

the bedtime page) Do you think GL heard Larry tell Mama that he didn't want to go anywhere with her ever? (responses) Why do you think so? (responses) Why was the handshake so important to GL?

Why did he change his mind? (he saw that she was very helpful and loving; she gave of herself)

- She was brave during the storm and wanted to fix things
- She stayed to help fix buildings
- She told stories (Why was telling stories helpful?)
- She cooked (why was this helpful?)
- She showed how to help others and he helped her. (He began to like what she knew how to do.)
- Why did Larry sing in church with GL?

To follow reading 3: We saw a few ways that GL, Mama Lamb, and Larry cared about each other. What were some of the things you saw in this story...

- They did things WITH each other (hot tea and talking, took walks, went to church together)
- They did things FOR each other (sewed pajamas, helped fix the house, cooked, entertained with stories)
- How else did GL model being a caring, loving person (helped the community by fixing

the church and school, sewing curtains and making a flag)?

- What do you think this taught Larry (to help others, to see that GL was showing her love to them and to the community, that maybe all of her ways of doing things were actually kind of good/neat)
- Page x - Why did Larry carry her suitcase here? (he learned from her how to help people)
But did he want to give her the secret handshake this time (no)? Why not (responses)?
What did GL say when he didn't want to? How do you think she felt here, when Larry whispered that he didn't want to?
- Last page – **Why do you think Larry made up a new handshake? (he liked that she taught him something new and then he started to think of new things to do that showed his caring and love for people)** When they see each other the next time, what do you think they will do with their handshakes? (GL will give him her 3 squeezes and Larry will give her his 4 squeezes)

Given the recent tornadoes, you might hear from children about the fact that they had a big storm and that people helped out. It would be fine to hear how people show love to each other when something bad like a tornado happens. This could follow the 2nd or 3rd discussion, easily. Don't abandon your plans for discussion. Instead, have your discussion and then you can have a short conversation about the tornado if they want to talk about it. Don't press them, though, because it was a scary event and it's important that we don't upset them in talking about it if they don't want to.

Artifact E: Complex Text Video Project

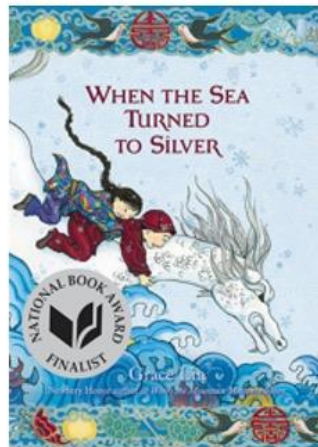
This artifact shows the slides that I created for the complex text video project in the course EDUC 6440: Methods and Materials for Educating English Language Learners. The lesson was designed for both in person instructions and online (a)synchronous lessons.

Complex Text Video

EDUC 6540

Lin Shi

1



When the Sea Turned to Silver - Chapter 5 I

By Grace Lin

2

Context

- Intended learners: upper grade middle school students to high school students in China (approx. Grade 8-12)
- While reading the book, students also need to complete a project in which they create a narrative/story of their own.
- The lesson in the video can be used
 - After students have finished the whole book – to have a wrap-up discussion on the theme
 - After students have just finished the chapter

3

Rationale

For choosing the book:

- Cultural background
- Connection to students' prior knowledge in other subjects

For choosing the chapter:

- The chapter touches upon the theme of the book – immortality

4

A story, a narrative

- An important component -- dialogue (*conversation, talk among the characters*)

Compare the following two dialogues.

What are the differences? Which one do you prefer? Why?

"When will the next class begin?" Lydia asked, "I need to clean my desk. It's a mess."

"In five minutes." said Jason.

"When will the next class begin?" Lydia asked, stacking her textbooks and assignment sheets into a pile. "I need to clean my desk. It's a mess."

"In five minutes." said Jason, glancing at the clock on the wall.

Verb-ing modifiers Provide additional detailed descriptions of characters' actions or feelings

5

Verb-ing modifiers in the text – some examples

"Maybe!"	<u>the man</u> said ,	laughing .	
"Joy to the Heart?"	<u>Pinmei</u> repeated ,	feeling her thoughts beginning to swim.	
"If you were the stone fish,"	<u>she</u> said ,	still thinking hard,	"that means you were also the statue for the magistrate that broke ..."
"Yes,"	<u>Joy to the Heart</u> said ,	making a face and lifting his cane.	
"Oh no!"	<u>Joy to the Heart</u> said ,	looking shocked.	
"...Pictures of the king shaping the tear into a pearl, of Nuwa fixing the sky!"	<u>he</u> said ,	stretching out his arm.	"The content of the talk" + someone(subject) say/other verbs describing the action of talking + comma – “,” + verb-ing modifier (+ “the rest of the talk”)
"What?"	<u>Pinmei and Yishan</u> said in unison,	looking around.	
"Well, I guess it's because it's the mortals who created the memories that last,"	<u>he</u> said ,	scratching his head.	
"Ah, you've come!"	<u>he</u> said ,	grasping their hands with the affection of a long-lost friend.	7

You might also find these sentences...

"It's because the Sea King swallowed the red stone,"	<u>Pinmei</u> said ,	her thoughts now leaping and diving .
	<u>Joy to the Heart</u> looked even more perplexed,	his smile transforming into a frown.
"Did you now?"	<u>Joy to the Heart</u> said ,	his smile returning .

Pause and think:

How are these sentences different from those on the previous slide?

The subject of the sentence

≠

The performer of the verb in the modifier

"The content of the talk"

+ **someone(subject)** **say/other verbs**

describing the action of talking

+ comma – “,”

+ **the performer of the modifying verb**

+ **verb-ing** modifier

(+ “the rest of the talk”)

8

Pause and take a look at your own story.

How can you revise the dialogues in your draft and add some verb-ing modifiers in order to enrich your descriptions of the characters and the plot?

9

Discussion – immortality

"There's a new *longma*!" he said with excitement, and then with even more excitement said, "Why, it's BaiMa! He finally got his immortal form!"

"You know him?" Pinmei asked, surprised.

"Well, I knew him as a stone," Joy to the Heart said. "He was like me, a stone that dreams of becoming something else. Here at Sea Bottom, we can look almost any way we want, but to actually become something else forever, we need the help of someone up there."

"Why?" Pinmei asked.

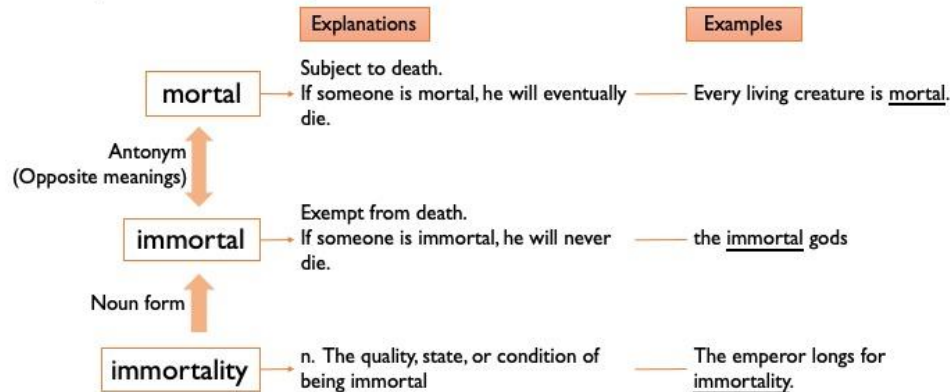
"Why?" Joy to the Heart looked puzzled, as if he had never thought about it before. "I don't know. Mortals are the only ones who can give immortality. It has always been that way."

"What do you mean?" Pinmei asked. His words made her thoughts twist and snarl as if they were a tangle of seaweed.

Joy to the Heart looked even more perplexed, his smile transforming into a frown. "Well, I guess it's because it's the mortals who created the memories that last," he said, scratching his head. "Without those, immortals forget. They can even forget who they are. Right?"

10

Key vocabulary



11

Pause the video.

Translate the following sentences into Chinese.

Think about the following question:

- What's the relationship between mortals and immortality?

1. Mortals are the only ones who can give immortality.
2. Well, I guess it's because it's the mortals who created the memories that last.
3. Without those, immortals forget. They can even forget who they are.

↪ What does "those" refer to?

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1. Mortals are the only ones who can give immortality.

Mortals
are
the only ones [what do they do?]
who can give immortality.

One possible translation:

凡是唯一可以赋予他人永生的人。

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2. Well, I guess it's because it's the mortals who created the memories that last.

Well, I guess [Guess what?]
it's because [Because what?]
it's the mortals [What do mortals do?]
who created the memories [What kind of memories?]
that last.

One possible translation:

我猜那是因为，是凡人创造了持久的记忆。

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3. Without those, immortals forget. They can even forget who they are.

Without those, ← Memories created by
immortals forget. the mortals

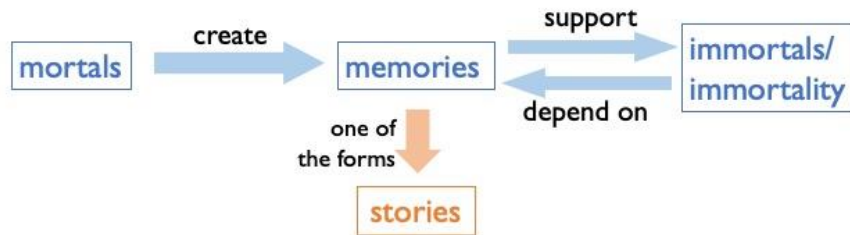
They can even forget [Forget what?]
who they are.

One possible translation:

没有凡人创造的记忆，永生之人也会遗忘。他们甚至会忘记自己是谁。

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What's the relationship between mortals and immortality?



Pause and think/discuss:

What are other possible forms of memories that mortals can create to give immortality?

16

Assignment / Exit ticket of this lesson

Respond to one of the following prompts in 4-5 sentences.

- Which one do you think is more powerful, mortals or immortals? Why?
- Do you want to to be immortal? In what way? Why?
- Is there a historical figure that you think is immortal? Why?

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Artifact F: Responses to YA Literature

This artifact contains two assignments created for the course ENED 6360: Literature, Pop Culture, and New Media. Both assignments are responses to young adult (YA) novels and take different formats.

Assignment 1 QCQC Letter

Hi Melanie,

Let's start with some quotes from *Cinder* this time:

“The bottom of the screen was labeled:

RATIO: 36.28%

She was 36.28 percent not human.” (Meyer, 2012, p. 80)

“As you've no doubt noticed, you are quite the exemplary of modern science, young lady.” (Meyer, 2012, p. 80)

“Once a science project, always a science project.” (Meyer, 2012, p. 363)

Is that how cyborgs should be treated, as an object? As the proof of the advance technology? Even if *Cinder* was 36.28% not human, there were still over 60% of her body being human. She still had rich emotions, can feel things and even retained her fertility. Except her steal leg and hand, she was no different from other humans. So what is considered a cyborg and what makes a human? Some people define a cyborg as an organism with both biological and technological components. If this was the case, everyone in the Commonwealth was a cyborg, because they all have their ID chips planted in their wrists. All those players who wore the contact lenses version of NeuroLink in *Warcross* would be cyborgs. Ironman is a cyborg. Those who have artificial heart pacemaker or artificial heart valves or cochlear implants in the real world are cyborgs in some senses. Therefore, the reason that Adri, Pearl and many other people in the Commonwealth disliked or even hated cyborgs like *Cinder*, I think, was more than the mechanical body parts they have. Deep down, the people were fearing that cyborgs could become so powerful that one day cyborgs might even take control of the whole empire. Similarly, in *Warcross*, Hideo wanted to create an algorithm that could control people's minds. The idea that codes could have access to what people think and control their behaviors are indeed scary. In fact, this kind of fear is not uncommon. Since decades ago, people have been imagining what the world would be like if machines, computers and robots overpowered human beings. There are lots of movies on this topic. In some movies, robots are the bad guy, while in others, robots become protagonists and fight for their own life and freedom. People have always had mixed opinions towards robots, AI, computers and other advanced technologies. I personally believe that supercomputers are already much smarter than human beings in some ways. So it is now more important for us to figure out how to live with robots and enjoy the benefits they bring

while still being ourselves.

Programming and all those high-tech things can no doubt make us stronger. Cinder's programming helped her resist Queen Levana's glamour. The metal hand Dr. Erland gave Cinder was capable of multiple tasks with the hidden flashlight, knife, gun, screwdriver and connector cable. The technology of Warcross and NeuroLink offered equal opportunities to people with disabilities like Asher so that they can be just like others. However, I also wonder whether we could rely too much on technology sometimes. When Zero threatened Emika by taking away her memory with her father in the game, she seemed so devastated, which made me somewhat annoyed. Even if the data was gone, she should still have memories in her own brain, right? So why was she so dependent on those data? I can imagine that seeing the memory with one's eyes can be a more meaningful experience than simply replaying the scene in one's mind. We all fear that we may forget something precious in our life. but isn't it why our brains and memories are so amazing? We choose to remember those important, precious and significant moments. I can have a hard time recalling what I had for lunch last Sunday, but I can easily tell my friends what happened to my dog years ago. Even if technologies can help me preserve my memories, I will always prefer the way my brain remembers things.

In spite of this, there was still something I liked in *Warcross*. It seemed that in the world in this book, Warcross had become the center of people's lives. People were running away from the real world and seeking some more enjoyable life in the game by simply putting on NeuroLink. Therefore, I really appreciated that Hideo kept his house real and free of augmented reality. "It's too easy to lose yourself in an illusion." (Lu, 2017, p. 243) So true. It may even be difficult for some people to accept the reality once they get used to and deceive themselves with illusions. One of my friends once told me that playing games allowed her to temporarily forget the worries and relax in the illusional world. It's true that we all need a break from the pressure and anxiety in real life, and we all have different ways to do it. However, it is also inevitable that we need to square up to the real troubles and problems. That's what takes up our courage. And it is the efforts we make that make life meaningful.

Best,
Lin

Assignment 2 ITWS Poster

As I grow older, I begin to feel that what God says is nothing like what I think of the world. My mom is so religious and devout, and she wants me to be like her. But I never feel that way. I love words, so I put all my thoughts into words, into poems, in my notebook. My mother has lots of rules, but none of them make sense to me. I started to go out with the boy in bio. I went to the poem club after school. But all of these are not what my mother wants. She burned my notebook, saying that this is not how she has raised me. I ran away. But eventually, I came back to talk to her and dealt with the problems between us. I was glad that my parents started to support me on poetry, all the way to the slam. Of course, I didn't suck it, and I will keep stepping forward to what I want for myself.

X for XIOMARA



@Poet X
Why do those boys and grown-ass men always do and say whatever they want to me? I'm so sick of this "attention".

@Poet X
Why can't they just leave me alone? I didn't even do anything!

@Poet X
I thought at least Aman could understand me...

@Aman
X, I'm really sorry. Please talk to me.

@Poet X
Maybe I still need to fight for myself after all. No one takes care of me but me.

Words
Quiet, Meaningful
Hiding, Displaying, Shouting
Simple but with power
Poems

Nuyorican Poets Café
— where dreams fly

Maybe someday Papi would sit down with Xiomara.
Father and daughter only.
True feelings only.
Xiomara could blame her Papi as much as she'd like to, and Papi would listen. He would try to explain things, but eventually he would apologize. For not caring enough for Xiomara. For doing things that have hurt Mami and Xavier.
"I am so proud of you, Mi Hija. You look beautiful when you read your poems." Papi would say, smiling.

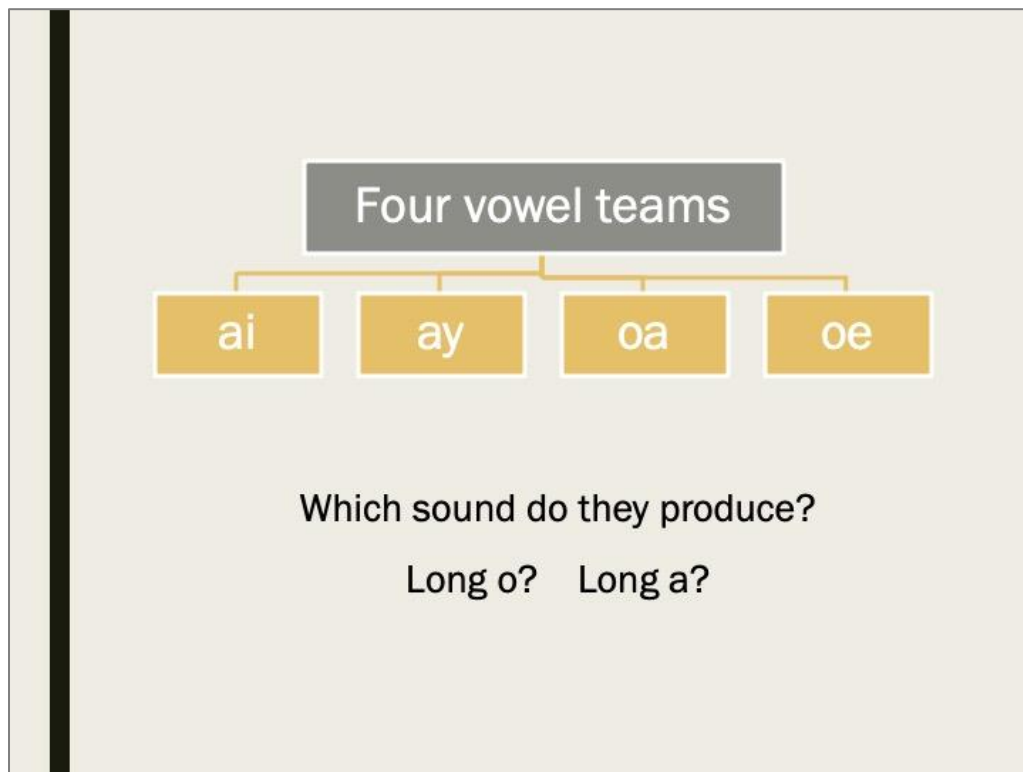
Twinn
Gay, Talented
Smiling, Texting, Crying
Always have X's back
Brother

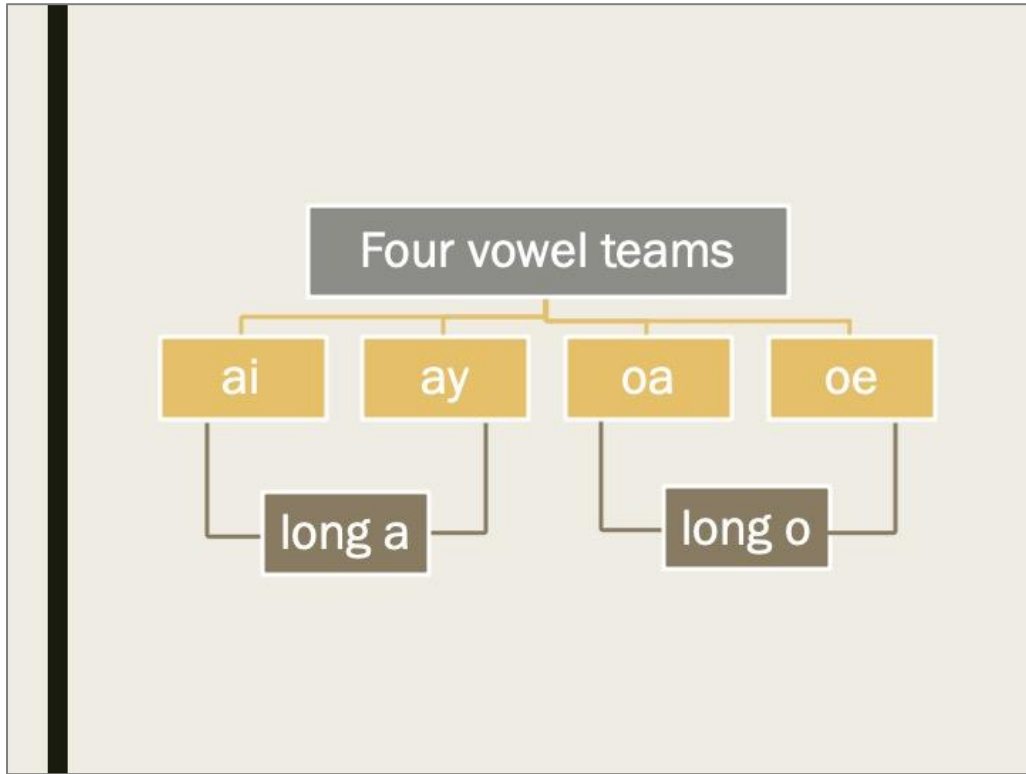
by Lin

GIRL GOT PUNISHED FOR KISSING A BOY IN PUBLIC

Artifact G: Phonics Lesson

This artifact is the lesson slides used in a fifth-grade phonics lesson in my practicum. The topic of this lesson was the review of the four previously taught vowel teams (i.e., ai, ay, oa, and oe), and the lesson was taught on the platform of Nearpod.





Sound: long a

Team ai



rain



mail



paint



braid



chain



snail



train



tail



pail



brain

Sound: long a

Team ay



clay



hay



tray



stray



pay



ray



sway



pray

Sound: long o

Team oa



coach



throat



goal



road



coat



goat



toast



float




soap




loaf

Sound: long o


Team oe




aloe




doe




toe




hoe




oboe




dominoes



tiptoe



nearpod



Time to Climb

Time To Climb

Note: This slide is a Nearpod game.

ray clay? sail trail play! rain.
 stay wait, away? gray.

Today, was _____ I woke up and looked outside to see _____. There was so much, I thought our house would _____ away! I knew I would have to _____ inside. My mom said that if I _____ I may see a _____ of sunshine. So, I did. Would the rain fill up the drain outside? Would the sand in my sandbox turn to _____ Would our _____ to the woods be washed _____ Soon, the clouds moved out and sun filled the sky. Everything outside became dry. Yay! I could go outside to _____

The Rainy Day

- Today, was **gray**. I woke up and looked outside to see **rain**. There was so much, I thought our house would **sail** away! I knew I would have to **stay** inside. My mom said that if I **wait**, I may see a **ray** of sunshine. So, I did. Would the rain fill up the drain outside? Would the sand in my sandbox turn to **clay**? Would our **trail** to the woods be washed **away**? Soon, the clouds moved out and sun filled the sky. Everything outside became dry. Yay! I could go outside to **play**!



Complete the sentence: I went on a big b__ in the ocean.

Please enter your answer here.



Complete the sentence: I saw a d__ in the woods.

Please enter your answer here.



Complete the sentence: Wood can f__t in the water.

Please enter your answer here.



Complete the sentence: Joe fell down the stairs and hurt his t__.

Please enter your answer here.

Complete the sentences.



I went on a big **boat** in the ocean.

I saw a **doe** in the woods.



Wood can **float** in the water.

Joe fell down the stairs and hurt his **toe**.

