English Language Learners Capstone Portfolio

Xiao Zhi

Vanderbilt University Peabody College

Abstract

This portfolio is a demonstration of my philosophy and proficiency in English language teaching. It consists of three parts: 1) my philosophy of teaching, 2) my understanding of the TESOL standards illustrated with artifacts, and 3) my reflection on teaching applications. In the first part, I begin by discussing the overarching learning theories that support my future teaching, and transit to more specific frameworks in language learning and teaching practice. In the second part, I discuss my understanding of the eight TESOL domains: Planning, Instructing, Assessing, Identity and Context, Language Proficiency, Learning, Content, and Commitment and professionalism. The artifacts I use to support my professional knowledge are the works that I have done during my two-year study in the English Language Learners program at Peabody College. In analyzing the relevance between the artifact and the domain, I address it from four aspects: 1) learners and learning, 2) the learning environment, 3) curriculum and 4) assessment. As I bridge between theories and practice in the final parts, I talk about teaching implications especially for English language teaching in China, and bring up obstacles and challenges that I may encounter in my future teaching. Although I provide a general solution to some of them, there are still some concerns about the implementation of CLT in China that are left open-ended. Along with my interest in pronunciation learning, I identify directions for my continued professional development in the future.

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Philosophy of Teaching

Decisions are informed by the values and beliefs we hold (de Jong, 2011). Every educational practice could have a lifelong influence on students, and it is a reflection of what we, as educators, believe in. After my two-year study at Peabody College, I have witnessed the change in my teaching philosophy. I used to believe that a learner's success in any field springs from his independent hard work, and language is like a set of rules that requests every user to follow it. I have never thought anything the learner knows that is unrelated to English could be helpful to their language learning. I used to put great pressure on my position as a teacher to be the most knowledgeable person in the classroom, and was afraid to show my vulnerability to the students. Through my learning in the ELL program, this obsession in isolation and restriction has been shifted to an embrace of various kinds relatedness and dynamics. In other words, my overall teaching philosophy starts from the perspective that every learner is a comprehensive entity with thoughts and feelings. And teaching is to activate the connections among the elements that make each individual who they are, and to expand the net by inviting students to more authentic interactions.

Overarching Learning Theories

Under the broad umbrella of constructivism, the theoretical framework that supports my overarching teaching philosophy is the sociocultural theory developed by Lev Vygotsky. He believed that learning is achieved through interactions, which includes those with parents, teachers, peers, community members, and even authors in reading (Vygotsky, 1978). What I am more interested about this theory is Vygotsky's contribution to the thought-language interrelationship (Carrasquillo, Kucer & Abrams, 2004; Vygotsky, 1978). Deviant with Piaget's opinion that thinking and learning are internal and independent, Vygotsky argued that cognitive

development is highly influenced by language and social interactions (Piaget, 1962; Vygotsky, 1978). As language helps organize and guide thinking, learning and thinking would in turn develop language facility as well (Carrasquillo, Kucer & Abrams, 2004). These arguments serve as theoretical pillars for the realization that, learning is not a passive progress where learners receive raw information from their teacher and memorize them; rather, it is an active meaning-making process that students should engage in the materials and come up with their own interpretation and reflection (Fosnot, 1996; Hendry et. al., 1999). This is also the milestone for the reconstruction of my teaching philosophy. As I realize the importance of meaning making and interaction in learning, I change my focus from outcome to progress. I start to pay more attention to engage learners in higher-order thinking, and attach importance to the learning context for various interactions. I will discuss about this with more details in the following sections.

Theoretical Support in Language Learning and Teaching Practice

Based on sociocultural theory mentioned above, language learning is not static memorization of a set of grammatical rules and vocabularies. Rather, learners take great initiative in the process as they involve real communication and express their meaning. Aligned with this belief, the following theories serve as supplement to support the teaching implications in specific aspects.

BICS and CALP. Cummins brought up an influential argument that second Language proficiency includes social and academic language: basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 1984). This concept guides teachers to think about the purposes of a course and what we should teach in those language classes. In particular, for students who are taking the English class for academic

performance, teachers should integrate the two kinds of language in curriculum design. For

example, as we prepare students with the communicative competence to negotiate with group

members for American academic setting, we should also involve higher-order thinking tasks that

promote their proficiency in critical thinking process and the skill of academic presentation.

  Krashen's Five Hypothese. When thinking of the implementation of instructions, I

combine constructivism with Krashen's Five Hypotheses. In order to construct meaning through

interactions, first, learners need to receive various kinds of input that are comprehensible to

them. I agree with Krashen's argument that language can only be acquired when it is

comprehensible (Krashen, 1982). Defined as the target language that the learners would not be

able to produce but can understand (Schuz, 1998), comprehensible input prioritizes meaning in

the process of language acquisition. In choosing the input, I pay more attention to the literacies

that students are familiar with in their daily life, such as Amazon's comment area, or an

announcement on Facebook page. These real-life experiences prepare students for

comprehension even when the language is a bit hard for them.

  Another important takeaway I gain from Krashen (1982) is the realization that language

learning is not a linear process. Language skills and knowledge are not achieved one by one, but

back and forth as learners are incorporating them into their own system. Thus, I would integrate

multiple language features together and repeat them from time to time.

  As we switch our focus from language form to meaning-making, teachers should start to

pay more attention to individual learners as well. Not only is it about the thinking and learning

development that each student will develop, but also their feelings and psychological status in

the process of language learning. Krashen (1982) proposed the concept that affective variables

would act as a filter that impedes the process towards the acquired competence. Therefore,

teachers should devote to creating a safe and low-anxiety environment. As teachers embed more opportunities for them to achieve a sense of success, students will build more confidence that contributes to positive effects on the construction of their self-concept.

Communicative Language Teaching (CLT). As a language teaching approach that addresses various communicative competences such as discourse competence and sociocultural competence (Celce-Murcia, Dornyei & Thurrell, 1995), CLT is a framework for teaching practice from a broad picture. In a CLT classroom, students are expected to interact with others for communication, in which process they need to negotiate meaning and share information. In other words, meaning is paramount (Finocchiaro & Brumfit, 1983). This underlying principle resonates with the emphasis on comprehension in second language acquisition in Krashen (1982), as well as the overarching theoretical support from sociocultural theory (Vygotsky, 1978). To realize the request for meaningful tasks and language, I will use **task-based instruction (TBI)** as a guideline. Task, for me, is a critical element in curriculum. I especially agree with the argument by David Nunan that, when accomplishing a task, although learners are retrieving their knowledge of grammar, their intention is "to express the meaning rather than to manipulate the form" (Nunan, 2004, p.4).

Since meaning is the priority in task-based instruction, I will provide some language support for the students during the interaction. In other words, I will implement various kinds of **scaffolding** either in curriculum design or real-time interactions. According to the concept of zone of proximal development (ZPD), there is a distance between learner's current proficiency and the potential development. And they can achieve the latter with assistance from more capable others (Carrasquillo, Kucer & Abrams, 2004; Vygotsky, 1978). Therefore, the role of scaffold is to build a support from learner's actual development to reach the higher end. In order

to facilitate task-based instructions, I will consider using retrieval activities of the sentence

structures and vocabulary that they have learnt in previous lessons. I will also list some

frequently used sentence stems and key vocabulary on a poster on the wall as designed-in

scaffold in semiotic systems (Hammond & Gibbons, 2005, p.16). Various kinds of scaffolding

like these can foster interactions and support learners to achieve the tasks.

Culturally Responsive Pedagogy. As teachers are creating a safe environment for every

student to interact, one significant approach is to implement culturally responsive pedagogy. I

remember Professor Jimenez once said that great teachers can use what they know about the

students to teach what their students need. And the cultural asset that every learner possesses is

definitely a rich resource that we can build on. Aligned with this constructist view, culturally

responsive pedagogy asks teachers to be responsive and make connections between students'

everyday knowledge and the academic demands (Gay, 2010). This pedagogy particularly sheds

light on the classrooms with culturally diverse students. And usually it is combined with the use

of **funds of knowledge (Moll, Amanti & Gonzales, 1992**). By inviting students from another

culture background to introduce their family tradition on New Year's Day, for example, learners

will be confident in interactions and have an intrinsic motivation to use the language. Translation

implemented in a proper way could be an alternative under culturally responsive pedagogy. As

students are asked to compare the two languages, they will develop metalinguistic and

metacognitive abilities that contribute to higher-order thinking and reading comprehension

(Jimenez, et. al., 2015).

What I love more about culturally responsive teaching is its powers on students to build a

positive self-concept. As mentioned above, I believe that language is about people. It's not a

collection of knowledge to fill in our head, but a tool that serves our needs, which I think is to

feel, to think, and to share. Culturally responsive teaching addresses students' ethnic histories, family cultures and life in their community, all of which directs students to re-evaluate their own cultural background in a positive way. In particular, for culturally diverse students in the United States, culturally responsive teaching exerts great power as teachers acknowledge their identity and present "positive attitudes towards, expectations of, and interactions with them" (Gay, 2010, p.48). In my future teaching, I will particularly show my faith in the students, and give them opportunities to teach. For example, I may have students from Brazil who have rich experience in attending Mardi Gras. Then I will ask them to give us a brief presentation about it. The message is, the student can be the expert, and I as the teacher believe they can do this. Because of such an accommodation of diversity in the classroom, culturally responsive teaching could gives rise to a supportive learning environment that benefits their language learning as well.

Cooperative Language Learning. As illustrated above, interaction plays an essential role in language learning. Approaches such as applying culturally responsive teaching and utilizing funds of knowledge can provide opportunities for interactions. But still, there are many situations where students don't know how to initiate and maintain one. Therefore, I would like to use cooperative learning strategies (Kagan, 1994) as a supplement. Kagan (1994) presents many cooperative learning structures that are practical tools for teachers to create an engaging classroom. I especially appreciate the **PIES principle** that Kagan proposed for cooperative learning, which refers to Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction (Kagan, 1994). The PIES addresses many potential obstacles that teachers will face in classroom interactions. The structures technically remedy the situations where there are hitch-hackers or dominant leaders in group interactions. For example, I like to use jigsaw activity to facilitate classroom discussion about the assigned reading. After

students in each table come up with some thoughts to their given question, they will go to the

"jigsaw group" and share their results to the rest of the members. In the activity, everyone is

assigned with a particular role (being the expert of their assigned question) and everyone is

required to contribute. If I add another task to the "jigsaw groups" to create an anchor chart about

the assigned reading, it would emphasize the hidden rule in cooperative learning structures:

group success is dependent on the success of each individual. Therefore, students will be

motivated to help each other, and receive recognition from their peers.

Conclusion

In a nutshell, I believe and will organize my class in terms of meaning making and

interactions. I have faith in the quote from Gregerson & McIntyre (2014) that language is learned

by people with thoughts and feelings, and I strongly believe that the dynamic nature of language

requires teachers to be flexible in language teaching (Gregerson & McIntyre, 2014, p.xiii). I view

my role as a facilitator, and through problem-solving activities can I guide and scaffold them to

achieve higher language proficiency. Communication facilitates the circulation of thoughts and

feelings, and a lively class would increase students' willingness to learn the language.

Professional Knowledge

Domain 1: Planning

For every class that we deliver, teachers should make a planning for it ahead of time. This consists of the purpose of the lesson (content objectives and language objectives), texts, materials and tools to be used, in-class tasks and activities, and assignments. Particularly, backward design is an approach that guides teachers to plan in a top-down procedure, so that each segment of the lesson is interrelated to serve the purpose of teaching the objectives.

For this domain, I am using a **Three Genre Lesson Plan** (See Artifact A). This artifact was designed as one of the assignments of the course Reading and Learning with Print and Multimedia. It is a reading scaffolding lesson using three different genres of materials to teach 9th Graders language art class in the US. The designed class is a mainstream class of 20 students, with 3 English Language Learners from China. This lesson is about 70 minutes long, and the topic we are talking about is: Behind the Appearance. The multimedia and multimodal materials I will use include a song from Les Miserable – Master of the House, 4 pieces of advertisements, and the poem We Wear the Mask by Paul Laurence Dunbar.

This artifact shows my attention to drawing on **learners'** funds of knowledge (Moll & Gonzales, 1995) when introducing the new concept. I believe that every learner brings something to the class, and I would like to invite everyone in the classroom to appreciate the assets they possess. Therefore, when planning the lesson, instead of viewing the content objective as a brand new concept, I intend to introduce it as a familiar idea that needs more exploration, and provide opportunities for students to share this familiarity with others. For example, at the beginning of this designed lesson, I will activate their prior knowledge by asking questions like, "What do you know about revolution? What are examples of revolution? How do revolutions happen?" After

that, I will relate it more closely to Les Miserable by asking if anyone knows anything about the novel or the writer. I plan to start from broader questions like this because I try to involve everyone in the retrieval of their background knowledge. As every learner recognizes that he/she is participating in the discussion, it's more likely to take in new information from peers.

Utilizing multiple genres of materials can build a more engaging learning **environment**. On the one hand, I value the relatedness that different genres have because it provides much more lens to learn the new concept. On the other hand, students who favor a particular genre get to explore other genres that they may otherwise never think about. Therefore, in the artifact, I will use a song from opera Les Miserable, commercial advertisement, and a poem. Though the variety enables a more refreshing environment compared to textbook-only lessons, it is especially important to keep the three genres well connected. Thus, as I plan the lesson in this artifact, I constantly draw students' focus on the topic. For example, I will put the essential question at the beginning the class on the board as a visual reminder. As we move from Les Miserable to commercial advertisements, I plan a short reflection that sum up what we have learned from the song. And then I will transit to the advertisement by asking them about other situations we can think of where the discrepancy between appearance and the hidden occurs. In other words, in my planning, I intend to relate the materials to the core of the lesson, so that an interconnected learning environment is created to help students be focused throughout the lesson.

When planning a lesson, a good teacher should be able to see it from a bigger picture. By that I mean teachers should consider the sequencing of the **curriculum** and the interrelationship among them. In that case, the course could be delivered in a coherent way that prepares students for the next lesson and smoothly guides students to the ultimate course goals. In order to achieve that, a combination of top-down and bottom-up approach to make the plan is an effective

method. In this artifact, I use backward design at first, thinking of the standards from Common

Core for 9th Grade ELA class. The learning objectives in this artifact address the Common Core

standards of CCSS-ELA-LITEARACY.RL.9-10.1 and CCSS-ELA-LITERACY.RI.9-10.4. In

other words, this designed lesson is closely tied to the goals of the course **curriculum**. Besides,

this artifact also considers carefully about the sequencing of the lessons. In the Instruction

Context session of the artifact, it mentions the connection with the reading strategies students

have learned in the previous class. Strategies such as making predictions will be used when

students are asked to discuss the song after their first-draft reading. And the ability of making

inferences and identify the hidden messages from the appearance would serve as a preparation

for the objective in the coming lesson, in which students will come up with their own argument

and justify it with evidence. In that case, the curriculum can be carried out in a connected way,

and each lesson is designed to prepare for the next.

This lesson plans to constantly check on students' understanding through a variety of

assessments. For example, reporting back to the whole class after group discussion could be an

informal way to assess their progress. It should be noted that both group and individual

assessment be implemented during the class. Therefore, in this lesson, students will underline the

words they don't understand in the song lyrics, and add written definitions as they use some

reading strategies and discuss with their peers. There will also be there will be a jigsaw activity

for the second-draft reading where every student will teach others what they have known.

Assessment is not only a reminder for students to be aware of their progress; it is also an

effective tool for teachers to get feedback from the students. In this lesson, I will use a KWL

chart as the exit ticket to assess how much students have learned after the lesson. This would be

a helpful reflection for me to revise the lesson for future teaching.

Domain 2: Instructing

Instructing is the most direct section of teaching to see how the lesson is delivered. It asks for teachers' ability to implement the planning and engage students in the learning process by creating a safe and supportive environment. A good teacher should be sensitive to students' reaction throughout the lesson, and be flexible in providing the instruction. Additionally, the articulation of directions, use of body language and sensory aids, as well as teachers' tone and pace are all important factors in delivering the lesson.

The artifact I am presenting for this domain is a **video** of a mini lesson I conducted in Belmont International English (BIE) during my practicum (see the video in Zhi_X_ELLcapstone2). BIE is a conversational course that aims at boosting English communication. Therefore, although we have grammar lessons, the focus is still on speaking and listening skills. The topic of this lesson is future tense, and the objective is that students will be able to tell the different effects between *Will* and *Be Going To*, and choose the appropriate language form according to different situations. Students in the class come from a variety of countries, including China, Korea, Japan, Turkey, Brazil, Columbia, etc. Though this is an advanced level class, there is no placement before enrollment. Thus, there is an inconsistency in students' language proficiency.

I believe that in order to ask **learners** to support each other, first we should let them feel the support from teachers. Aligned with Affective Hypotheses that "students with a good self image tend to perform better" (Krashen, 1982, p.31), one of my interpretations of this support is to increase their self-esteem by valuing their contribution, no matter how trivial it seems to be. As is shown in the artifact, I had eye contact with every student in the room, and positively respond to any comment that they brought up. Another way to build their self-concept is to refer

to their funds of knowledge (Moll & Gonzales, 1995). I activated students' background knowledge by asking, "When people get engaged or get married, there is one question that every couple would ask each other. What is that?" And then I bridged it to the new knowledge by saying, "Have you ever heard people saying "Are you going to marry me"", subsequently guiding them to realize there can be difference between the two language form.

As for building a supportive **learning environment**, in this artifact, I embedded some engaging activities that request the contribution of every student. For example, in the last activity, each group was assigned with a different scenario. They need to discuss with their group members and come up with some solutions to solve the problem. As I circulated in the classroom, I checked with the students what solutions they had, and gave positive feedback to their contribution. When they reported back to the whole class, I directed students to pay attention to other groups, and elicited more interactions among the groups. For example, a student from other groups suggested another solution that they didn't think of at first. In other words, everyone in the class is willing to help each other. In the future, I will use more cooperative language structures such as role-play and jigsaw, to give each individual a clearer direction of how to make contribution in the class.

This artifact demonstrates how the **curriculum** connects real-life situations to language points. This lesson was delivered two days after Valentine's Day. The activity "Mess up the Valentine's Day" is a timely match for real-life experience. As shown in the artifact, one student even said these scenarios had occurred to him many times in life. In addition to the authenticity of tasks in the lesson, the language objective of this lesson, which is to differentiate the effect of two forms of future tense and use them appropriately, also aligns with the ultimate goal of the course: to boost students' ability in conversational English.

As shown in the artifact, the **assessments** in the lesson are all informal ones. For example, in the practice task, students need to work in a group and justify their use of *will* or *be going to* in the given sentences. As they gave reasons to support their choice, I could assess their understanding of the knowledge. Since this is an adult ESL class with no test pressure, it is suitable to conduct informal assessments. As they report their answers back to the whole class, as shown in the artifact, many students responded quietly by nodding or asking a follow-up questions like "what if…" This was an opportunity for students to self-assess their understanding.

Domain 3: Assessing

I think assessment is an effective way for teachers to get the information about learners' current status in learning the language. I believe that a more effective way of teaching should be student-oriented, which requires teachers to identify **learners'** needs and provide instructions to address them. In that case, assessment plays an essential role. There is a range of objectives that we can assess, such as a specific strategy, one's oral language ability, or even psychological status (is he/she in a high-anxiety condition) etc. The assessor should be well conscious about the purpose of the assessment, so that it can follow with purposeful planning and instructions accordingly. There are three points about assessing that I would like to address particularly. First, teachers should keep in mind that assessment is never the end of teaching and learning. However, test-prep teachers are especially apt to be out of track. Even though the course is designed to boost students' academic performance in a certain test within a limit amount of time, it is highly significant for teachers to guide students to look from the bigger picture. As a result, every **assessment**, no matter what specific objective it is designed for, should have an ultimate goal of promoting continuous development in linguistic and cognitive areas. Second, assessment

can be formative and summative, and administers and teachers should take students' affective filter into account when during the assessment. On the one hand, formative assessment such as checking students' understanding of the new concept through activities could count as an effective way to assess the process of their learning. On the other hand, consider ways of lowering students' **affective filter** during the assessment whenever it's possible. Last but not least, when interpreting the result of assessments, we should be aware of the discrepancy between performance and proficiency.

For this domain, I use my **case study final report** of the course entitled Education Linguistics/Second Language Acquisition (see Artifact B). This is **a synthesis report of the oral and written language ability of an English language learner**. It is based on the four mini Oral and Written Language Analyses (OWLA) that I have done throughout the semester. The standard I used for the assessment is Second Language Acquisition Chart. This report consists of a brief introduction about the participant, description of his oral and written language abilities in terms of phonology, semantics, grammar and pragmatics, and assessment as well as corresponding instructions that I would suggest. I gathered the language sample from our interview via Facetime, as well as two pieces of writing that he had written recently. These conversations were recorded and transcribed so that they could be easily assessed in the coming procedures.

The **environment** of the assessment plays an essential role in students' performance. This is particularly true in high-stake summative assessments, when test-takers are burdened with more stress, and that will inevitably affect the reliability of the assessment. Therefore, assessors should pay attention to putting test-takers in an easy state. In this artifact, I addressed my particular attention to test-taker's affective filter by "starting with a casual conversation in Chinese to engage him in a comfortable chatting". Understanding the existence of inconsistency

between performance and proficiency, I intended to provide a context that can reduce the difference as much as possible.

As we assess learners' language ability, teachers should keep in mind that there are various factors that would make a difference. Rather than making assumptions based on their assessment result, good teachers look into multiple reasons behind it. That means we cannot ignore the funds of knowledge of the **learner**. In this artifact, I looked into possible factors in his linguistic and cognitive background, as well as sociocultural aspects. For example, through the interview, I got to know that his prior educational experience in English learning was mostly restricted in teacher-oriented lectures that only focused on reading and writing. He was "not satisfied with the teaching methods and 'meaningless" assignments' " (p.5). And this negative attitude towards his English teacher in middle school "exerts a harmful impact on his impression of English learning, which in some extent undermines his interest in the language" (p.6). Therefore, as we analyzed possible reasons behind the students through the assessment, teachers can design **curriculums** that purposefully address their needs. For example, in the "Instructional Plan" section of the artifact, I suggested more real-life conversations in classroom where he can practice speaking and listening by using the language in contextualized settings (p.22, 23).

In the session of "Language Ability Description", it reveals multiple aspects of language ability, such as pronunciation of vowels (p.8), sense of roots and affixes (p.13), and word order (p.14) etc. I also used certain tools as indicator of certain abilities, such as MLU (mean length of utterance) (p.12) and Grice's Maxims (p.16).

Domain 4: Identity and Context

Every student possesses unique identities given the different contexts he or she has been exposed to. English language learners, especially those living in English-speaking countries

where they have more access to the language, tend to develop more complicated identities. Particularly when there is a great distance between the culture of one's hometown and the new country, the language learner could face greater confusion and even isolation about their identities. Good teachers should be aware of students' acculturation level at different stage of learning process, and support them to build self-concept and self-esteem. Just as Krashen's Affective Filter Hypothesis points out how emotional status would affect language acquisition, it is also verified in Herrara et. al. (2012) that students' social and cultural identities are critical precursors of their academic success. In order to foster their academic development on the ground of building a strong identity, good teachers apply culturally responsive teaching that attend to their funds on knowledge. It is equally important to be aware that, identity is dynamic and has life-long influence. By referring to dynamics, I mean students add more layers of identity as they are exposed to different languages and cultures. Therefore, as we guide students to value their identity built from prior experiences, I will also help them integrate the different cultures they have been exposed to, and build self-concept about their uniqueness that they should be proud of.

In this domain, the artifact I choose is a **Community Literacy Paper** (see Artifact C). This artifact was created after our field trip to Nolensville Pike and Casa Azafran Community Center in South Nashville. It demonstrates what teachers can learn from students' community and utilize it in culturally responsive teaching to facilitate literacy development in academic settings. Nolensville in Nashville is famous for its ethnic diversity of immigrants and international business. By visiting the markets, churches, and even financial services in this area, teachers have a closer view of **learners'** everyday life so that they can design **curriculum** to better acknowledge CLD **learners'** funds of knowledge. For example, as shown in the artifact, I

noticed there was a consideration of target audience on the advertisements or propaganda posted in the community – they use Spanish only on some posters, while sometimes English is included as well. This could be an excellent material for writing class to teach audience awareness. Applying students' prior experience provides learners with more opportunities to engage in the class and success in academic development. Moreover, since the materials are written in different languages, it is a chance for learners to be expert of their own language and teach their peers during discussion. Therefore, a supportive **environment** is subsequently created and students gradually regard the rich diversity in class as assets.

As we attend to rich language literacies from the community in the class, I tried to implement authentic tasks as informal **assessments**. For example, as demonstrated in the artifact, students will conduct a role-play in given scenarios that they are familiar with, such as shopping at K&S World Market, or renting a Middle Eastern dress at Al-Baghdadia. The authenticity of the task could elicit their focus on the meaning, rather than the form of language.

Domain 5: Language Proficiency

I believe that language proficiency refers to one's language ability in both oral and written language. It includes both receptive and productive skills, which means it covers the aspects of reading, writing, speaking and listening. Additionally, one thing we cannot afford to ignore is that, we should also include the communicative nature of language. That means language proficiency is not merely about the knowledge of the language – knowledge in phonology, morphology, syntax, and semantics – but also about using it as a vehicle for communication. And we need to consider the context of the language use as well. Just as Cummins (1984) pointed out the two kinds of second language proficiency, BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency),

we should be aware that one's language proficiency in social contexts could be different from that in academic settings.

According to my TOEFL score, I have met this requirement in the four aspects. I had a total score of 106, with 27 in reading, 29 in listening, 24 in speaking and 26 in writing. During my study at Vanderbilt University, I can understand the lectures given by my professors, and participate in group discussions with my classmates who are native speakers of English as well. I can comprehend the assigned readings and state my point of view via platforms such as discussion board. I was also able to complete all my papers and reviews in every course I took. Besides, small talk with native speakers in daily life is another manifestation of my language proficiency in social contexts. There were times when I didn't understand what others had said because of my unfamiliarity with the idioms or vocabulary. And usually I would look them up in dictionary later. I made friends with native speakers of America and it has been of great help for me to develop native-like English language proficiency by talking with them.

Domain 6: Learning

As a professional English language teacher, I have been thinking of what knowledge base a teacher should possess in order to foster students' language development efficiently. Now I believe the answer can be categorize into two aspects: the knowledge of English language, and the knowledge of second language acquisition. By referring to the knowledge of English language, I mean the knowledge in phonology, grammar, semantics and pragmatics in the domains of speaking, writing, listening and reading. This knowledge of language can be beneficial for in many ways. For example, when we consider the Common Underlying Proficiency (Cummins, 1984) across **learners'** L1 and L2 in terms of these subsets, it would provide a more concrete understanding of what can be transferred from one language to another.

Therefore, teachers can design concrete instructions to foster this process. Additionally, language teachers should be aware that second language proficiency includes Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1984). As a result, teachers should look into building both communicative and academic language skills, providing more opportunities for academic success. The understanding of how a second language is acquired is equally important for language teachers. For example, as teachers realize the significant role of comprehensible input in language acquisition, they can accordingly design efficient **curriculum**, such as using more visual aids in the class, to support the process.

For this domain, I present my **planning for a unit about Independent Writing task in TOEFL**. The artifacts include a **K-U-D Chart** for the whole unit (see Artifact D) and a **lesson plan** for a particular day (see Artifact E). I designed this planning in the course entitled Teaching Writing and Multimedia Composition. The target **learners** in this lesson are Chinese ELLs from Grade 9 to 12 who are going to take TOEFL test after the course. Though the primary goal of this course is to promote students' writing ability and achieve academic success in the standardized test, as demonstrated in the artifact, I still attended to both BICS and CALP of **learners'** language proficiency in **curriculum** design. For example, one of the **learning** objectives of this lesson is that, students will be able to embed personal experience at different level into their writing. As I tried to guide students to this academic goal, I also designed engaging activities so that learners can interact with their peers. During the latter process, **learners** can develop their interpersonal communicative competence.

I was aware that in the English language **learning environment** in China, many students prepare their writing test by memorizing one specific organization, known as five-paragraph

essay, and then finding ways to fit it into every task. Therefore, in the artifact, the **curriculum** was adjusted to develop students' creativity in writing. Built on the five-paragraph essay that students are familiar with, this unit asks students to think about the effect of this specific organization, and more importantly, guides them to explore alternatives that serve the purpose of Independent Writing task in TOEFL. In other words, I prioritized content instead of form of writing in this unit, so that authentic purpose of language use is embedded. This **curriculum** could therefore result in communicative language teaching in the classroom. As students engage in meaning negotiation and searching for better ways to support their statement, authentic interactions will take place and it will facilitate language learning and cognitive development (Vygotsky, 1978). Because of peer interactions, cooperative learning **environment** will thrive as well.

As is demonstrated in the artifact, I used formative **assessments** such as Quicklist to keep track of students' understanding during the lesson. As the summative assessment for the unit, students need to review their response to the writing prompt for many times throughout the unit. This is also a chance for self-**assessment**. Students will present one work that they found most satisfied with to the whole class, which is an **assessment** not only of their writing, but also of their skills in the presentational mode of communication (Adair-Hauck, Glisan & Troyan, 2013).

Domain 7: Content

One important realization that teachers should develop is that, language serves as a vehicle for communication. In other words, we use the language to achieve our purpose in either receiving or producing information, during which process we negotiate meanings with each other. Therefore, even in language classes where language is treated as an independent subject, teachers should not focus on passing the knowledge of language only. Rather, we should provide

genuine purpose of using the language by embedding it in certain content. In that case, language is no longer a set of static knowledge to remember and practice, but a flexible tool that learners can gradually manipulate to serve their authentic needs. Content can be a subject matter such as Physics and History, or it can refer to certain topic or theme like *Segregation* or *Travelling.*

For this domain, I choose an **extended lesson plan (Day 4)** of an eight-day unit (see Artifact F). This artifact was designed after we had discussed about Integrated Performance Assessment (IPA) and Task-based Instruction (TBI) in the course entitled Foreign Language Teaching and Learning. In the first three days, we have learned target vocabulary and grammar of the unit through structured input. The theme of the unit is *Explore the Unknown*. In this lesson, we will learn one particular aspect of exploring the unknown – exploring a new city. More specifically, students will discuss about a trip to New York City for their Thanksgiving vocation. Students in the class are all adult immigrant English Language Learners at intermediate low level.

I choose to talk about travelling to a new city in the US in this artifact because this is what I observed during my experience as a volunteer teaching assistant at Tennessee Immigrant and Refugee Right and Collation (TIRRC). The **learners**, who were also adult immigrant ELLs, were very excited and asked me a lot of questions as I shared my trip to Chicago with them. Some of them shared their experience to other cities as well. Thus, that is when I realized this topic could meet the needs of a student community like this. As we are deciding what content to address in our lesson, I believe it is significant to think about what learners need. Adult immigrants have great curiosity to visit new cities, and this intrinsic motivation can drive them to learn more about the content.

Of course, good teachers should also be cautious of making assumptions. We need to adapt our lesson according to the needs and experience of actual students in our classroom. Therefore, in the end of the previous class, students were asked to briefly talk about their travel experiences. The exit ticket from the previous lesson asked students to write down any concerns they had when travelling to a new city in the US. By looking through these notes, I could have a clearer view of their authentic needs, and accordingly address skills and practices in the coming lesson to tap these concerns.

As good teachers recognize the importance of having students use the language for genuine communicative purposes, it would be of great help if we can create a simulated scenario as much as possible in the classroom **environment**. In this artifact, I will use many kinds of materials and activities to achieve this goal. For example, I will provide a screenshot of the text message from the Airbnb host, Jay, and ask students to text him back as they are waiting to board the plane to NYC. Note that the materials are not directly provided to finish certain task. Rather, I present them in the way that simulate real-life situation that everyone will probably encounter and have concern about. For example, because of the complicated subway system, many newcomers to NYC are worried if they would get lost. In order to soothe this concern, I provide a video clip for them introducing subway in NYC. The clip is produced by a local resident and is delivered in a way that addresses many problems people encounter in real life. In this artifact, I also design activities such as using Google map app to find your way to the subway station. All the tasks and materials in this lesson effectively contribute to a learning environment that facilitates content-based instruction that addresses real life situations.

As for the **curriculum** design, when looking at this lesson from a larger picture, I created this lesson as a transition from textbook-based knowledge to real-life situations where authentic

input is provided. Additionally, it starts to switch the focus of communication mode from

interpretive to interpersonal. By that I mean students are directed to communicate more

frequently with their peers during the class. Thus, language is used as a vehicle while the focus is

actually on the tasks. For example, students are asked to conduct a role-play conversation at the

ticket booth when they want to figure out how to buy a subway ticket to the tourist sight. In

addition to activities, teacher's instruction is gradually focused on the content. For example, at

the beginning, I will carry out retrieval activities as a warm-up to remind the vocabulary and

sentence structure we have learned in previous class. Later in the lesson, I will introduce several

scenarios as we discuss ways to solve the problems. Language support will only be provided

when students have difficulty in communicating. Therefore, cognitive load is lowered and

language can be acquired in a subconscious way.

Assessment in this artifact is presented in several forms. The retrieval activity at the

beginning is a self-assessment for students to check the vocabulary and sentence they have

learned in previous lessons. It also serves as a language toolbox for students as they are to

complete the upcoming tasks. Another example could be the role-play of conversation at the

ticket booth. As each student needs to produce the language by himself, it is an informal

assessment to check his or her current stage in the learning process. Note that even the

assessment is also created under real-life situation. For example, students will write at least 3

tweets to share this experience to NYC, using the hash tag #myNYCtrip. This use of multimedia

effectively draws on students' real-life experience. Additionally, it lowers the affective filter so

that the result of the assessment is more accurate to students' real proficiency.

Domain 8: Commitment and Professionalism

I used to believe that we are capable to achieve anything on our own as long as we are good enough. This arrogant point of view has been thoroughly changed through my ELL program. Humans are social animals and we learn through interactions. The commitment and professionalism of being a teacher is the realization of delving into the community and interact with others. By referring to community, on the one hand I mean the rich student groups. ELL students from various cultural backgrounds possess funds of knowledge (Moll & Gonzales, 1995) in their own ways. As a professional teacher, I would like to create a supportive classroom environment that respects difference and welcomes variety. On the other hand, I value the great resource from broader teaching community. Throughout this program, I've been exposed to teaching community by becoming a member of ACTFL, observing English language classes outside of school, getting in touch with other teachers in organizations such as TIRRC (Tennessee Immigrant and Refugee Rights Coalition) and TFLI (Tennessee Foreign Language Institute). In the course Foreign Language Teaching and Learning, my instructor invited many guests speakers to the class, either in person or via Skype, so that I could learn from teachers not only in Tennessee, but throughout the country. All these guest speakers were asked to provide their answer of "what do you think excellent language teaching looks like", and they all came up with different responses. Being a professional teacher, I think, is to learn from these excellent teachers, and generate my own answer as I get to know my unique students and class setting.

For this domain, I present an **observation form** about my visit to an Academic Speaking class at English Language Center in Vanderbilt University (see Artifact G). It is an adult ELL class focused on speaking and listening skills. The artifact includes both macro and micro features of the lesson, ranging from the timeline to classroom arrangement or teacher language. Particularly, I intended to observe how the instructor applied communicative language learning

approach and what she did to make the input comprehensible. This artifact demonstrates how I take this chance and learn from the instructor.

Students in this class come from different countries such as Brazil, China, Korea, Thailand, etc. During the observation, I noticed that there was an obvious difference in their personality – the Brazilian girl in the class was a leader-type of person, while most Chinese students were quite introvert. After realizing the different background information of individual **learner**, the instructor differentiated her instruction in order to engage all the students in the class. Additionally, she grouped the talkative learners together so that these students could create an interactive debate within the group. And she put relatively quiet learners together so that the discussion would not be dominated by a certain student. This is just one example of what I learned from other teachers of how to attend to the individuality of learners so that they are comfortable to engage in the class.

This observational form also demonstrates my insight from this class on creating a supportive **learning environment**. I was very impressive about the Heist game in this lesson, and as shown in the artifact, I found it a very efficient activity that fosters cooperation in the class. As each student is assigned a specific role in the group, everyone gets to contribute to the success of the whole group. In the future I will look for more cooperative learning structures from other teachers, to create a supportive learning environment that aligns with the PIES principle. (Kagan, 1994). Another aspect of **learning environment** is seat arrangement. Though these are adult learners who have stronger self-discipline than younger kids, effective seating arrangement is still a powerful factor that would influence the quality of interaction in the class (MacKenzie & Stanzione, 2003). As demonstrated in the artifact, seats were set in a U shape in the classroom. Though it is not convenient for group discussion, such seat arrangement makes

sure everyone is paying attention to whoever is speaking in the whole group. I discussed this

situation with the instructor after the class, and learned from her that teacher should not only

consider these effects, but also adapt tasks and instructions to it. Because these seats were

unmovable, the instructor chose to stand inside the U shape, and clearly directed students to

move their chairs as a group during discussion. In addition to that, I would like to create an Out-

circle-inner-circle seat arrangement based on the given situation, so that students are comfortable

forming groups and talk to each other.

By observing this class, I also learned about designing the sequencing of lessons in the

curriculum. As stated in the artifact, this lesson is built on the previous lessons about leading a

discussion and hedging. And the current lesson about negotiation asks students to utilize what

they have learned, and prepare them for the final project – panel presentation. As I get in touch

with more teachers in the future, I will continue to grow the knowledge of designed-in

scaffoldings (Hammond & Gibbons, 2005) like this that can gradually lead the students to the

ultimate goal of the course.

As shown in the artifact, this lesson used the activity as an **assessment** to check students'

abilities in negotiating meaning, solving problems and initiating a discussion. It put learners in an

authentic task and assessed in a subconscious way. I will continue to learn about different kinds

of assessment as I engage in the teaching community in the future.

Application to Practice

Reflect back on my study in ELL program at Peabody College, I witness myself growing rapidly on the path of becoming a professional language teacher. As I have been exposed to multiple research papers and case study reports, I gradually build a solid foundation in second language acquisition, which guides me to think of the efficient ways to facilitate development in my future class. Through the practicum and observational field trips embedded in the program, I gained a close view of what teaching was like in American classrooms, and looked for ways to apply theories to practice. Moreover, the greatest assets I have received from this program are the people I have been interacted with during the two years. I was deeply touched by these enthusiastic people, including my professors, classmates, and mentors in the broader teaching community outside school, who have great passion in helping student learners in their academic development. And now I am passionate with teaching and would like to apply what I have learned to my future classrooms.

Teaching Implications

Student-centered teaching. Since I have seen many Chinese ELLs are still in relatively low communicative competence despite their ten years experience of English learning, I used to believe the traditional way of language teaching in China must be changed thoroughly. So when I just got enrolled in this program, I was ambitious to find the best method in language teaching that would change the English learning situation in China. However, through my two-year study, I have realized that there is no THE best method that would fit all (Brown, 2001). There are many decisions that teachers need to make. For example, we should choose between deductive and inductive approach for the class; we should decide how many teacher talking time is appropriate for the lesson; we should consider what kinds of input and practice would be helpful,

etc. As a novice teacher with not enough practical experience, I admit that there were many times when I didn't have a clear answer to these decisions. My mentor at my practicum school told me, a good teacher is always flexible. I also remember there is a quote from *Letters To A Young Poet* by Rainer Maria Rilke that says, "be patient toward all that is unsolved in your heart and try to love the questions themselves…perhaps you will then gradually, without noticing it, live along some distant day into the answer" (Rilke, 1962). Therefore, I no longer search for the right answer because there isn't one.

Instead, as I had more experience in teaching, I gradually realize that, above all, excellent language teaching grows from our prioritization of students. In other words, my future class will thrive from its fundamental nature **- student-centered teaching**. Though it seems to be a minor move and easy to understand, such prioritization makes a great difference in teaching. Teachers will switch our role from a lecturer to a facilitator. Especially since my target students in the future are secondary school students and adults, it is noteworthy to remove the hierarchy in the classroom.

Chances for thoughts and feelings. Based on this belief, every decision I make as a teacher will aim at the need of each individual. By referring to student need, it includes micro abilities such as a specific writing strategy that he/she wants to improve, as well as macro realization of what he/she wants as a human being. As I worked with high school students during my internship in China, I had a strong feeling that many adolescents didn't know what they wanted to pursue. Neither did they have a deeper understanding of why they were learning the language. One reason could lie in the preference of mainstream culture in China – people prefer conformity to individualism. These students have been exposed to the invisible norms for long that they should follow their parents and teachers because these people always want the best for

you. But students haven't really got the chance to explore and reflect on what they want, and how to take responsibility for it. I believe teachers should overcome the temptation to make decisions for students (SIOP, p.152). In my future classes, I will provide more possibilities for students, instead of restricting to one option. That means learners could have more freedom in choosing topics, language input, and even the language structure of their writing task. Note that these choices should also be structured so that learners will not be at lost.

I strongly believe the quote from Gregerson & McIntyre (2004), saying that language "is learned by people with thoughts and feelings" (Gregerson & McIntyre, 2004, p.xiii). Aligned with one feature of **CLT** that meaning is paramount, I gradually see language as a flexible and artful tool that serves our inner world. This philosophy affects my teaching in many ways. I would like to design the curriculum in terms of different language functions rather than language forms. I will implement more **TBI** to have a clearer vision of how language works as the vehicle to accomplish authentic tasks. This change of emphasis from outcome to intention puts students in a broader space with genuineness and creativity, which not only promotes the development of each individual, but also generates a byproduct of academic success in standardized tests such as TOEFL writing.

When we attend to student needs, teachers should especially pay attention to students' feelings, because **affective variables** in motivation, anxiety and confidence play essential roles in second language acquisition (Krashen, 1981). Anxiety could come from unfamiliarity with the classroom activities, failures in academic performance, incomprehensible input and peer pressure, etc. Therefore, in my future class, I will take great effort in creating a supportive learning environment where each individual feels safe and comfortable to participate. To achieve this goal, I will provide multiple chances for interaction. For example, starting from small talks

when learners can gain information about others, I will organize group discussions and peer

reviews so that they can learn from each other as well. As they receive acknowledgment from

their peers, students are more motivated to contribute to the class. Additionally, I will implement

cooperative learning structures such as jigsaw and talking chips because they perfectly meet

the PIES principle for classroom interaction that I would like to create (Kagan, 2001). Like other

class norms, the building of supportive environment requests continuity.

Another way to reduce anxiety level is to reduce the unfamiliarity, either in the classroom

activities or the knowledge they are to learn. Therefore, I will not overwhelm my students by

introducing too much new knowledge at a time. Rather, I will consider both the number and

complexity of the objectives for each lesson, so that it would be within the Zone of Proximal

Development as I embed different kinds of scaffolding in it (Vygotsky, 1978). I remember one of

my instructors told us, that we need referential points to acquire something new. When she

visualized this idea and emphasized the pattern and spatial recognition of knowledge, I started to

truly understand the importance of utilizing students' funds of knowledge (Moll & Gonzales,

1995). Just as people usually get panic when they found themselves out of no where, so will

their anxiety level rise when they have nothing to relate to the new knowledge. Grounded on this

realization, I will constantly ask students to refer back to their own experience and existing

knowledge when introducing a new concept. This reference could occur in the input, the concept,

or the activity. For example, I will choose some twits as a kind of input to introduce the

grammar, or I will ask students to write three twits as an informal assessment to check the

language function we have learned. Because of the **Common Underlying Proficiency** between

L1 and L2 (Cummins, 1984), this is an efficient way to facilitate the transfer between the two

languages.

Identity. For my target students in the future, who are mostly adolescents and young adults, they are in the psychosocial stage when people face the misery in role confusion, struggling with their identity and fidelity (Erikson, 1959). Especially when they are exposed to a new language culture that is very different from their L1, many learners are confused with who they really are. This is particularly true for many advanced level language learners, including me, when they are pursuing native-like pronunciation in L2. Because of the power and relationship associated with identity and social prejudice, there was a time when I began to be at lost. At this stage, teachers should guide learners to re-evaluate their native culture. In other words, teachers should implement culturally responsive teaching that values the culture that contributes to who we are. I believe that language learning is a great opportunity for each learner to embrace diversity in the world, but it never means to abandon what we already have. As I have been exposed to culturally responsive teaching during my two-year study, I discover more valuable assets from the Chinese culture that I didn't realize before. I believe that funds of knowledge (Moll & Gonzales, 1995) empower each person to be unique in his own way, and I would like to pass this realization to my students as well.

Obstacles in Future Application

My future class will be Intensive English Programs in language schools back in China. This includes test-prep courses such as TOEFL writing and SAT vocabulary etc. As is mentioned above, my target students in the future are adolescents and young adults who have desperate goals to achieve higher scores in the standardized assessments. Although language schools can give me more authority in curriculum design, there are still many challenges when it comes to bringing my teaching philosophy back to such classes.

Let alone the situation that most of these students don't have a clear view of what they want beyond a decent score, one thing I found most challenging is the implementation of CLT in test-prep courses. Unlike English classes in private or public schools that last for a whole semester, these test-prep courses are usually 15 hours in total. Such a limited period of time and test-oriented nature makes it hard for teachers to squeeze the time for interaction and task-based interaction in the class. However, as I think about this situation throughout my two-year study in this program, the solution I have come up with for now springs from the realization that excellent teaching doesn't necessarily means using CLT in the classroom. Although it has many benefits for language learners, teachers should be flexible to apply different approaches according to the course nature and students' individuality. Therefore, even though there will be many times when teachers have to explicitly inform students of the sentence structures that are suitable for certain test item, we can still organize interactive activities for students to put these sentence structures into practice. Although there may not be enough time to implement cooperative learning structures for class building, teachers can use Web 2.0 tools such as Padlet and Bootcamp and ask students to post their response on the discussion board and comment to each other. We can build a Facebook page for the class where students and teachers share their resources on it. I am not sure if the obstacle can be mediated because of my limited teaching experience, but I think taking a step back can be a chance to gain a broader view.

Another huge challenge for me is the lack of authentic language input in the learning environment in China. Unlike ELLs in the Unites States who are exposed to a variety of authentic language input in daily life, Chinese learners don't have access to it. English is not their survival language, and everyone speaks Chinese after class. Such a situation results in the phenomenon that many Chinese ELLs, including me, still have difficulty using language

appropriately for different needs. And because of this lack of language environment, it is challenging to ask students interact in English after school. One solution I can think of is to collect authentic literacy artifacts that I have come across when I'm still in the United States, and to look for resources that I can refer to even when I'm back to China. The artifacts I have collected include brochures of national parks, advertisement on the art magazines, posters about an upcoming event on campus, and interesting menus at various restaurants, etc. Besides, I have taken many photos of street signs and slogans that are excellent authentic texts for language teaching. I think this could be an engaging method to immerse learners in a richer language environment.

Professional Development

For my professional development, I would like to continue the lifelong learning from the perspective of an English language learner and a teacher. As a non-native speaker, I am well aware that my current English language proficiency still needs much improvement in many aspects, especially in vocabulary and writing. This is not only a fulfilling process that I enjoy, but also a chance to model for my students about how to tackle such a challenge in English learning.

For the development of my teaching career, I am excited to see how flexible I can be when teaching the same content while capitalizing the individuality of my students. What's more, I would like to keep updated about the research studies in the field of second language acquisition. Currently, my focus is on how to improve Chinese ELL's pronunciation. I have done some research in this topic and have written a midterm paper about it in my courses. Encouraged by my professor, my curiosity in it continues to grow. I have looked for other resources in teaching pronunciation such as Avery & Ehrlich (1992), and observed how my mentor teacher at

practicum taught stress and intonation. For my professional development in the future, I need to have a more comprehensive knowledge of American English pronunciation, and gain more teaching experience in this subject in order to arrive at a conclusion.

I love the perspective that teachers are designers (Wiggins & McTighe, 2012). Not only because teachers must be mindful to the audiences as design professions do, but also because teachers as designers look for relatedness in the world and find ways to link them back to their field. Some kinds of relatedness are straightforward to notice, such as using the song in the class because the sentence structure in the lyrics is the language objective of this lesson. However, other relatedness requires more efforts to discover. For example, when I taught the reading strategy of making prediction, I introduced the lesson by a brief discussion in horoscope. Or when I guided students to analyze the poem Mutability by William Wordsworth, I related the theme to the art of Liu Bai in Chinese Kunqu Opera. These items seem to be irrelevant at first sight, but they are usually connected in nature. For my future teaching profession, I want to develop the ability to identify various kinds of relatedness and guide my students to see the interconnection as well. It will not only benefit language teaching and learning, but also develop a top-down perspective for life.

Language is dynamic, and so is teaching. What I love about teaching English most is this wide range of possibilities due to several variables. And I cannot hide my love in the quote "language is learned by people with thoughts and feelings" by Gregerson & McIntyre. Just because of these feelings, people can still communicate with each other regardless of the remote distance. It is also because of these feelings that each learner is unique in his own way. I would like to explore more about how to manipulate language to serve the needs of expression, and in

the meanwhile look into how this form of expression can in turn influence the shape of our

thoughts.

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Appendix

Artifact A: Three Genre Lesson Plan

Name: Julie

Class: English Language Arts, Grade 9.

Lesson #, Lesson Title: Behind the Appearance

Instructional Context
What do I know about my students that will inform this lesson?
This is a mainstream class with about 20 students. Three of them are Chinese ELL and the rest of them are native speakers.

How does this lesson connect with and build on the previous lesson(s)?
These students have already learned reading strategies such as predicting, making connections, and clarifying. The concept of metacognition has been introduced in previous lessons. This lesson is built on these knowledge of strategies and combines many of them together to make meaning of the text.

How do you expect to build on this lesson in subsequent lessons?
This lesson intends to give students a deeper understanding of noticing information behind the appearance. For the subsequent lessons, I intend to provide them with the texts that are based on the same fact but in different perspectives. There will probably be a debate to further develop their ability of critical thinking.

Standards Addressed
Common Core State Standards/Local Standards
CCSS.ELA-LITERACY.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Learning Objectives	
Objective	Assessment
SWBAT (students will be able to) realize the hidden information behind the appearance, especially in multimedia	Group discussion; KWL chart
SWBAT think from different aspects – switching role from reader to author.	Group discussion:
SWBAT recognize the contrast in texts	Marking the contrasts between the appearance and the hidden on the handout, and discuss in the whole class
SWBAT develop the ability of critical thinking, learning to question the authority instead of taking everything they receive as truth	Group discussion about the advertisements

Academic Language Demand/Language Function	
Language Function	Support/Scaffold
o Academic language is encouraged to present their point of view in the discussion, to persuade others	• Teacher will give students timely responses in the lesson. • Teacher will encourage the sharing of ideas in the class, giving credit to every contribution that each person made.

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
2min	Show them the topic of this lesson on the projector: Behind the Appearance. Asking the whole class: using what we learned last lesson about making predictions, what do you think we will be learning today? Why? (Giving them prompts of how to make predictions if necessary)	Activate students' prior knowledge, and review what they learned last lesson.
1min	Putting out the final exam essay question: what do you think of the information surrounding us today? What's behind the appearance? How can we deal with that?	Provide a specific purpose during the reading in this lesson.
5min	Pre-reading: warming up for Les Miserables Ask if anyone know anything about the book. Teacher will add more background knowledge about the story according to students' responses. Start with broad questions like "What are examples of revolution? How do revolutions happen?" and follow with questions about the book and author afterwards.	Frame the reading. Providing background knowledge helps students refine their schema, which helps comprehension.
2min	Giving out the handout of the lyrics of "Master of the House". Read silently and independently for the first-draft reading, underlining the words and phrases that they don't understand. Students are encouraged to make a guess about the word meaning.	Get the main idea. Clarify where they are lost.
5min	Play the video clip for them.	Activate visual and auditory sense, which helps students build more knowledge about the text.
4min	Check the words you underlined and add some definition of them if you can. Then talk in a group of four: Tell your partners about the confusing words you have, and see if they know them. Share your guessing and reasons. Discuss if you all agree with it. Note: ELLs are encouraged to be put together.	Working on the words that confuse them, resonates with the belief that literacy learning is social practice. Students have the opportunity to contribute their share and learn something new. ELLs feel safer to talk to those who speak the same language with them, helping each other to understand both the group discussion and the lyrics.
4min	Teachers ask each group to give a word that they still don't understand. Teacher will model the making-meaning-from-the-context strategy (which has learned in previous lessons) for one word. Then the whole class will work on the rest together.	Review the strategy they've learned before Learn new words
2min	Discuss with the person next to you: what do you think this part of the story is about. What do you think of the characters? What are they? What did they do?	Check their understanding about the text and characters.
2min	Second-draft reading: Jigsaw: Divide the class into 4 groups, each group work on the same paragraph(s). Work independently, find out the contrasts in the lyrics and circle them on the handout.	Guide students to pay attention to the contrast in the texts, indicating the difference between the appearance and the hidden
5min	Whole class discussion: give some examples of the contrasts. Teacher will type in a form on the screen. Then discuss: why there are such contrasts? Leading students to realize the difference between the appearance and the hidden. Scaffolded instructions are given.	First discussion about the topic.
3min	Teacher giving conclusion: cheating and dishonesty is one aspect of this difference between the appearance and the hidden. Is there anything in real life nowadays that is similar? As students giving some responses, move to the next genre: advertisement. Making it clear that advertisement is not necessarily cheating, but sometimes there is mismatch between the appearance and the hidden.	Move to second genre. Making connection between the two sections. Making a conclusion also gives students a clearer idea of what we've learned in this lesson so far,

		monitoring their understanding.
4min	Have students work in a group of 5. Give a piece of advertisement to each group. Read it and then discuss: why is this advertisement written in this way? What are the possible hidden information that is not presented explicitly in the advertisement?	This discussion starts to have students think critically about the text:
4min	Each group shares their discussion to the whole class. Guiding students to think of what elements should be taken into consideration when writing an advertisement. Teacher writes down their ideas on the board.	Have students think of literacy in different angles.
2min	Another way of hiding behind the appearance: wearing a mask Brainstorm in the class: "masks".	Move on to genre 3 Activate students' prior knowledge about masks.
2min	Teacher asking: why do we wear masks? What are we hiding from? Everyone takes out their notebook and writes down in bullet points	Write their thought down so that they can track and compare their ideas after reading the poem later.
3min	Giving them the handout of the poem *Wear the Mask* by Paul Laurence Dunbar. Invite students to read aloud together, then talk to the text. A metacognition bookmark is given as a prompt.	Poems, unlike other forms of literature, have the unique rhythm that can be better grasped when read aloud.
5min	Sharing with the person next to you with the talk-to-the-text and answers to the questions on the notebook at hand. Write down any new ideas that you learn from others. Then in the whole class, ask students to share one of the new ideas you learned just now.	Sharing is a way of learning from each other. In this step, it also guides students to be a good listener.
2min	Making connection: Text to text/self/world. Dig the discussion a little bit deeper. What happened nowadays makes people want to pretend to be something else? Have you ever had such experiences? Group discussion. Take notes in bullet points. Teacher will go around to each group and facilitate the discussion if needed.	This discussion explicitly brings students to real-life situations. Taking down notes helps students work on their assignment.
	Assignment1: from the three aspects we learned in the class about the hidden behind the appearance, choose one perspective and write a short essay. Relating the text to your own experience and to the world.	
	Assignment2: KWL chart	To see how much they learned from this lesson

Student Supports

o   Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted?

For ELL students, I would pair them in the same group in the first group discussion, to help them adapt to the classroom environment. They will not be forbidden to use their native language. In each discussion, I encourage students to talk about what they know about it in the first place. For ELL students, this is a good opportunity to activate their funds of knowledge and prior experience that is probably different from other students. I give credit to students' sharing in discussions and I hope this will help build a safe environment especially for ELL students.

Materials and Resources

o   *Master of the House – From Les Miserables :*
   •   A Youtube video clip (with subtitles) https://www.youtube.com/watch?v=_vL7N9MMyHs
   •   A handout of the lyrics

o   *We Wear the Mask* by Paul Laurence Dunbar

Artifact B: Case Study Final Report

Final Report

Participant Overview

My participant, W, is a 23-year-old master student in Minzu University of China, majoring in International Chinese Language Education. He is from Zhengzhou, the capital city of Henan Province in China. We were classmates in undergraduate and have been close friends for almost five years.

Linguistic Background

L1. W was brought up learning his native language, Mandarin, in an early age. He was fully exposed to the language both at home and school. All his family members had the attention to use Mandarin in front of him even though some of them might speak the local dialect in their daily life. Therefore, W developed his L1 in an environment with few distractions of dialects, and now he can speak in an absolutely standard way without any variation. He got a high score in the Mandarin Proficiency Test, which requires above-average mastery of the language.

W didn't develop his dialect until junior high when more peers spoke it after class. He used the dialect only for casual chatting with other boys. Aside from the dialect of his hometown, W is good at accurately imitating other dialects of different parts of China. As he became more proficient in Mandarin and the local dialect, he can effortlessly switch them to meet his needs. For instance, he quickly switched to the dialect to greet his countrymen even though he was talking to me in Mandarin seconds earlier. This selection of language reflects his awareness of social functions that languages carry.

L2. W started to learn English as his second language in the first grade of primary school and it has been 17 years of learning until now. He spent all these years learning English in China

and has never been abroad. Besides, since he will be an exchange student in the United States next year, more efforts were made in developing his language skill in graduate school. He passed TEM-4 (Test for English Majors) and scored 96 in TOEFL (Test of English as a Foreign Language).

W sometimes imitates the accent of Black English for fun, and explicitly mentioned that he couldn't imitate British or India English yet because he hadn't figured out the rules, which manifests his awareness of making generalization about languages in a macro view.

Cognitive Background

As mentioned above, W is a 23-year-old graduate student pursuing to be more professional in the field. Thus, certain intellectual abilities have been developed through years of academic learning and daily interactions with the outside world.

First of all, W has a significant capacity of knowledge storage, which is a result of his reading and practical experiences. Certain academic literatures have been read in his graduate study, delivering a more intensive understanding of the major. Moreover, he loves history and culture, and has read many books in the category, which helps accumulate related knowledge. Besides reading, he has been to many places of China for travelling, such as Xi'an, Chengdu and Xiamen, etc., and was exchanged to a university in Taiwan for one semester in his junior year in undergraduate. All these experiences contribute to broadening his horizon.

Secondly, he developed the ability to comprehend complicated knowledge and find ways to solve emergent questions. For instance, he summarized a given research paper into several key points and delivered a presentation about it when we were in undergraduate. W has won a prize in the Host Competition in college, during which the ability of flexibly adjusting to changing circumstances and dealing with emergent problems was examined.

Last but not the least, he cultivated his critical thinking skill through his passion in debate competitions. All these cognitive abilities make W better equipped in his language learning.

Sociocultural factors

As far as I'm concerned, there are some sociocultural factors that influence his development of language proficiency.

Family and SES. W comes from a middle-upper class family. His father is a real-estate developer and his mother is an accountant in the hospital. Both of them were born in the urban area of Zhengzhou and are well educated with Bachelor's degree.

Although they have learned English in high school, however, their English proficiency is pretty inadequate. According to W, his parents can't complete a daily conversation in English. This is probably because English was not taken seriously when his parents were at school, and, more importantly, that English is rarely used in their workplace. Thus, though they could talk to W in simple English when he just started to learn the language, it didn't last long because of their limited English language proficiency. Other family members of W are also not very good at English, resulting in a vacuum of English conversations in family environment. Also, W's parents don't have much interest in English. Few English resources, such as English literatures or cassettes of English songs could be found at his home. However, they didn't lower educational expectations for W. As W mentioned, they still tried to find ways to encourage his English study, most of which were financial supports, such as buying reference books and electronic dictionaries. They unhesitatingly paid for his language courses when W intended to take after-school classes. Additionally, they could afford a house with an excellent school nearby and the expensive tuition fee of his primary school, providing better resources for his education.

Prior educational experience. As mentioned above, W started to learn English in Grade 1 at the age of six and it is a continuous process until now. From primary school to middle school, his educational experience in each stage is influential to his current language learning.

The primary school he attended is a boarding school with expensive tuition fees and excellent teachers. He had to live on campus from Grade 1 to Grade 4, only able to come back home at the weekends. This arrange of time illustrates that, even during the early years when W's parents were able to interact with him in simple English, there were not enough opportunities for them because of the insufficient time of meeting. The class capacity was about forty students, and technology devices were provided, which is a critical advantage given the time. A significant feature of the school is the evening study, an extracurricular English tutorial, every weekday from 7 pm to 8 pm. The textbooks they used were New Concept English and Cambridge Young Learners English taught by teachers from specialized educational institutions. Although now he realizes that the course could be very beneficial, according to W, he didn't take it seriously at that time, resulting in limited effectiveness that he was regretful about.

Thereafter, W attended one of the key schools in Henan province from Grade 7 to Grade 12. The class capacity was sixty people. Morning Reading was arranged for English learning since the beginning of Grade 7, and in Grade 7 and Grade 10, they had foreign teacher classes instructed by an American teacher. What W learned were traditional English songs, such as "Amazing Grace", and introduction about states in the US. Since speaking and listening were not tested in the College Entrance Examination, little importance was attached to such foreign teacher classes at that time.

Although teachers were highly responsible to the students with well-prepared curriculum design and patient instructions, W held a negative attitude towards his English teachers in middle

school, not satisfied with their teaching methods and "meaningless" assignments. According to W, teachers would spend about five minutes introducing the topic in English, and the rest of the time teaching grammar and vocabulary in Chinese. Consequently, what they learned in an English class was nothing but vocabulary and sentence structures. There was never any group discussion or personal presentation and the only classroom activity they had was reading words together after the tape. W's discontented feeling reached its peak when talking about his assignment, which was mostly copying the vocabulary, reciting them, and preparing for the dictation quiz in the next day. Sometimes students were asked to write a short piece of work in the genre they learned in the class. Whilst all these assignments seemed boring and useless to W, he was more satisfied with other homework such as doing exercise and sample tests. He especially felt valued when he did well in his tests and was asked to explain certain questions to the rest of his classmates. However, his negative attitude to his English teachers in middle school exerts a harmful impact on his impression of English learning, which in some extent undermines his interest in the language.

Motivation. Motivation can be an effective factor in language learning consisting of external and intrinsic orientations. As for external motivations, the main reason that W learned English from Grade 1 to 12, is that the language is tested in College Entrance Examination, a significant exam for every Chinese student. Thus, before undergraduate, the ultimate goal of learning English for W was to get a high score in the test. The next period of time when W's English learning was driven by tests, was his recent preparation for TOEFL. However, more intrinsic motivations were aroused when he grew an interest in Marvels comic. He was very fascinated with the movies and comic books, and would like to recite many lines in them. Now

he is a member of an Interest Group, translating the comics into Chinese version for more

audience.

Language Ability Description

Multiple aspects of W's English language ability will be revealed in the following session

of this report. Among the four elements of language, I regard phonological ability the most basic

one in that language is mostly used in conversations and it would be unlikely to carry on if the

participants can't speak the language. Semantic is placed in the second because comprehension

would be significantly compromised if one can't understand or deliver the meaning of the

content. As for grammar, in my opinion, it is not as important as the first two, since the speaker

can still express himself with words or incomplete sentences. The one I would like to put in the

end is pragmatic skills. Although it is essential to develop this ability to foster a more

comfortable conversation, it is more than a language skill: certain cognitive abilities and social

norms are also involved.

Phonology

In the facet of phonology, there are certain strengths that account. First of all, most of the

words he articulated were comprehensible. Also, he paid attention to consciously producing

liaisons in his speaking, in pursuit of a more native-like one. For example, he said the phrase

"half an hour" as / hæf ən ˈaʊər/, and "stand up" as /stændˈʌp/, which is very similar to a native

speaker. However, there is a very limited number of it, and only those frequently mentioned by

English teachers were produced.

W presented many variants worth noticing. These variants can be categorized in terms of

vowels, consonants, stress and intonation, and fluency and cohesion.

Vowels. Under the umbrella of vowels, there are two aspects in the output of W's speech in need of further development. First of all is the preciseness of the sound of vowels. According to the cardinal vowel system of Daniel Jones (1967), a precise pronunciation of a vowel is determined by tongue height, tongue backness and roundedness (Vowel). The imprecision of vowels produced by W is therefore analyzed by these three parameters combined. For example, he pronounced the sound /æ/ as /ɛ/. Based on our conversations, this variant occurred for many times, in the words "have", "I", "ninety", "write", "time", and "died" etc. Additionally, in one instance, he pronounced the word "trace" as /trɛs/ rather than /treɪs/. For most of the time in our conversations, such variants did not significantly compromise comprehension. However, since the imprecise pronunciation of the word "died" is the same sound as "dead", it is hard to distinguish whether it is a phonological variant or grammatical error. Besides, when articulating the word such as "useless", he always pronounced them as /juz lɛs/ instead of /ˈjusləs /, which is probably because he regarded it as a combination of two words: use-less.

Another typical variant in W's pronunciation of vowels is the addition of a schwa after a "word-final voiced obstruent" (Gass & Selinker, 2001). Based on our conversations, there was an excessive production of this variant. Pronunciation like /bʌtɜ/ (but), /mɑrkɜ/ (Mark), /æskɜ/ (ask) still occurred many times. One possible explanation is to consider it as a strategy in communication. As I observed from his responses, the frequency of adding a schwa was relatively higher when he articulated in a less fluent way, which accounts for the possibility that he was buying more time to think how to construct the ongoing speech.

Consonant. Certain aspects of consonant variants were also frequently produced in W's speaking.

Place of articulation. First of all is the inaccurate mastery in the place of articulation. In

conversations, W presented a tendency to substituting alveolar fricatives /s/ and /z/ with dental

fricatives /θ/ and /ð/. For instance, he pronounced the words in articulations as /zeɪ/ (they), /wɪz/

(with), /ˈʌzər/ (other), /sɪŋk/ (think), /ˈsʌmsɪŋ/ (something). The place of articulation of these

consonants are so similar that W was very likely to simplify the process of placing the tongue

"between the upper and lower teeth" (Voiceless dental fricative) with /s/ and /z/. However, in the

big picture of conversation, such variants did not significantly compromise comprehension.

Responses like "communicate /wɪz/(with) foreigners" and "/zɛr/ (They're) in /zə/ (the)

supermarket" are not hard to understand, especially put in the context of asking him to tell the

story in a picture. I think one reason is that there barely is any English word with a pronunciation

like /zə / so native speakers won't mix it with other words. Even though a word like "wiz" does

exist, it is not very confusing because the context helps. Another explanation is that such variants

do not occur frequently in one sentence during our conversation, so I did not struggle to

understand him. Compromised comprehension may exist in other cases.

Also, W pronounced the sound /v/ as /w/ in many cases, not articulating with the lower lip

and the upper teeth (Voiced labiodental fricatives). For instance, he pronounced the word

"Marvels" as /ˈmɑrwəls/ and the phrase "have to" as / hæwu tu/. As for pronouncing the sound

of /w/, in one instance, he uttered the word "week" as /vik/.

In addition, another variant in the place of articulation is that, he didn't pronounce the

sound /ʒ/ accurately when it is needed. For example, when saying the word "usually", he just

simply articulated it as /ˈjurəwəli/.

Voiceless and voiced consonants. Aside from consonant variants in the place of

articulation, W frequently mispronounced voiceless consonants as voiced ones. For example, he

pronounced the word "start" as /stɑrd/, "won't" as /woʊnd/. Given the context of the conversation, it did not significantly compromise comprehension.

Stress and intonation. A third variant in pronunciation lies in the aspect of stress and intonation. W pronounced the word "imitate" as /ɪˈmɪteɪt/. This time, unlike other variants discussed so far, this seriously compromised comprehension and even interrupted the conversation because I misheard it with the word "meet" in the middle. Another pronunciation variant is his flat intonation in articulation. W seldom produced any rise and fall of the voice, which evidently differentiates with a native English speaker. But a flat intonation does not necessarily interfere with comprehension.

Fluency and coherence. In addition to pronunciation, variants in fluency and coherence also exist. Sentences W articulated were frequently broken with repetition, pauses and self-correction, such as "I con…communicate with foreigner stu…uh, foreigners". Thus, the length and speed of articulation were therefore occasionally limited.

Semantics

Based on the conversation and writing sample, I think W's general word choices are mediocre with both strengths and areas to be improved for the following reasons. As for his semantic strengths, first of all, his output is globally comprehensible, which means the words he chose were able to deliver the message that he intended to express. I could effortlessly understand him in the materials.

Moreover, he was able to use academic language according to the context. In his writing sample, for instance, he used the words "initially" and "additionally" respectively at the beginning of two paragraphs, which systematically clarified his beliefs. As for the conversation, it was a combination of formal and informal expressions, because the nature of our interview was

casual while the topic was more academically sophisticated. W did a good job integrating the

two forms and it indicates his attention in contextualizing the word choices. For instance, he used

the expression of "cognitive ability" when talking about how age influences second language

acquisition. Aside from specialized terms, there was also usage of words and expressions

common in textbooks and exams, such as "organize", "efficiency" and "refer to", etc. When

giving a specific example to describe his experience of learning vocabulary, W used the word

"Catalhoyuk" and "insurmountable" which are longer in length than ordinary words and not

prevalent in daily conversations. Meanwhile, words like "finish", "interest" and "strong", which

are frequently used in casual contexts, were also adopted in the conversation.

     However, there still exist certain aspects in W's word choices that need further

development. First of all is the lexical diversity. As shown in Table 1, the lexical diversity is

30.54% in the analyzed conversation and 56.31% in the writing sample, which implies a

relatively high frequency of repetition in word choices, especially in speaking. For instance, the

word "remember" appeared 15 times in the conversation. Such repetition reflects his inadequate

knowledge of vocabulary. Also, the complexity of his vocabulary is relatively low in terms of the

percentage of hard words, which is 5.41% in speaking and 11.62% in writing. All of these

statistics imply a basic but unsophisticated use of words W chose. Note that although the lexical

density, average sentence length and percentage of hard words are not very high in the writing

sample, they are relatively higher than those in the speaking. That indicates a better word choice

may be a result of difference in the nature of speaking and writing, and learners have more time

to think about their word choices.

     Secondly, W made up words when he tried to use a complicated one. For example, when

talking about his prior experience of language learning, he said "I made many mistakes and can't

be corrected ... fossiled. F-O-S-S-I-L." He made up the word "fossiled" which should be "fossilized". Similarly, when asked what kind of translation he had done, he answered "listuraturally translation; not listen, then translation", creating a new word that doesn't exist. According to the context, he probably meant "literally". He also said "hypothize", "intensed" and "complexed" when he intended to use the words "hypothesize", "intensified" and "complex". Lacking in the mastery of vocabulary, he produced such made-up words for many times in the conversations. Thus, although W had the intention to adopt sophisticated words in a formal setting, his limited knowledge of vocabulary undermined the quality of his expressions. Based on the analysis above, I would evaluate W's skill of word choice mediocre with too many basic and unsophisticated words.

Grammar

Grammatically speaking, there are strengths and areas to be improved at both morphological and syntactical level.

Morphology. Morphology is mainly focused on the grammatical skills at word level (Mancilla-Martinez, October 26, 2015, personal communication). In analyzing W's morphological ability, the following two facets are taken into consideration.

MLU. MLU, which refers to mean length of utterance, is an indicator of one's morphological abilities. Thus, the MLU of both the oral and writing sample is calculated. In the oral language sample, since most sentences he said are short, an utterance can be basically regarded as a sentence. However, in the writing sample, because of its academic feature, most sentences are too long to be uttered in one breath. So I asked W to read this sample to me afterwards and I counted the utterances according to his pause. As shown in Table 2, in the oral sample, there are 30 utterances including 212 morphemes, and the MLU is 7.07. In the writing

sample, W said 18 utterances with 315 morphemes, and the MLU is 17.61. Missing inflectional morphemes, uttering incomplete or short sentences, and using more free morphemes, are direct factors of a low MLU in his oral sample compared to the writing.

Sense of roots and affixes. When we look at the type of morphemes, prefixes and suffixes are used in both samples as shown in Table 2. In the umbrella of suffixes, derivational and inflectional suffixes both occurred. For example, in the writing sample, W used the words "migration", "migrate" and "immigrant" in one paragraph as shown below, which is a strong representation of his mastery of affixes and roots. Such use of vocabulary also reflects his morphological ability of flexibly combining affixes and roots to construct a word.

Nowadays, more and more people choose to migrate to other countries, especially to the countries better-developed like the USA or Germany as well as Canada, to be an immigrant. Many reasons lead to this phenomenon and migration can also contribute to many problems in turn.

He has a strong sense of affixes, especially inflectional suffixes, facilitating the usage of proper parts of speech in his speech output. In an earlier interview, W explicitly mentioned his attention to affixes when he was working on new vocabulary, which indicates he realizes the interrelatedness between morphology and semantics.

 However, in the conversation, although W did use the derivational suffix -ed to describe his experience during the past weekend, there were still occasions where he forgot to add it. For instance, when he intended to tell the story of the film he watched, he said "Watson write their stories and published them", which represents his underdeveloped awareness of the -ed rule. Similarly, in some instances, he forgot to address -s in the end of a verb when it is needed. For instance, in describing the picture I showed him, he said "the little girl pick up a bottle of maybe

wine or some water and put it into the old man's big black bag". Thus, the consciousness of using -ed and -s is what needs to be further developed.

Syntactic. As for W's syntactic ability, three aspects are analyzed below.

Word order. Firstly, the basic word order in his writing sample is one of W's strengths. Although sentences are very long, they strictly adhere to the "Subject + Verb + Object" order. However, in one instance, he didn't insert grammatical function words in appropriate places order in the oral sample. When W said "Watson didn't want to others know that", while the appropriate order should be "didn't want others to know that". Thus, more attention to word order within phrases should be paid.

Complete and incomplete sentences. Secondly, in terms of sentence types, there is a clear difference between the two samples. All the sentences in the writing sample are complete ones and this is especially an advantage given the long sentences he wrote. On the contrary, many sentences in the oral sample are incomplete. For instance, when asked if there was any case in the plot, W answered, "a case thirty years ago", omitting "There is" or maybe "was mentioned in the movie". Although lacking predicates, these incomplete sentences are still comprehensible according to the context in the conversation. For example, W responded "No. Lonely" when asked if Holmes got married. However, it still presents a sporadic set of ideas that to some degree cut off the flow of conversation.

Cohesive devices. Thirdly, when it comes to cohesive devices, W utilized a variety of them in the writing sample. Logical linking devices are used for many functions as shown in the examples below.

... Furthermore, every country in the world would like to accept people who have special skills or advanced knowledge as many as possible, for which reason they will try to attract those

helpful people, that is to say the policy and government can also lead to migrations, just like the

USA attracted Einstein for his talented brain.

 ... In order to prevent native people moving abroad, government should pay attention to

build a great society, including a good education and welfare environment, rather than never-

ending condemn or punishment

 Functions such as addition (furthermore), contrast (rather than), reformulation (that is to

say) and inference (like) are manifested in W's writing samples. He also used pronominal forms

like "this" to replace a phenomenon addressed in the article before, manifesting his ability of

linking sentences into a more fluent and cohesive output. For instance, he wrote:

 Many reasons lead to this phenomenon and migration can also contribute to many

problems in turn.

 However, in the speaking session, the utterances were less logical and more tedious

because of the simple linking devices used in his speaking. W repeatedly uttered "and", "so" and

"but" when he intended to make connections between sentences. Although he used "he" to

replace the names, repetitions still occurred, such as "Watson wrote the stories…But Watson

changed the story", which makes the utterance discontinued.

Pragmatics

 Context. Out of the 405 words that W spoke in a certain piece of oral sample, he attended

to both linguistic and social context, which is one of his pragmatic strengths.

 Linguistic context. Firstly, the conversation was unfolded with reference to what he had

said before, indicating his attention to linguistic context. For example, W elaborated the class

schedule of a typical English class he was in, and later, he said "Yeah, that's why I have a bad

English ". In this sentence, W referred to what he had uttered about the English class and moved

the conversation from classroom description to reasons of his current English language proficiency. Likewise, after mentioning his experience of language learning, W said he was learning a "related major" in graduate school, extending the conversation by connecting his prior education with present academic study.

   Social context. Secondly, W was aware of the social context in this interview. On the one hand, he respected my role as the interviewer during the conversation, answering my questions in a serious attitude especially when there were academic topics involved. On the other hand, we have been close friends for years and the interview can be very casual when the topic is informal. For instance, in the analyzed conversation, W said sentences like "please help me with my English" and "I'm fighting for that (refers to achieving his future plan)" with laughter and gestures combined. Additionally, instead of speaking in a flat intonation, W said these sentences in an emotional tune, implying a strong desire to interact with me, rather than a simple ask-and-answer routine between strangers.

   Grice's Maxims. In terms of Grice's Maxims, W's pragmatic strengths are revealed in the following aspects.

   Maxims of quality. First of all, he strictly adhered to the maxims of quality, showing the intention of using examples, reasons and details to support his point of view. For example, when asked to describe a typical English class, W said they read the vocabulary together, adding an example which was "(all the students say) apple, apple; zoo, zoo". He is also aware of providing reasons to illustrate his point of view. For example, W said he had a bad English, following with the reason that "because we paid more attention to the, writing English, not oral English". In this way, he gave a clearer explanation for his conclusion.

Maxims of manner and quantity. W also did great in the maxims of manner. No obscurity of expression occurred in the conversation. Also, in the analyzed conversation, informative responses were presented as required. For example, when asked to give suggestions to English teachers, W said "Speak more, listen more" first, which is a general proposal; then he specifically illustrated what a teacher should do ("Tell us something that can be used immediately") and shouldn't do ("Don't, don't tell us like, 'Hello, how are you, I'm fine thank you and you, I'm fine too'"). Thus, the suggestion he gave was specified so that it can be easily understood.

Maxims of relevance. As for the maxims of relevance, most of the time, W remained on the subject being discussed. For example, W expressed his interest in Marvels, specifying the characters he liked and disliked, and then mentioned his experience of translating some American comics into Chinese. All these contents are topic-related. However, when given a broad question, such as "say anything about yourself", random shifting from introduction of family members to personal interest did exist during the conversation. Although the two topics are under the umbrella of self-introduction, the relevance between them is relatively weak, which needs further improvement. There are certain possible reasons I think might be able to explain this phenomenon. Firstly, it is likely to come across sporadic ideas during the brainstorming when given a broad question. Secondly, maybe he is not confident with his English proficiency to continue with certain topic. For example, he didn't know how to say this father's occupation in English, thus giving a lot of explanation to describe the job. But he was unwilling to do that furthermore because he was not familiar with the vocabulary in the specialized field.

Overall Assessment

Based on our interaction so far, I would place his overall English proficiency at a Level 3

in terms of the Second Language Acquisition Chart. I made this assessment primarily because of

his inadequate capabilities in vocabulary and grammar. Although certain requirements in Level 4

are met, such as being able to appraise and evaluate, these abilities are still underdeveloped and

his active word vocabulary is unlikely to be up to 12,000. There are many more mistakes in

grammar and pronunciation, with frequent repetition in articulation, which results in

compromised comprehension during a conversation. For example, as mentioned above, W

frequently used repeated linking devices in his oral language, just as the sentences shown as

below.

No… Oh I attended a, how to say, sports meeting last week. And I attend the shot put. And I

didn't win, won, any prize.

Watson has died. And Holmes has, is, over eighty years old. Maybe, maybe ninety three.

And his, his old brother died too. Eh-huh, and almost, almost everyone has died.

The only linking device that connects all the sentences together in the example above is

"and". It makes the articulation less logical with a tedious impression of the conversation.

Theoretical framework

After analyzing the language abilities of my participant, W, I found certain theoretical

frameworks helpful in explaining the result of his output. Influential factors and relevant theories

will be addressed in this part in terms of the four language elements.

Contrastive Analysis Hypothesis (CA Hypothesis). The CA Hypothesis brought up by

Lado (1957) explains the variant patterns of language learners by the difference between their L1

and L2 (Mancilla-Martinez, October 5, 2015, personal communication). In other words, L1 to

some degree takes the responsibility of errors in L2. Many language patterns of W analyzed

above can be explained through this CA Hypothesis.

Of all the mispronunciations of vowels during our interaction, the imprecision of "I" has

the strongest association with his L1, Mandarin. Although the sound [ai] exists in Mandarin,

subtle differences still exist compared to "I" [aɪ] in English. Besides, native Chinese speakers

usually do not strictly adhere to the standard pronunciation of [ai], with less openness and

roundedness. In both CA Hypothesis and Interaction Hypothesis, an interrelationship between

the L1 and L2 is addressed and the imprecision of vowels in the L2 clearly represents a reflection

of phonological characters in the L1.

As for the addition of a schwa after word-final voiced obstruent, if we apply the CA

Hypothesis, another reflection of the L1 can be found. In Mandarin, the word "Mark" is

transliterated as [mɑk'ɣ] with falling tone at the end. And since "there are no obstruents in

word-final position" (Gass & Selinker, 2001, Chapter 6) in Mandarin, rules and habits in the L1

are likely to be re-applied when the learner is constructing his own system of interlanguage

(Gass & Selinker, 2001).

Since there are no dental fricatives like /θ/ or /ð/ in Mandarin, according to the CA

Hypothesis and DMH (Differential Markedness Hypothesis), they are likely to be perceived

difficult in pronunciation, which to some degree explains the imprecision.

Regarding stress and intonation, unlike Mandarin, English is not a tonal language and it is

particularly hard for native Chinese speakers to master the stress and intonation of English

because there is no prior experience in the L1 they can resort to.

Interlanguage Hypothesis (IL Hypothesis). According to the IL Hypothesis, second

language learners are constructing an interlanguage system during their process of second

language acquisition (Gass & Selinker, 2011). Thus, variants such as incomplete sentences in speaking, lack of coherence and fluency in articulations, and repeated use of simple linking devices, can be regarded as a strategy and a natural process of SLA rather than a problem that must be eliminated.

Krashen's Monitor Hypothesis. During the analysis, I found that although my participant produced a lot of variants such as the pronouncing the sound /θ/ and /ð as /s/ and /z/, when I later asked him to just read out the phrases "get together" and "think with me", the variants mentioned above didn't come up. That reminds me of the three conditions of evoking the monitor system, which are "sufficient time, focus on grammatical form and explicit knowledge of the rules" (Krashen, 1982). Although Krashen's Monitor Hypothesis focuses on grammatical aspect of SLA, I think it is applicable under certain circumstances to the phonological area. Apparently, W has the capability of pronouncing and realizing the phoneme /θ/ and /ð/ in an English word, but he hasn't developed the ability to monitor and moderate his "error" in articulation. Rooted in limited language proficiency, inadequate attention to the rule (how to pronounce the phoneme, do I need to pronounce it in this word) and insufficient time in a stream of articulation may be alternative factors contributing to the pronunciations.

Critical Period Hypothesis. According to the CA Hypothesis, because of the difference between Chinese and English, certain errors would occur in the L2 learner's English output. However, there are still some Chinese speakers who can produce native-like English with natural and accurate stress and intonation. That reminds me of one implication of the Interaction Hypothesis namely that the interaction across languages "depends on the age at which L2 is learned", as well as the Critical Period Hypothesis which indicates the existence of a "best" time to explain the child-adult differences (Baker et al. 2008). W started to learn English in the age of

eight, but his speaking proficiency is still limited. Does that mean it was yet early enough or that other factors like teaching quality played a more influential role in his SLA? Further information should be collected for any conclusions to be made.

Influential factors

In addition to the theories mentioned above, there are several factors I assume that influence W's semantic skills. First of all is the complexity of L2. It is challenging for a second language learner to notice and remember the slight difference between synonyms, and I assume this is one of the main reasons why W's overall idea is comprehendible but some words and expressions are inappropriate.

Secondly, student's prior education in L1 matters. If the learner has the ability to use academic language in his first language, he is more likely to apply it to L2. W is a graduate students majoring in International Chinese Education, so he is familiar with academic writing in Chinese and also exposed to theories concerning SLA. Therefore he could easily use the word "cognitive ability". Meanwhile, the words that W is exposed to can be another factor. Thirdly, the instructional context in schools also matters. W specifically mentioned the only instruction he received in school was repetition and recitation. The only reason why he learned English then was to pass the exam. This instructional context almost destroyed his interest in English. Motivation is another factor. W mentioned his unwillingness to learn English until he likes Marvel comics. And he would like to remember the words and phrases in the books. To put in another way, a more practical purpose is attached to his English learning. Last but not least, the age when W learns English may also be responsible. He started learning at eight, which may miss the stages of a child's semantic development. But he is better equipped with cognitive ability for learning L2 that he could sum up the feature of prefixes and suffixes.

Instructional Plan

Phonology

I highly recommend more instant correction of his pronunciation from his teachers and peers in English conversations. As mentioned in the IL Hypothesis, the learner is simultaneously generalizing rules. If no correction is introduced into his interlanguage system, the variant will probably be fossilized.

Semantics

As for his semantic ability, I would recommend W to get more exposed to academic languages, for instance, through documentations or TED talks that he is interested, because he has a poor usage of academic languages. Meanwhile, adopting the four squares strategy when learning a new word, which helps make a clearer definition so that he can better differentiate the vocabulary. It also helps brainstorm and review words he's already known but rarely used to activate his vocabulary.

Grammar

To further develop his grammar ability, I think knowledge of word order within phrases and usage of various linking devices in oral language should be underlined. I'd like to suggest to him that he be more engaged in any activities where he can speak English, such as an English corner or language club. This is built on the emergentist view that "knowledge 'emerges' from language use" (Byrnes & Wasik, 2009) and interaction facilitates language learning, including constructing grammatical knowledge. In earlier interviews, W said his English learning experience was rarely focused on speaking and listening. Instead, it was exam-oriented, with attention only paid to reading and writing. This to some extent explains why W's strengths in grammar skills are basically in writing and his oral language needs more development.

Pragmatics

Based on the analysis above, W has developed an exceptional pragmatic ability overall. The instructional recommendation I would like to give to him, is to get more engaged in real-life English conversations. Since pragmatics is focused on the relationship between context and meaning (Mihalicek & Wilson, 2011), and multiple contexts in different types can be involved in conversations, it would be more efficient to develop pragmatic skills in this way.

<div align="center">

Critical Reflection

</div>

What I have learned

There are quite a lot of things I have learned from this course in this semester. First of all, I acquired a more systematic knowledge of second language education in terms of the four language elements, phonology, semantic, grammar and pragmatics. I became more professional with the knowledge of certain phenomena in first language acquisition and developed the research method of comparing the language acquisition of L1 and L2 to explore and explain the features of second language acquisition.

Also, from my experience of analyzing the language abilities of my participant, I develop the philosophy in mind that we as an English teacher should find ways to explore the strengths in our students' language abilities. I still remember regarding my participant's English language abilities pretty low at the beginning of the course, only focused on his language problems. As I remind myself to look into his strengths, I realized that he had developed certain language abilities that are worth appraising. This change of view is also beneficial in my future work with the English language learners, with more encouragement installed in the teaching, it would be a good way motivating them to develop their English proficiency.

For future work with ELs

From the courses I took this semester, I realized that there are various factors influencing the development of a learner's language proficiency. Thus it is very helpful for me as a teacher to look into different aspects to help him improve his language ability, and remind myself of not making assumptions. For example, the influence of L1 is frequently mentioned during my analysis, and my view of learner's L1 also changed. As mentioned by Jim Cummins, there is an interrelationship between second language learners' L1 and L2 (de Jong, 2011). Thus, aside from Contrastive Analysis Hypothesis that a learner's errors in L2 can be traced back to the difference between his L1 and L2 (Lado, 1957), indicating a negative attitude towards L1. However, as I learned more about Interdependent Hypothesis, the interplay between L1 and L2 provides theoretical support for utilizing what students have already known in their L1 and transferring it into the L2. So as for instructional plans, in addition to what I have already mentioned in the section above, I would like to learn about the L1 of my students to find ways linking his L1 knowledge with second language learning. Therefore, instead of regarding student's knowledge in their L1 as a barrier to English learning, I choose to take "language-as-resource orientation" (Ruiz, 1894) in my teaching. For example, teacher can ask the students to compare their L1 and L2, find differences and similarities on their own, and share the results with their peers afterwards.

To be more specific, I'd like to apply the culturally responsive teaching in my future work with the English language learners, utilizing their funds of knowledge (**Moll & Gonzales, 1995**) and being aware of building connections with students, families, communities and teacher cohorts. As mentioned above, students' funds of knowledge can be valuable resources to implement culturally responsive teaching method and there are many ways a teacher can try. For instance, making home visits, going to the restaurant or grocery stores in the community, and

attending to a lecture in culture centers like the Islamic Center. In these ways, students would be

more likely to trust me and talk to me, fostering the development of their language learning at the

same time.

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Artifact C: Community Literacy Paper

Experience Paper

Based on a field trip to Nolensville Pike in south Nashville, we had a closer look at life of

the immigrant community with special observation of the artifacts and texts. This knowledge of

the community facilitates the engagement of ELLs' personal experience and culture in teaching.

The immigrant community in Nolensville

Situated in the south of Nashville, Nolensville is famous for its ethnic diversity of

immigrants and international business (Alfs, 2014). According to the article, *The world meets*

South Nashville, the ethnic diversity of residents in Nolensville has been expanding rapidly in the

past two decades in the following processes. In the early stage, the opening of a tortilla factory

largely attracted Hispanics from Mexico, Honduras, and Guatemala etc. Later, the relocation of

the Kurdish by Catholic Charities brought about a growing population of Persians, Iraqis and

Turks. Likewise, the settling of refugees from Vietnam drew Laotians, Burmese and Nepalese.

All these immigrants combined with Africans (Ethiopians and Somalians), and other Asians

(Chinese, Japanese and Korean), consist of the diverse community in Nolensville so far.

The Nolensville Pike provides services in a variety of categories for the residents driven by

their needs, including grocery stores and markets, restaurants, churches, automotive (e.g. car

trade) and financial services, etc. These services are basically clustered geographically and

reflect the characteristic of certain ethnic groups in the community. For example, there is a

clothing store called Al-Baghdadia selling Middle Eastern clothing that is very unique and

unlikely to be purchased in an ordinary store, as shown in Figure 1. Restaurants serving various

cuisines like Japanese or Kurdish form another manifestation of the multi-culture atmosphere.

This robust development is a result of efforts the community made through years. It is reported

in Chaney (2010) that the number of storefronts owned by immigrants in a three-block stretch of

Nolensville grew from zero to 22 in two decades. Whilst the residents find their way to live with

their tradition and preferences, these businesses also attract other immigrants to settle in

Nolensville. Besides, the rich cultural experience in Nolensville also appeals to people outside

the ethnic groups, which brings about more economic benefits and deeper understanding of

different cultures in the community. However, the economic status of the community as a whole

is not high enough yet regardless of the promising status quo. The stores listed along Nolensville

are not well decorated and the names of them are painted on the wall or written on the window.

Because of the ethic uniqueness of the services, people from the same group are likely to

meet each other. Other ways such as newspapers and get-togethers in community centers are

alternatives for group members to get connected. Languages other than English are frequently

engaged in the community for practical and cultural purposes. La Campana, for instance, is a

Nashville's Spanish newspaper (Figure 2) and a paper sheet with hand-written Arabic is stuck on

the product in Newroz Market (Figure 3). Note that in many cases, more than one language is

presented.

Implementation of community literacies in classroom

The literacy knowledge of students not only stem from prior education but also from their

experience in home and community (Peregoy & Boyle, 2013). As we look at the visual

languages in the community, one outstanding feature is that they are used with consideration of

the target audience. For example, a hand-written poster is written in Spanish only (Figure 4),

indicating the intention of excluding people from other groups. Conversely, on an advertisement

of a coming-soon Chinese restaurant, both Chinese and English are presented (Figure 5). This

awareness of the target audience is essential in writing and speaking. To specifically implement

the literacies in an ESL program, first I will ask the students to take pictures of visual form of their native language in the community and take them to the classroom. In the class, I will start with my pictures in which English and another language are both presented, talking about what information is conveyed. Then group students in pairs and let them tell each other what information they can get from their own pictures. This would be more beneficial if the native language of the students in a group is different. In this way, English is used with practical purpose of delivering information through translation, and the native language is also valued especially when a student finds himself know something that others don't. In the end, ask them to work in groups and design their own visual language in the community, which can be an advertisement or a job notice etc. In this process, attention to the target audience and awareness of persuasive type of text will be intensified, which meets the Tennessee Standards for ELL such as W.1-2.3. In content-area learning, the cultural modeling can also be applied. Numbers and discounts are very common in grocery stores and accounting can be familiar for students from a lower income family. One way to utilize the experience in classrooms is to do a role-playing in grocery setting. Ask them to say aloud when they're making any calculation so that the knowledge of terms will be enhanced. Since there are conversations going on during the role-playing, language skills in daily life are also practiced.

Contribution to teachers

Using community literacies also make contributions to teachers in many aspects. As demonstrated in Jimenez, Smith and Teague (2009), one of the achievements that can be made by integrating community literacies is that, teachers will develop a deeper understanding of students' daily life. For example, making a field trip to the community like Nolensville Pike shows what food they eat, clothes they wear and festivals they have. Teachers can take

advantage of that as topics in the class to elicit interests and discussions among students. Also, teachers get to see how people connect to each other in the community, which reflects whom the students get involved with in their life. Asking for advice from these people or even inviting them to the class will be a rewarding act in teaching ESL programs. Moreover, community literacies help teachers find more ways to get parents involved in students' learning process. Many non-English parents worry the lack of English at home will undermines children's English language acquisition, which is denied by Cummins (1981) (Peregoy & Boyle, 2013). Market coupons, phone bills or grocery lists are literacies that inspire teacher to utilize them for more parental engagements. Another benefit teachers can get especially from literacies in Casa Azafran is to be inspired by how languages can come together and build a harmonious community, which can also be applied to classroom settings. As shown in Figure 6 and 7, a variety of languages such as English, Spanish, Arabic, Chinese, Korean etc. are presented in the community center. Most of them are practically functionalized while others are more like cultural symbols that represent the group. All the languages are valued here and so should they be in classrooms and schools. Students exposed to Casa Azafran can be expected to possess a more welcoming attitude toward multilingualism. Besides, letters in different fonts and stickers on maps are applicable implements in classes to make more young children interested in course contents.

In general, a community like Nolensville with rich language literacies is a valuable resource for teachers to reach to. It provides more angles for teachers to better understand the world that students live in. When teachers find a way to connect students' prior knowledge to subject-matter learning, it will be a rewarding method.

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Figure 1. Middle Eastern clothing store

Figure 2. Spanish Newspaper

Figure 3. Product in Newroz Market

Figure 4. Spanish posters

Figure 5. Hop Pot Asian Cuisine

Figure 6. Casa Azafran (1)

Figure 7. Casa Azafran (2)

Artifact D: K-U-D Chart

Name of Unit: Independent Writing in TOEFL iBT: Controversy		
Unit Goals: Students will be able to write an argument writing of clear statement with many ideas; Students will be able to organize the essay in different ways in addition to five-paragraph essay to serve the purpose and target audience of the writing; Students will be able to revise their draft by focusing on sentence variety and word choice; Students will enjoy and feel more confident about argument writing		
Students will know:	**Students will understand:**(See the 6 facets of understanding for clarity)	**Students will do:**
Purpose and audience of argument writing	Students will understand the importance of purpose in creating a piece of writing. Students will understand the purpose and target audience of argument writing. [Interpretation]	Focused on one given topic, students will see mentor texts of the topic for different purposes. Then students will write two pieces for different purposes on their own.
The validity of different perspectives when addressing controversial issues. Develop the idea of critical thinking	Students will think of the counterclaims of a controversial issue in order to understand the validity of different perspectives [Empathy]	Students will make a quicklist of the reasons for agreement and disagreement with the issue. They will participate an online debate later.

Four features of non-fiction: exposition, description, quotes, narration; The importance of transition	Students will be able to identify the four features [Interpretation]; and they will be able to write and organize them in different ways [Application]	Students will recognize the four features in mentor texts. They will create their own definition of the features in groups. They will write Kernel Essays to manipulate the organization. They will use multiple transitions to connect them.
Writing strategies	Students will be able to know how to use the writing strategies to revise their draft [Application]	Students will revise their draft in workshop, using the strategies they have learned, and providing peer review.

Artifact E: lesson plan for Independent Writing Unit

Lesson Plan Framework

Name	Xiao
Lesson #, Lesson Title	Using personal experiences
Date (including day of week)	Wednesday, 12/14
Grade Level & Class Title	Grade 9-12, Test-prep: TOEFL Writing
Period or Block	1st

Instructional Context
o   What do I know about my students that will inform this lesson?
There are 16 students in the class. Based on the journal entries from the previous units, and their writing results in the pre-assessment, they are struggling to generate ideas and write in organizations other than five-paragraph essay. They are also having difficulties writing powerful argument with details, and there is a common problem of redundancy in their writing. This lesson is to address the difficulty in generating unique ideas from personal experiences, which students are already familiar with but in a superficial way.
o   How does this lesson connect with and build on the previous lesson(s)?
This lesson is the second day of the segment. In the previous lesson, students were introduced to the idea of Widening Circle, and they were able to identify different circles and come up with ideas for the given topic according to the circles. In this lesson, we are using the circles as one way to digging deeper in the concept of personal experiences. This segment should develop their abilities regarding content of writing. They will be able to come up with experiences that are unique and personal rather than the cliché and commonly-seen ones that they used to write.
o   How do you expect to build on this lesson in subsequent lessons?
In the next lesson, we will introduce the strategy of blending snapshots and thoughtshots, which means after exploring their experiences, students should flexibly come back and forth between experience and truism in their writing to make it a powerful one.

Standards & Objectives
Standards Addressed
o   List state and local standards addressed in lesson.
Task Response Coherence and Cohesion Language Varieties and Accuracy
Learning Objectives
o   List the specific content learning objectives for the lesson.
Students will identify and create different level of personal experience Students will make a quicklist of their personal experiences related to topics from previous tests Students will expand their experience in detail using the strategy of snapshot
o   Note any goals or expectations related to student participation in the lesson.
Students will participate individually (quicklist, create a snapshot, exit ticket), in small groups (sharing their different levels of experiences, quicklist), and as a whole class (notes, discussion, jigsaw).
Academic Language Objectives
o   List the Academic Language or content language needed for this lesson.
Students will define personal experience and snapshot. (vocabulary)

Assessments		
Assessment	**Pre/Formative/Summative**	**Objective**
Quicklist (individual)	Formative	Students will explore their personal experience at higher level.
Free writing using snapshots (individual)	Formative	Students will use snapshots to empower their personal experience by providing more details.
Exit ticket	Summative (for this lesson)	Students will reflect their new understanding about experience.

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
7:50-8:10	**Writing Prompt:** When is the last time you feel happy? What happened? Why were you happy? Leave 2 min for students to share within small group. Notice do they have any similar experiences?	Writing prompt is a routine for every lesson. I want to start the lesson with a prompt that everyone must have something to tell. Because this lesson will address personal experience, I will hook students to activate their memory before the class officially starts. The class begins at 8:00.
8:10-8:12	**Review:** Let's revise the strategy we learned yesterday for brainstorming ideas. Who can tell me what is Widening Circles? What are the circles? The students should list: self; self and family; society; nature; future generations. Prompt as needed.	Refresh of their prior knowledge
8:12-8:18	**Model:** personal experiences could be a powerful way to support your statement. Have students read an excerpt of the article from New York Times: Reflections on True Friendship http://www.nytimes.com/2016/11/23/t-magazine/friendships-social-media.html Whole class discussion: do you think the examples of their personal experiences are persuasive? Why?	I am situating readers in writings from daily life, and directing them to realize that personal experiences could be as important as logical arguments.
8:18-8:30	Now we realize its importance, the next difficulty is, there are many times we find our essays full of identical boring experiences – think about the sharing of prompts they just did at the beginning of the class. But actually it's not true. Introduce the concept of levels of personal experience Go back to the article. What level of personal experience do you identify in the mentor texts? (whole class discussion) Practice: open the writing prompt you responded at the beginning of the class. What level do you think your written experience would fit in? Revise it to a higher level. Then exchange this revised piece with your partner and you together identify the level of this personal experience.	Use the response at the beginning and revise it. I want students to feel the success, no matter how minor the moderation is.
8:30-8:40	In a class, I will model the method of making a quicklist of the personal experiences regarding a topic from previous test. Then I will organize a jigsaw activity. I will divide students into group of 4, and assign each group with a different topic.	I want them to be able to explore their personal experiences related with tests. After the activity in class, they will be able to do this afterschool.

8:40-9:00	Show the pictures of snapshot on the screen. Play a short clip showing the use of snapshot in photography. What do you think is snapshot? Watch the video clip by Barry Lane, notice how does he use snapshot to describe his favorite day. Then go back to the New York Times article: does she use the strategy of snapshot? Explain it. Give a definition of snapshot in writing (group first, whole class later)	I want to introduce this concept of snapshot from the original meaning of this word. By analyzing mentor texts, students will be able to summarize the features of snapshot
9:00-9:05	Now students need to create a snapshot for the happy moment they wrote, or one regarding to reflection of friendship. Prompt questions are provided. Finish the piece at home.	I want students to be easy about the idea of writing a snapshot on their own. The guiding questions will help them easily start their piece.
9:05-9:10	Students need to complete exit ticket before leave the class	This serves as a reflection and self-evaluation about what they have learned from this lesson.

Student Supports
o   Consider the topic, skills, and strategies used in this lesson. How and where have supports and scaffolds for these been incorporated

into the lesson(s)?
Modeling
Group discussion
Individual practice
Prompt questions
Pictures and video clip
o   Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted?
As we focus on content and idea in this lesson, students might have difficulties finding suitable expressions for their thoughts. I will deliberately direct them to the sentence structure and word choice in the mentor texts.
Materials and Resources
o   List the handouts, notes, books, and other materials you will need for the lesson.
Reflections on True Friendship http://www.nytimes.com/2016/11/23/t-magazine/friendships-social-media.html Lane's video: https://www.youtube.com/watch?v=V8X2PgQd-W0 Markers Student Notebooks – to write quicklist Exit ticket

Artifact F: Extended Lesson Plan (Day 4)

Lesson Overview:

Unit Theme:	Explore the unknown
Which "Can Do" statements for this unit will students be making progress on today?	- I can understand basic information from brochures and instructions in a subway. - I can talk about my own experience of exploration - I can ask questions about their experience/thoughts about their exploration
Which standards (5 Cs) will students be making progress on today?	- Communication: interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions. - Connections: reinforce and expand their knowledge of the content while using language to develop critical thinking and to solve problems creatively.
Time:	50min
Materials Needed:	- Youtube video: How to Ride the Subway in NYC https://www.youtube.com/watch?v=zRMWVj82cog - Youtube video: How to take the subway in New York City, tips from local New Yorkers https://www.youtube.com/watch?v=4Yn8-eNLl3w
Methodological Approach:	- Communicative Language Teaching - Task-based Instruction - Comprehensible Input
What is this lesson's connection to other lessons in this unit?	In the previous lessons, we have used multiple structured input to have students be familiar with the vocabulary list and grammatical pattern of this unit. After mostly focused on the text from textbook

	with interpretive tasks in previous days, in this lesson, we are going to use authentic input from resources out of textbook, switching from print-based material to multimedia, from interpretive tasks to more interpersonal ones.

Lesson Plan:

Stage	Teacher Activity	Student Activity	Time	Materials Used
1) Preparation the night before	- Search on the Internet about places to visit in Chicago. - Search about public transportation in NYC and Chicago. Especially subway. - Prepare some photos taken in NYC and Chicago.	- Look for one thing that reminds you of one of your trips to somewhere new, and brings it to the class. Be prepared to share your experience. -	15min	Subway map of NYC and a brochure about Chicago's CTA system. (See the attachments)
2) Opening activity (Retrieval Practice? Connection to outside work?)	Jumbled sentence and words. Time limited.	- Sit in groups of 4-5 - Each student is given a card with a jumbled sentence, in which some of the words are also jumbled. (e.g. don't, uby, why, ktcite, at, ohbto, the, you). - They need to write down the correct sentence with correct spelling on a piece of	5min	Sentence cards - at least 1 for each student.

		paper and once they are done, they toss it onto the table in front of the group. - Each student in the group will randomly choose one tossed paper and read the sentences on the table as a group.		
3) Pre-Task	Exploring a new city is one aspect of exploring the unknown.	Ask students to think of their best memory of going to a new city to you. Bringing out the art craft, gentlemen are asked to share their story regarding the best memory in a city other than your hometown. Talk to the person next to you.	6min	
4) Task & Planning/Report	- You're leaving Nashville to New York for your Thanksgiving vocation. You've never been to NYC before. You booked an Airbnb online for your 5-day stay there. You received a welcome message from the host, Jay. He also told you how to get to his place from the JFK airport. You take a screenshot, and wrote him back. - You heard that the subway system in NYC was quite complicated. You're worried if you will get lost there. So you searched the Internet and found 2 clips introducing subways in NYC.	- Read the screenshot of the message from Jay. - Reply Jay's message. - Assign groups to different Youtube video. Working together, each group needs to: bring a list of things to notice when taking a subway in NYC. Make a visual on the posters on the wall (one for each group). Then find a classmate who	30min	A screenshot of the message from Jay, the Airbnb host.

	was watching the video clip different from yours – check the information you've gathered. Add new ideas from your partner if there is any. - Bringing key ideas – what do you need to ride the subway in NYC? What to do first? Then what? Make a list. - What should you notice to ride the subway? What tips does she give to us? Why (e.g. take screen shots of the maps, because you don't get service in the subway). Watch the video again. Giving sentence stems for students to fill in.		
- Now you're heading to the station using your Google map app. When you arrived at the station, you need to buy a ticket. Looking at the instruction, you're still quite confused. You decided to ask someone for help – somebody from the booth is waiting for you.	- Role play with your partner: of the conversation between the tourist and staff in the booth.		
- What does the subway station look like in NYC? How can you know it's a subway station (support your response with reasons - descriptions)? Does it look	- Draw it on the paper, and describe it to your partner. Share in the whole class any station that you are impressed with (yours or your partners').		

	the same with the subway station in your hometown? Or those you have seen in other countries? Draw it on the paper, and describe it to your partner. Share in the whole class any station that you are impressed with (yours or your partners').			
5) Analysis/Assessment	- Gallery Walk for the artwork we've done in this class (visual about how to get to the destination) - After class: re-tweet & comment	- Each student are given some sticky notes – put down their comment on each piece - Each student should at least comment 5 of his classmates' tweets.	5min	
6) Closing	- You enjoyed your 5-day trip in NYC. You thought it was a good idea to share your experience of exploring the city with other travellers, so you tweeted some of your thoughts about your journey, especially with the experience of riding subway in NYC.	- Write 3 tweets as a close-up of your trip. Use the hashtage #myNYCtrip	4min	
7) Student follow up work after class	- Your next stop is Chicago. You already know what's it like to ride a subway in NYC, now you need to use that knowledge to help you explore the Wind city. Give the CTA brochure and a list of places of interests in Chicago.	- You and your group members are going to come up with a way to go to one of the places of interest Chicago. Using the strategies you learned in NYC, creating a possible path. Be prepared to share it to the class next week.		- CTA brochure - A list of places of interests in Chicago

Artifact G: Observation Form

Teaching Observation

Instructor: Stephanie Gollobin   **Department**: English Language Center

Course: Academic Speaking -3   **Date/Time**: 9/29/2016. 4:15-5:45

Number of students: 11

Lesson Goal(s)/Objectives:
SWBAT use language for negotiation and problem-solving.

(Note: in previous class, students have been working on leading discussions, and hedging and boosting language. In this lesson, they are expected to use what they have practiced, and get ready for the upcoming panel presentation.)

Lesson Time line:

4:15-4:25: Individual presentation

4:27-4:50: Review their homework, discuss questions

4:50-5:00: Prepare for the Heist activity: provide language support

5:00-5:15: Introduce Heist activity

5:15-5:25: Group discussion

5:25-5:28: Explain the rules

5:28-5:43: Students playing the Heist game in their group

5:43-5:45: A quick wrap-up and assign homework

Things to think about as you take notes:

What is the mood before class? During class? At the end of class?

Before: quiet and reserved, few students greeting with each other. Students tended to talk with those from the same country as themselves, because they were shy and not comfortable to talk yet. The instructor was setting up the class.

During: Students became more open and relaxed to speak out. As they were checking the answers of the homework from last week, some students were eager to get the definite answer. They were a little anxious when they found themselves failed in many exercises. A little restless. **End**: Students enjoyed the Heist game within their group. They were enthusiastic and felt a sense of accomplishment.

How is the classroom physically arranged, and how does this influence teaching and learning?

1. Seat arrangement: more suitable for whole-class discussion than group work.
2. Limited space for students to move around. Not convenient for teacher to circulate among groups. It's hard for her to reach to the students at the end of the table.
3. Lack of artifacts/posters on the wall that can connect to students' background.

How do instructor and students physical interact with the space and each other during the class?

Instructor: walk around. Because of the seat arrangement in the classroom, she could only reach to 2-3 students at one time in order to have effective interaction with each group. She could barely come near the students during lecture time.
Student: they can easily talk to the people sitting next to them. However, it is a bit inconvenient to form a group circle.

How does the teacher use verbal and non-verbal communication?

Verbal: appropriate pace, lively tone; word choice and sentence complexity: level-appropriate.
Non-verbal: use of gestures. Continuous eye contact with students. (although some students didn't look at her sometimes.)

How is the class organized and paced?

Organization:

- Start with an individual presentation. It's a routine set up in previous lessons. Note: Although other students seemed to listen carefully, since they're not to give any feedback to the presenter, they're easily absent-minded.
- Review of last lesson's language points by going over their homework. Note: the instructor planned to make this part short, but it didn't turn out as she expected. According to the results of formative assessment (students' answers), she had to spend more time on this revision.

Pace: initial pace was too fast for students, so the instructor slowed down a bit. This led to a faster pace in the Heist activity later, but it seemed that students could handle it.

Note: I can see that the teacher planned to focus on negotiation language and spend less time in the revision. But the students, according to their response to the questions, did not comprehend the previous knowledge thoroughly. It's illuminating to see the teacher adjusting her pace flexible. But additionally, I think it requires teachers to notice evidence in formative assessments during the previous class time.

What types of questions does the instructor ask and when? How do students respond?

1/ Closed-ended questions. (answer to the assigned worksheet)
2/ Constant checking: "do you understand? Are there any questions? Do you need more explanation? How's it going in your group"
3/Try to relate to students' prior experience: "have you ever watched the film Ocean's 11? "
Students' response: they are more enthusiastic and eager to say something when asked some questions that are related to their prior knowledge. As for the answers to worksheets, they're more stiff and dull.

How does the teacher use classroom technology (chalk boards, PowerPoint, etc.)?

The instructor didn't start using them until 4:53. She did spend a lot of time on stuff from last lesson. She used the powerpoint for the introduction of Heist activity. She sometimes used the whiteboard to clarify some feedback for the homework worksheet.

Who does the talking and in what situations?

Teacher-talking: explaining the confusions students have regarding the homework and the Heist activity.

Student-talking: asking questions about homework; groupwork on Heist (much more talking)

What do the students do during class?

Listen.

Ask questions. Answer questions (one by one).

Rarely take notes.

Group discussion.

In what ways are students present, engaged, and attentive?

Asking questions.

Negotiate with their classmates

Answer questions

Eye contact, nodding.

In what ways are students distracted or disengaged?

After they've been working on the homework feedback for about 10 minutes, those who already got the correct answers (1-2 people) were clearly distracted. A girl was chatting on her phone.

In what ways does the instructor provide feedback or assess student work?

Take notes on the feedback chart (rubric) for individual presentation.

Keep checking students' understanding by asking them "do you get it? Any questions?"

What sorts of concerns do the students seem to have and how do they express them?

Desperate to know the exact answer to their homework. Students were anxious when they found their original answers were wrong. Expression: they kept asking.

What aspect of language seems to be the organizing principle of the lesson?

For this course, I think the principle should be speaking. But in this lesson, the principle leans more towards grammar. (Students were persistent with grammar.)

What are students expected to <u>do</u> with language in class?

Negotiate their ideas in groups. Bring up questions/confusions. Discuss. Speak up.