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English Language Learner Capstone

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Abstract

From my perspective, the most essential point of high-quality teaching is to be learner-focused. However, it is challenging to achieve this goal because it requires teachers to be caring about students' learning progress, be responsive to their cultures and life experiences, as well as be skillful from lesson preparation to class instruction.

In this paper, I will discuss my teaching philosophy about how to focus on learners from four aspects, and then connect these big ideas with artifact analysis to demonstrate how I have enacted my ideal high-quality instruction in real life settings. The artifact analysis focuses on four domains of instruction: learner, learning context, curriculum and assessment, which is a comprehensive reflection on my application of professional knowledge. The last section summarizes the envision of what a good teacher should be and potential challenges I may encounter in the future.

1. Philosophy of Teaching

Different from teaching native English speakers, the instruction for English language learners involves more complex interaction of culture, linguistic and academic skills. Considering ELL students' disparate backgrounds, it is important for teachers to understand and leverage these students' previous knowledge, language competence in L1 and L2, as well as their developmental trajectory to better support their needs. In my opinion, high-quality ELL instruction is a dynamic and interactive process between teacher and students, which facilitates both language development and content knowledge learning.

1.1 Create Safe and Supportive Environment

The first step of learner-focused teaching is to create a safe environment and establish a supportive norm of class (Townsend & Fu, 1998). This process should start in the beginning of

semester when is crucial for transition of ELLs into normal classroom. The purpose of this preparation is not only to help ELLs have a sense of belonging, but also to make them confidently take risks in learning and be willing to ask for help from peers and teachers. High affective filter may influence learning negatively (Krashen, 1984), therefore teachers need to create an environment which can reduce anxiety and pressure to enhance learning experience.

Firstly, a safe environment means a welcoming and inclusive environment of class that all cultures, languages and social backgrounds will be respected and allowed to be fully presented. Students are able to use their diverse language pools to talk about their experiences in class. Even though the purpose of class is to learn English, the class should not forbid talks in other languages, since some students may need the support of native language to express their opinions. If it is "banned" in class, the most direct outcome is that some ELLs will remain silent and unable to participate in meaningful meta-talks and academic discussions, which in the end will harm the learning quality of these students. Globalization requires us to be more open-minded towards diversity, which emphasizes the necessity to cultivate children's cultural understanding. This point actually can be achieved through dedicate efforts of teachers who practice respect in class.

Secondly, a safe environment refers to a class where no one will be blamed for "wrong" answers. Sometimes, students make mistakes because they do not understand a concept; or because of different life experiences, therefore, students have different understanding from teachers. In either scenario, teachers should evade the simple evaluation based on right or wrong, instead, teachers should ask students for further explanations to better understand their thinking and to provide further instruction. The behaviorist theory of language acquisition claims that language learning will be strengthened by praising expected behaviors and forbidding undesired behaviors (Saville-Troike & Barto, 2017). However, in a safe environment, students are encouraged to take

risks to play around with language, and most importantly they will learn from mistakes. In this sense, teacher should change the negative evaluations to positive and thought-provoking feedbacks, such as asking why students think so, and then explain to students if they misunderstand some knowledge.

Supportive norms are represented by both teacher's help and peer cooperation. Silent students and students lagging behind are usually ignored in traditional classrooms. Rather than ignorance, a teacher should understand the inner world of these students and serve different needs of them. Students who just arrived within a short period may experience a silent stage before acculturation. Under this situation, teacher should approach to students actively: observe students' behaviors, analyze how their thinking reflect emotions by journals (drawings), and talk with them may be start points to know their inner world (Igoa, 2014). Another effective solution to solve this problem is group work. Students with higher language proficiency may help other peers through native languages. This can be especially helpful when a class is composited of students from many different language backgrounds, because teacher cannot speak all the languages students speak. Peer support reduces the pressure of working alone in an unfamiliar language. Study shows that peers actually adopt many learning strategies such as negotiating meaning, elaborating, explaining and clarifying to explore texts, which facilitate understanding of content knowledge (Martin-Beltrán, Daniel, Peercy, & Silverman, 2017).

1.2 Connect Funds of Knowledge and Goals of Students

One indispensable aspect of my teaching philosophy is the connection between what students know and teaching goals. Effective instruction for ELLs should take into consideration of students' prior knowledge which is meaningful to enhance new learning. One way to explore students' prior knowledge is through in-class observation. However, teachers also need to reach out families and

communities, as well as students' out-of-school literacy practices to build up a more comprehensive picture of student's language ability and establish a "storehouse" of instructional ideas which can be used in daily instruction.

The concept of establishing firm and trustful relationship with families (Allen, 2007) is important. Only with mutual trust, parents will turn to teachers for help and support teaching practices. Informal gatherings such as picnic, cooking night or some sport games hold before the beginning of semester would be the first step to create a welcoming atmosphere and help establish an initial family-school network. Also, online helping group on Facebook can be a platform where questions in or out of school can be asked, photos of class activities will be posted and resources such as recommended books for children can be shared. It may offset problems of some parents who have no time coming to school activities, as well as be the backup for parents who are confused to help children with homework, and better utilize expertise of every parent to support each other. There will be many other family engagement activities through the whole semester such as making family story book. Each family can write and share something about their family value, interesting experiences or cultural traditions (drawings and photos are encouraged). It serves the purpose of knowing and appreciating different cultures which affirm value of students' identities (de Jong, 2011) and teachers can also have a glimpse of students' lives.

There is a notion that teacher is the authority and expert of education so that some parents may not communicate with teachers actively. Many Chinese parents will only meet teacher once per semester for the exam scores, or only when children have serious problems in behavior will teacher call parents. It seems that teachers have power over parents in school issues. In contrast, teacher needs to be the ice breaker by home visiting and keeping in contact regularly, for example, informal meetings on park, restaurant or café near parents' workplace. Through these contacts,

teachers can know the expectations of parents and find the common ground which is the basis of partnership. Also, teachers can obtain valuable suggestions from parents which makes parents feel engaged in their children's education. Parents can give teachers a different perspective of seeing children's behaviors and abilities, also listening to their immigration experiences is helpful to look into students' inner world.

Moreover, teacher should have a more comprehensible understanding of students' abilities and to integrate their life experiences with in-school literacy. Teachers can take the opportunity of home visiting to see what kinds of books they are reading, what do they do after school and listen to how their parents think about them. These pieces of information can be resources of class designing. For example, for students who love collecting stamps, teacher can teach history through images on stamps; for those who have many transnational experiences (Jiménez, Smith, & Teague, 2009), assigning homework including videos of interesting culture events and writing travelling journals not only help them appreciate these experiences and learn from cultures, but also expand knowledge of all students when they share with each other. Another meaningful part of observing students' out-of-school literacy (Stewart, 2014) is to explore their communities. Community exploration is the most direct way to feel how different cultures may make us uneasy (as what students are experiencing) and better understand the inner world of them. In addition, the exploration can provide valuable information on what kinds of skills they already have and what knowledge is useful in their daily lives. Using what they know to explore what they do not know and focusing more practical skills are important.

The last thing is important to know about learner is their goals. Without motivations, students cannot make progress in learning. What a teacher should do is to connect students' goals with curriculum goals and teacher expectations. The differential instruction is also based on the

notion that teacher should have different expectations to different students. However, that does not mean teacher can have low expectations for students who have lower academic performance and low language proficiency. Teacher should help students to set goals which are beyond their current levels, and students can self-evaluate if they reach their initial goals at the end of each semester. In this way, students can have clear learning purposes, and teacher can keep expectations in mind and support students to achieve goals.

1.3 Optimize Interaction Quality

High quality ELL instruction requires active and frequent interaction between teacher and students because students learn from conversations with both teachers and peers. The first thing to do is to specify the teaching purpose because it decides what skills teacher may want to focus on in class. To be more specific, in a content class, teacher should not only teach content knowledge, but also teach academic language and learning strategies instead of merely emphasizing general every day English. Also, language acquisition is a comprehensive process that all aspects of language (listening, reading, writing, speaking) need to be practiced. With clear language and content objectives, interaction between teacher and students is oriented and can be well-structured.

With language and content objectives, the next step is to create authentic tasks. The ultimate goal of education is to prepare students for life outside of school, therefore they need to acquire skills and languages that are meaningful in their lives. The input theory emphasizes the importance of comprehensive input (Krashen, 1984), thus using authentic texts is a fundamental step in achieving this goal (Saville-Troike & Barto, 2017). Authentic texts include videos, songs, books, bus timetable, news or anything makes sense in students' lives. Compared with gramma drilling exercises, the advantage of authentic texts is that students can learn language through meaningful contexts. For example, if teacher uses bus timetable for math instruction, students may be more

motivated to participate in class since this topic is closely related to their daily life. At the same time, students can practice academic language about adding and subtracting, or communication English about asking for time and destination. The idea of communicative language teaching (Brown, 2001) also sheds light on benefits of authentic contexts in facilitating communicative competence. Traditional drilling which is conducted in de-contextualized situations by rote only practices grammatical skills. However, language competence embraces sociocultural, strategic, discourse and linguistics competence (Savignon, 2001), which can only be taught under authentic scenarios.

With the previous clarification of teaching objectives and preparation meaningful learning contexts, the interaction between teacher and students in class is the final step to push students to higher-order thinking. It is tempting for teachers to dominate the instruction when students have low English proficiency because teachers may assume students do not have the ability to participate in academic conversations yet (Echevarria, Vogt, & Short, 2017). At best, most class conversations are with IRE pattern that simple answers are accepted and evaluated based on correctness.

In my ideal vision of productive language class, teacher acts as a facilitator. Most of class time students are engaged to do various learning tasks which push them to investigate and apply new knowledge. High quality interaction takes place when teacher takes advantage of group work and peer support. This is especially helpful when students in a class have various cultural and language backgrounds. When worked with students with higher English proficiency, students with lower proficiency can receive high quality language model, and when they share the same cultural backgrounds, it can be easier for them to negotiate opinions because they are able to shift from one language to another to fully express their ideas. In the meantime, teachers can take the

opportunity to check students' understanding: if they have confusion, teachers may provide mini lectures to clarify knowledge, as well as push students to have deeper thinking by asking more difficult questions to challenge them. Scaffolding in small groups is necessary because teachers can better serve the need of all students by providing differentiating guidance. One group of students may have problem on identifying text gist, while the other group may still be stuck by grammar. There always will be some students who do not receive instruction they really need, if teacher only initiate whole class discussion.

When teacher interacts with students, it is important to provide sufficient wait time and provide meaningful feedbacks (Echevarria, Vogt, & Short, 2017). Students especially ELLs who need more time to process input, to translate and organize output language which may make them "slow thinkers" in the beginning stage of learning. Without considering this situation, whole class interaction may only involve a few students who have higher English proficiency, and ELLs cannot receive ample feedbacks about their opinions. Thus, in the interaction, teachers need to elaborate students' answers by paraphrasing segmental sentences into complete structures, asking clarification from students, requesting evidence and examples to pinpoint their views, as well as eliciting more talking by prompting.

1.4 Interpret Assessment Outcome Critically

ELL students usually are assessed by standardized tests for program placement and summative assessments at the end of semesters. Both two kinds of assessments may result in unreliable evaluation of ELLs, since they are one-shot assessments which cannot reflect the progress of students, and their true language ability presented under different scenarios. For this reason, teachers should be critical to interpret the standardized assessment results, and compare those results with formative assessments and continuous observation of students.

Standardized assessment provides teachers with initial evaluation of students' language levels. Thus, teachers can have a general and basic understanding about the strength and weakness of a student's language skills. Summative assessment is at the end of semester. It can reflect how well a student grasps the content knowledge, but it has more important usage than simply providing students with scores. Why a student gains this score is deserved to be discussed. By investigating how students think, teachers can provide feedbacks about how to tackle with confusing points students have, and understand students' thinking. It is an opportunity for teacher and students to discuss their learning, and adjust instruction which can better serve the need of students.

Since standardized assessment is based on artificial contexts and static record of students' language proficiency, it is necessary for teachers to assess students from other aspects and in multiple times. Formative assessment includes portfolio, assignments and any projects. It records problems students encounter in learning process, as well as growth they make throughout the semester. Artifacts such as portfolio is important because students can frequently refer back to previous knowledge to strengthen their learning; while for teachers, they can track if students are improving and what aspect of language use is burgeoning and what aspect is still lagging behind. Standardized test may not be able to catch all aspects of language development, especially pragmatics skills and sociocultural awareness. Observation is one of the best ways to solve this problem. These abilities are usually shown in class talks where students can express opinions. If not, teacher should create opportunities to explicitly teach and elicit academic talks.

2. Artifact Analysis

In this section, I am going to analyze some artifacts which demonstrate how I enacted and improved my teaching philosophies through practice. The analysis contains four subsections: learner, learning context, curriculum and assessment.

2.1 Learner

The concept of learner means to be learner-centered in instruction. Focusing on learner requires teachers to understand students' backgrounds, respect their identities, as well as use this knowledge to promote their learning. Focusing on learners is also the requirement of TESOL domain 4 and 6. In the following section, I will analyze how my learning and application reflect my idea of focusing on learners, and connect to TESOL domains.

2.1.1 TESOL Domain4: Identity and context

In order to focus on learner, a teacher should know her students. As required by TESOL domain 4, teacher should understand the linguistic and cultural backgrounds of students to cultivate their identities and inform instruction. It connects to *"creating safe and supportive environment"* in my teaching philosophy, which emphasizes establishing equal and comfortable classroom norms where ELLs can take risks in language learning and gain sufficient scaffolding (Townsend & Fu, 1998).

The first artifact I will analyze is a reflection paper I wrote after a Mexican community field trip (Artifact1, pg.34). This experience is fruitful because it is the first time I felt so isolated because I was surrounded by a totally unfamiliar culture, which may also be the same feeling many ELL students have experienced in an English-only classroom. As mentioned in the reflection paper, I realized how necessary a teacher should create a space where all students can be confident to fully present themselves. I collected some cultural artifacts (poster, traditional Mexican sun face decorations, candles), and I brainstormed several teaching ideas in my reflection paper, for

example, asking students to help their communities to translate commercial posters, learning narration through history behind sun face décor. etc. With an understanding of their cultures, I can have a clearer idea of what may be familiar and interesting to them (Gay, 2010). In the process, they may be more willing to share their knowledge. However, community literacy is not the only way to understand students' backgrounds. In my teaching philosophy, I also talked about some ideas of firming family-school connections (Moll, Amanti, Neff, & Gonzalez, 1992) and investigating students' out-of-school literacy (Stewart, 2014). Home visit and causal talks with parents not only provide valuable information about their life stories but also perspectives of solving some problems because parents know their children. Likewise, what students do after school (hobby, helping families, interaction with pop cultures etc.) reflects various language use which can be brought into classroom. This reflection paper makes my teaching philosophy more comprehensive.

The reflection paper shows my general ideas of how to understand my students, but the second artifact I will analyze describes specifically how I enact my ideas in a real classroom. I made several observation notes during practicum with several refugee students. As mentioned in my teaching philosophy, a safe environment refers to a class where no one will be blamed for "wrong" answers. Sometimes, students make mistakes because they do not understand a concept; or because of different life experiences. In this sense, teacher should change the negative evaluation to positive and thought-provoking feedbacks, such as asking why students think so, and then explain to students if they misunderstand some knowledge. For example, in a note I recorded that *"instead of blaming students for not finishing class practices, after knowing there is no concept of "texture" and "buoyancy" in Swahili, I explained these concepts with the support of visuals and hands-on activities." (Artifact5, pg.112).* Also, I taught geography through Guatemala map which can also

elicit their talks about their hometowns. Students were really excited and showed me photos of their villages. A supportive class will have many group-works where students with different proficiencies or same language backgrounds will be assigned together. In order to help a girl whose Spanish and English proficiency are low, I asked a boy who shares the same Mayan dialect to work with her, and when I explained something I mixed content key words in her dialect and English, as well as drew to make input comprehensible. All of these show that I take their language and culture resources as treasure and tools to facilitate learning instead of ignoring them.

2.1.2 TESOL Domain6: Learning

After knowing students' cultural and linguistic backgrounds and life experiences, how to take advantage of these information is important. TESOL domain 6 requires teacher to use knowledge of language development, and resources of students' experiences and language backgrounds to promote learning. It resonates with *"leveraging funds of knowledge"* in my teaching philosophy. In order to take advantage of students' prior knowledge, teacher should not only have a holistic understanding of students' language background and proficiency, but also bridge prior knowledge with content learning.

I have done two case studies in previous semesters. These two case studies provide me with valuable information about how to understand students' language competence. In one case study (Artifact 2, pg.41), I evaluated an ELL student's English from linguistic perspective and it helps me identify the student's strength and areas to improve more specifically. For example, I noticed the student had problem of distinguishing tenses in sentence which was a result of his L1. With this knowledge, I can clearly know what are some challenges for this student and how can I adjust my instruction (such as explicitly drawing his attention to differences between his L1 and English in tense). The other case study helps me reconsider how to interpret results of standardized

assessment (Artifact 3, pg.67). WIDA placement test assigned my case study interviewee as level 1; while with my observations and several informal formative assessments, I realize score of a one-time test can never truly reflect the growth and language competence of a student, thus teacher should be critical about how to evaluate a student (Brown, 2010). Another big take-away from the experience is that interpreting and using test scores to adjust instruction is more meaningful than the score itself.

Moreover, I designed several lesson plans in EFL and ELL method class which not only emphasize making input comprehensible for students with different language proficiency, but also build up their background knowledge (Echevarria, Vogt, & Short, 2017). For example, in a lesson plan, I used an infographic of Nashville as a text (Artifact 4, pg.104) to teach comparative and superlative adjectives. I designed pieces of narrow reading to expose students with accessible language for multiple times, therefore students with low English proficiency can also understand the text (Conti, 2017).

Respecting students' identity is frequently emphasized in my teaching philosophy, it means put students' needs first. In order to know their needs, the first thing to do is to have a deep understanding of students' backgrounds and have sufficient professional knowledge of connecting their prior knowledge with teaching, and then to create a safe and supportive environment for students to fully present themselves. In the next section, I will discuss specifically how I create a learning context which best facilitates students' learning.

2.2 Learning Context

The concept of learning context focuses on creating a "learner-friendly" classroom to better serve learners' learning goals, which echoes the first part of my teaching philosophy. In that section, I mentioned several ideas about how to achieve that goal. For example, it is important to leverage

students' native languages, encourage students to take risk in applying both content and English knowledge, as well as make class atmosphere low-stake by grouping students together. All of these ideas are also shown in the artifact I am going to analyze.

2.2.1 TESOL Domain 2: Instructing

According to TESOL domain 2, teachers should be supportive and make instruction more engaging. The artifact which can demonstrate my ability of making meaningful and responsive interaction with students is the video analysis for practicum (Artifact 5, Pg112). The video analysis is about three science lessons I taught in a high school. It contains three parts which examine how I design class activities and interact with students to promote their learning. All of my students are with interrupted formal education and their English language proficiency is at WIDA level 1. On the one hand, high school science content knowledge is extremely challenging for them; on the other hand, limited English constrains them to express ideas. The video analysis records how I cope with these situations.

Firstly, I discussed two differentiation ideas in the video analysis: using realia, and frequent group projects. My rationale for differentiation is that working with peers who share the same language backgrounds can push students to negotiate and discuss content knowledge together. As mentioned in my teaching philosophy, students with higher English proficiency can help translate for students who lag behind. Working with peers usually creates a friendlier and less stressful atmosphere which is beneficial for students to take risks. One example analyzed in the video analysis is that students worked in group of three to finish a worksheet about their observations of some objects. I recorded how students acted during the activity: *"there were many translanguaging practices in the process, I heard how they mixed English and Spanish to express opinions, persuade and help each other to finish the task." (Artifact 5, pg. 112)*. This quote shows

that I noticed students respond to each other actively in the process, and I realized allowing the use of native language made the class more dynamic. Overall, the class environment was relaxed and active. Everyone was engaged and contributed to group work.

In addition, I talked about why I used many realia in instruction. Considering huge language barrier between my students and me, realia is the most direct and obvious way to make abstract concepts visible. In the video analysis, I wrote *"Telling students the definition of physical properties is meaningless, but teaching them to use their senses to feel physical properties is more useful." (Artifact 5, pg. 112).* Students were excited to touch objects and used academic words they just learned to describe their observations. This quote not only shows my thinking of making language and content learning contextualized, but also using students' funds of knowledge. In my opinion, one of the best ways to make a lesson interesting to students is through hands-on experience. Instead of teaching knowledge in a decontextualized way, I understand students will build up their knowledge of a new concept by truly applying it and discussing it with peers. In the meantime, they will practice academic language. This point is supported by Littlewood (2011) who argues that students can learn language in a less-structured, but more unanticipated context. Also, since the experience is familiar to students, they may feel less stressful to learn something new. In this sense, my purpose of creating an engaging classroom is achieved.

Secondly, I created ample opportunities for teacher-student interaction. A supportive and engaging learning context should involve many conversations. As explained in my teaching philosophy that students will feel safe to explore new ideas because they know teachers and peers will help each other. No one is alone. This kind of learning context is not teacher-oriented, but student-centered and collaborated. As mentioned in last paragraph, students can discuss academic topics with peers during group work. *"Most of time, I am a listener who ensure that students are*

on track. I am also a facilitator because I only bumped into conversations when they were stranded." (Artifact 5, pg. 112) This quote from my video analysis reflects that I respected students' ideas and allowed them to explore their own ideas. Moreover, I knew when to support students. Instead of over-scaffolding (Daniel, 2015), I had high expectation for students so that I guided them after their own thinking. For example, I wrote the following sentence in the video analysis: *"I did not tell them what is the shape of an egg, but drew two pictures, one is circle, the other is oval (Artifact 5, pg. 112)."* I tried to avoid telling them what is the correct answer, but kept asking "do you agree?" "what do you think?". In my teaching philosophy, I think a safe classroom should allow mistakes, and should encourage students' voices. Once students are empowered to freely express their opinions, they are engaged and willing to share.

In sum, my video analysis presents my reflection of how to create a supportive and engaging learning context. On the one hand, I apply differentiation ideas to make everyone participate into class in a low-stake way. I know why it is important to do so. On the other hand, I understand when and how to interact with students, especially those who have limited English proficiency. Creating a safe and supportive class norm is not a one-day thing, but it is the basis for later instruction practices. In the next section, I will further discuss my thinking and application of teaching philosophies in instruction.

2.3 Curriculum

The dimension of curriculum has a closer look at the lesson instruction. To be more specific, according to TESOL domain 1, teachers should be able to plan and modify instruction to reach learners' goals. Additionally, TESOL domain 7 requires teachers to balance language and content knowledge teaching, and to teach language for communicative purposes. These two points connect with my teaching philosophy of optimizing interaction quality.

2.3.1 TESOL Domain 1: Planning

TESOL domain 1 is about curriculum design. From a macro perspective, curriculum design contains teaching goal of a whole semester. This is important because it helps teacher to understand where to go at the end of semester, and how to break down the big goal into short-term targets. From a micro perspective, high quality interaction can be pre-designed or spontaneous, but the basis of high-quality interaction is lesson planning. The sequence of learning tasks, the design of activities, differentiation ideas, as well as grouping, all influence what and how teacher and students will interact with each other. The first artifact I am going to analyze is my instruction framework poster (see figure 1). It reflects my ideal lesson structure. In the poster, I used three building house metaphors to refer to three phases of instruction: pre-instruction, instruction and post-instruction. For the purpose of discussing the curriculum design, I only focus on pre-instruction and instruction phases in this analysis.
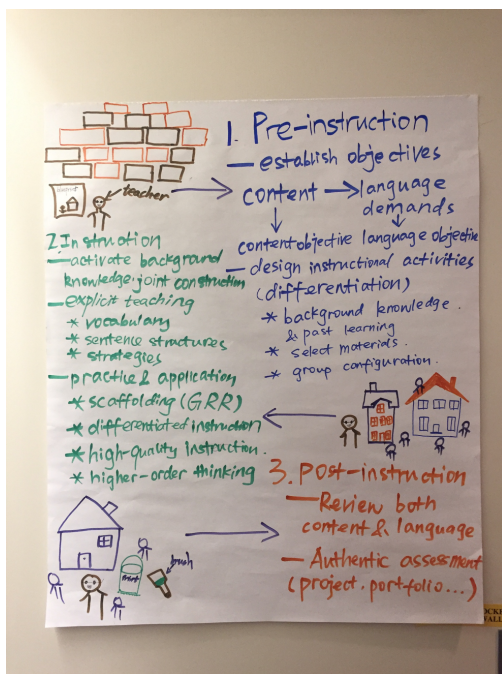
(figure 1. Instruction Framework Poster)

In the poster, I described the pre-instruction phase as preparing construction materials for a building. Teachers need to identify the teaching goal, which is the blueprint of construction; and prepare bricks such as reading materials, vocabularies, sentence structures to pave the way for later lesson instruction. I listed a few bullet points about some important elements in lesson preparation: establish objectives, background knowledge, select materials, group configuration. All of these elements are indispensable for high quality interaction. To be more specific, clear objectives make class conversations more purposeful and well-structured. The state standards can be broad, but students' language and academic level may not allow them to achieve standards in one day. If a teacher does not break down and adjust teaching goals based on students' needs, students may feel challenging to truly engage in class. According to my teaching philosophy, I believe group work and peer support create a good platform for interaction. Talking with peers can be easier to activate students' background knowledge because they share the same native language and some life experiences. Within the context of learning task, students can use language resources, prior knowledge and support from peers to explore new knowledge. Conversations happening in the process should be considered as meaningful. Moreover, what materials to use and how to adapt these materials are also important. For example, texts which are too simple may not motivate students at all; while texts which are far beyond students' current level will also hinder students to participate.

The instruction phase is similar to building and decorating houses with students. Students are designers who can build their own unique houses with materials available. This point shows that I emphasize adjusting instruction based on students' needs and goals because I do not require them to "build the same house", but encourage them to have independence. I understand different students have different learning goals, languages and content knowledge backgrounds, and diverse

learning styles. With the awareness of modifying instruction before and in class, I am ready to guide and interact with students. On top of that, an important point I listed on the poster is *"gradually release responsibility"*. This is also mentioned in my teaching philosophy. High quality interaction is not teacher-oriented, instead, students play active roles in learning. SIOP model provides example of an instruction sequence: I do, we do together, you do (Echevarria, Vogt, & Short, 2017). Overall, my instruction planning follows this sequence, but considering my students' language level, I may adjust how I release learning responsibility to students: I will allocate more time for "do together", and support students whenever they need even though they are doing independent work.

The lesson planning is a complex process and requires teacher's deep understanding of students as well as careful design.

2.3.2 TESOL Domain 7: Content

The poster analyzed in last section shows my big idea of how to plan and modify instruction, while the second artifact I will analyze presents how I am going to apply the big idea specifically. TESOL domain 7 requires teacher to teach language for communicative purposes, and strike a balance between language and content teaching. This also resonates with my teaching philosophy of optimizing interaction quality, because I support to learn language through content, and practice language in authentic tasks.

Within the framework of SIOP model (Echevarria, Vogt, & Short, 2017), I made a lesson plan which demonstrates I am able to design authentic learning tasks, and fulfill both content and language objectives. The lesson plan is about teaching physical properties (Artifact 6, Pg135). The objectives are identified not only because of state standards, but also because of students' current language and academic levels. In addition, the lesson plan records how I will bridge students' prior

knowledge with new concepts, the sequence of activities and some informal assessments. The lesson plan was actually enacted in my practicum setting.

A highlight of the lesson plan is the rotating station activity, which creates a platform for high-quality interaction. Before this activity, academic vocabulary and new concepts are pre-taught. Students will be grouped based on English language proficiencies, and will be assigned with a few realia to observe. TESOL domain 7 requires teachers to teach language in a more authentic way. This activity on the one hand allows students to use academic English to communicate with peers to finish task; on the other hand, it enables students to apply content knowledge. The purpose of teaching is to help students understand how to describe physical properties of objects. By observing realia with peers, students need to use academic English they just learned to negotiate and persuade each other to decide best way to describe physical properties of objects. In this sense, students take advantage of both their English and native language resources to facilitate content learning. Moreover, the lesson plan includes some supporting ideas for students with lower academic performance, such as using pictures and visual organizers to make instruction more explicit, reducing work load by assigning less objects to observe, pairing students together in case I cannot provide mini lecture. Authentic tasks usually involve many unanticipated interactions, therefore, in order to ensure everyone participates, I need to be flexible and well-prepared during instruction.

In the rationale part of the lesson plan, I explained why this lesson is aligned with communicative language teaching, and discussed how the lesson can develop academic skills in an engaging way. Firstly, this lesson promotes students' linguistic, discourse and action competence (Savignon, 2001). Since the lesson allocates most of class time for group work, students need to activate all their language knowledge to understand task, and organize speech to

communicate with others. In a group work, students need to collaborate with each other, and the basis of collaboration is understanding what they are talking about. Moreover, using language to discuss, express opinions, ask for clarification are all examples of meaningful language use. Secondly, this lesson plan is helpful to help students achieve learning goal because *"the lesson tasks sequence from simple and specific to abstract, which requires students to synthesize and compare concepts in scientific language during activities." (Artifact 6, pg. 135)*. This quote shows my opinion of how to guide students to learn step by step. It is important to mention that I understand I need to break down nebulous concepts and identify academic demands for students to better comprehend. Also, I realize students need to use academic language to facilitate learning in different class activities. Thus, I create opportunities for students to frequently apply and review knowledge.

In conclusion, curriculum design is challenging because teachers have to identify goals for students, and have a deep understanding of students' backgrounds to adjust instruction. In addition, the instruction process involves many challenging questions for teachers to deal with: how to balance language and content instruction? How to interact with students? Therefore, to ensure high-quality interaction in class needs careful planning and adjustments.

2.4 Assessment

In last section, I analyzed an instruction framework poster which contains three phases of teaching. The pre-instruction and instruction phases are closely related to lesson plan and scaffolding, while the post-instruction phase focuses on assessment. In my teaching philosophy, I mentioned teachers should interpret assessment outcomes more critically because one-time standardized assessment may not be able to reflect the true ability of a student. This point echoes with TESOL domain 3 that teachers should gather information and interpret assessment to promote

instruction, involve learners to play active roles in assessment, as well as provide meaningful feedback.

2.4.1 TESOL Domain 3: Assessing

The artifact I am going to analyze is an assessment case study of a Spanish speaker in SIFE program. This case study helps me understand the possible gap between standardized assessments and informal assessments. This case study includes interpretation of the student's WIDA screener outcome, and several authentic assessments about his oral English and English proficiency in content areas. An interesting fact is that my case study interviewee is identified as extremely limited English proficiency (WIDA level 1), but with three-months of observation and assessments, I found his English proficiency is higher than I expected.

In order to have a holistic understanding of his language ability and academic performance, I interviewed the student's teachers about his language and educational background, I made several anecdotal records about his class performance, and ran informal assessments such as running records, writing development scales, and SOLOM chart etc. The experience of making this case study is helpful to select, apply, adjust various assessments tools to gather useful information about learners. I not only have a better understanding of current language development stage of the learner, but also know how to better support the student. Because of very low score of WIDA assessment, my expectation of the student is also low. My a priori assumptions about the student that he is unable to complete complex learning tasks, and unable to have some higher-order thinking actually hinder me from providing the lest restricted support for the student. However, my observations of the student's daily class performance demonstrate he is not only an active thinker, but also a quick progress maker. With the results of several informal assessment, I began

to realize standardized test only reflect a small portion of a student's ability, and it cannot monitor their continuous growth.

As mentioned in my teaching philosophy that *"interpretation of score overweighs the score itself"*. I gathered many assessment outcomes throughout the case study, but the most important part is what I learned from these scores, and how I make instruction and assessment plans based on these data. TESOL domain 3 requires teacher to provide feedback to students after assessment, and the plan I made in case study demonstrates this point. I did not realize how unique a student can be until I had comprehensive assessments about him. For instance, in the case study, I found the student is able to talk about abstract academic topics with simple English words, but is unable to conduct everyday social conversations in English. The gap between communication English and academic English reminds me to allocate some class time for explicit instruction of basic sentence structures and some common Tier 1 vocabularies. Also, from a reading assessment, I can see he still felt confused about plural forms and tense. I suggest to *"directly draw the learner's attention to these language points and compare language use between English and Spanish." (Artifact 3, pg. 67)*. This quote is an example of feedback I will give to the student and his future teachers. All of my feedbacks are based on assessments, therefore, students can also understand how can they learn from assessments.

TESOL domain 3 mentions that learners should know what will be assessed, and they should also involve in the design of assessment. In my opinion, involving leaners in assessment design has two layers of meaning. Firstly, teacher should make students very clear about the learning goals. Informal assessment such as portfolio, class projects and reflection journals are good opportunities to invite students to make evaluation criteria including rubrics together. Once students have a clear idea about what will be assessed, and how will they be scored, the learning

can be more motivated. All assessments in my case study does not include this process, but I will do that in my future teaching.

Secondly, as what I did in my case study, I made several assessment adjustments for the student to best understand his ability. For instance, I added many visuals to a text in reading assessment; I translated and simplified questions to know his ideas; I chose reading materials based on his language proficiency instead of his grade level. If I did not take the student's unique situation into consideration, but strictly followed those test instructions, all I could get was that the student knew nothing, which definitely masked his true competence. This point highlights that it is critical to know how to gather the most useful information and how to interpret outcomes based on the situation of learner once again.

Till now, I have a reflection about what I did throughout previous semesters to justify my teaching philosophy in different domains. Teaching is a challenging and demanding process, I should understand my students, create supportive learning context, design lessons satisfying their goals, and keep assessing their growth in the process to ensure they can reach their goals in the end. In the next section, I will apply my learning to future practice, outline my teacher identity, potential challenges and goals for future development.

3. Application to Practice

3.1 Teacher Identity

One of the most important take-aways of this two-year study is how to be learner-focused. This is the essential point of my teaching philosophy, and is also demonstrated throughout artifact analysis of how I enact this idea. It is much more daunting and demanding than I once expected. Being learner-focused does not merely mean to ask more questions in class, grade each assignment,

or talk with parents one time per semester. It begins from the planning of lessons to understanding each student's background and academic performance, to class instruction and eventually to all kinds of formal, informal assessments. This process involves a myriad of strategies and endless efforts because I want to know my students holistically, therefore I can provide best support they need.

With the goal of focusing on students, I will describe myself as a teacher who respects students, and who is also a warm demander. Both culturally responsive pedagogy as well as the idea of leveraging funds of knowledge resonate with the necessity of respecting students' native languages and cultural backgrounds. As mentioned in my teaching philosophy that I want to create a safe and supportive classroom where students can establish and fully represent their own identities. The prerequisite of this type of learning environment is the equality between teacher and students. To be more specific, only if a teacher allows and is willing to listen to students' voices, students especially those who are with non-dominant backgrounds can gradually open to teachers, and engage in learning.

After working with diverse groups of students, I have a deeper understanding of how can I respect students. Firstly, it is possible to take advantage of native languages even though a teacher does not share the same language background with students. Demonstrated in the artifact analysis section, strategies such as using visuals, translation tools, and peer support can be helpful. The critical point is that students are motivated to express their ideas, instead of being restricted by limited English proficiencies. They may be more tolerant to mistakes they make in using English because they know they can always turn to their native languages whenever they need. They are empowered with tools to actively participate into class.

Secondly, teacher should reach out to students' cultures. In my opinion, culture is a broad term which includes not only traditional artifacts or customs, but also out-of-school literacy practices such as interaction with social and print media, as well as some sub-cultures such as video games and hip pop. As a teacher, I should understand students' behaviors which instead of reflecting learning deficiency, may actually be the result of different cultures. For example, Asian students tend to keep silent and think carefully before they feel comfortable to speak in class, which in some contexts may be treated as if they do not participate. Thus, teachers should not blindly project their own assumptions to students, but keep in mind that they have different learning styles, and may be at the inchoate stage of acculturation. In addition, if a teacher leverages students' life experiences to promote instruction, students can benefit a lot because they may feel easier to contribute to the construction of knowledge, and their own identities are strengthened.

The essential idea of respecting students' native languages and unique cultures is to encourage equality. Different from IRE and teacher-centered instruction, I hope students can feel comfortable to have their own voices. They are provided with tools and ample opportunities to express ideas. This point is also related to my identity of a warm demander, who always pushes students forward and has high expectations of them. The idea of respecting students creates a warm class norm, but at the same time I have high expectation of their learning and thinking. Having lower language proficiency does not indicate that they do not possess learning competence, and it also does not mean that teachers can simply assign simple meaningless tasks to these students. They should try their best to make progress. This point is especially important for my future teaching in China where teachers are considered to be strict. The traditional definition of a strict teacher in China is to be teacher-dominant. Students have to passively follow the lead of teacher, while teachers overly emphasize accuracy and have little tolerance of mistakes in class. However,

this narrow definition of "being strict" may hurt students because students are afraid of initiating conversations, communicating with others and taking risks in presenting their thinking. Therefore, my vision of good teacher should combine supportiveness and strictness together.

Respecting students' languages, cultures, and life experiences is a strategy of being "warm". Giving many encouragements and engaging all students, no matter English proficiency and academic performance is another strategy. The more challenging thing is how to help students to learn actively and have higher order thinking. There are two ways I will keep using in my future career: scaffolding and teaching learning strategies. As analyzed in artifact analysis, I tried scaffolding strategies such as grouping students together, designing various class projects, and sequencing instruction activities from simple to abstract. The purposes are to bridge what students have already know with new knowledge, and create platform for students to explore knowledge. In this learning context, students may feel easier to negotiate with peers and apply their knowledge through authentic tasks. I do not want them to wait for answers, but to explore knowledge step by step with my guidance. This point also closely relates to the importance of teaching strategies to students. According to SIOP model, teachers should gradually release responsibility to students in learning tasks to make them independent thinkers. It is common to encounter problems in learning, but if students are equipped with various strategies, they will be more willing to cope with problems actively. Chamot and Omalley (1996) bring about several examples of meta-cognitive, cognitive and affective strategies which can be the start point of how to cultivate active thinker in my future career.

3.2 Potential Challenges and Future Development

The first challenge for me is the classroom management. The teaching context in US is greatly different from that of China, thus rigorously using teaching methods I have learned without any

adaptation can be problematic. As mentioned throughout this paper that creating an active and dynamic learning norm is not a one-day thing, especially for highs school students who are used to traditional teacher-dominant teaching style. I can envision the initial uncomfortableness of them to speak out bravely and think critically. I can also imagine a lot of silence I will encounter in class. It is always hard to engage all students in class. All students have unique academic backgrounds, goals, and life experiences, which makes teachers feel tough to provide the best support for everyone. I have learned many differentiation ideas and lesson delivery strategies, and I also tried out these methods in real classroom settings. However, there are still many problems emerging. For example, even though I know the lesson pacing is important, with different groups of students, the appropriate pacing is also different. Fast pacing may hurt students with lower academic performance because they cannot follow the instruction, which further pushes them away from learning; while slower pacing can probably bore quick thinkers and may not help them to stretch to their potential. The other example is that even though I tried differentiation strategies, there are always some students who are not motivated at all. It is impossible to only work with a few students all the time in class. However, the fact is that these students need to put the most efforts to catch up with other peers, and learn something for their own sake. My ultimate goal is to push all students forward rather than intensify the gap between them.

The second concern is how to promote communicative competence under the test-oriented context. One of essential ideas of my teaching philosophy is to cultivate independent thinkers, and teach the language instead of emphasizing shortcuts of how to get right answers in tests. The pressure of accountability, fixed curriculum, and large amount of workload in one lesson all force teachers to skip opportunities for students to explore and apply knowledge in authentic tasks, allocate little time for scaffolding, and have to evaluate students based on standardized assessments.

How to make the goal of getting high test scores and cultivating communicative competence compatible is an issue I need to address in the future.

This two-year learning prepares me with valuable professional knowledge as well as equips me with toolkits to keep updating my instruction skills. The imperfection of educational system cannot be solved in a short time, but as a teacher, I can be flexible and adaptive enough to face challenges. On the one hand, I will keep reflecting and analyzing my own teaching regularly by writing journal entries or recording some lessons as done during my practicum. In the process, I am sure I can notice some problems, which will make myself better aware of the areas of improvement. On the other hand, I should take advantage of resources near me, these resources not only include mentorship from more experienced teachers and cooperation with other colleagues, but also from parents and community members who may have different perspectives of my students. Furthermore, there are tons of useful online resources such as teaching journals, which are helpful to continuously update my theoretical knowledge.

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Appendix

Artifact 1: Community Literacy Paper

Since the relatively lower living expanse and more job opportunities, Nashville has become the "Ellis land" for refugees and immigrants (Hull,2015), among whom Hispanic people take up a large proportion. According to national census data, the percentage of Hispanic immigrants in Nashville population increases from 0.8% in 1990 to approximately 10% in 2010. Considering the surging population of Hispanic people and one third of them are experiencing "linguistically isolation" (Cornfield, 2013), our field trip to local communities is a great opportunity to delve into these people's daily life and shed light on our future bilingual teaching practice.

Our first stop was Casa Azafran, one of the biggest Hispanic communities in Nashville, founded in 2012 and provides services from economic plan, educational support to law consult. I was deeply impressed by its supportive and welcoming atmosphere, not only because all the signs, descriptions of pictures attached on walls were in three languages, and unique traditional decorations were everywhere, but also because its programs on pre-K, English, cooking and dancing provide access to parents who might have no resources due to their limited English proficiency. The facts that they have child care volunteers in every English class as a way to ensure people may not be absent, Spanish leaflets (see figure 1) about DACA to inform people who may be affected and emergency plan to protect people and are considerate. Also, it is interesting to see they provide small carry-on cards printed sentences in Spanish and English about right of keeping silent (see figure2). These services indicate that people in this community usually in lower socioeconomic class—they need money to start their business, or skill training to find a job, also resources on children's education and some of them are undocumented immigrants or refugees who need the legal protection concerning deportation.

However, compared with Casa Azafran, the Mercado Mexican market is less diverse: most of posters and commercials there are only in Spanish (see figure 3), and even some products have no translation of English (figure 4). For example, figure 3 is a job post only in Spanish and the store owner told us that they preferred bilinguals because most of customers were only Spanish-speaking. It was in these less diverse communities, I experienced a strong sense of uncomfortableness: walking on the street I had no idea of where I was, and in markets I didn't know what most products for. Even though I could guess based on my previous experiences, the problems were there were a lot of things I had never seen in my home country and keeping thinking, guessing and observing was frustrated. People around spoke a different language and I clearly realized I did not belong to them. Luckily, local people were willing to help me out. However, for immigrant students in English-dominant classrooms, if teachers don't do anything, they can suffer the same uneasiness as me, which may affect their study and emotions. Also, I found I was really excited when I saw things written in Chinese and I kept talking about them to other group members. Similarly, if these students find elements of their home culture, they may show great interest because they are experts now and they do not "know nothing".

Culturally responsive pedagogy claims that a teacher should respect students and teach in a way more understandable to them (Gay,2010). I collected several artifacts from Mexican communities to apply into my teaching. As I wandered around Plaza Mariachi, I saw many Mexican stores hanging Metepec sun face décors (figure 5,6). A shop owner told us these décors contained deep historical meanings and every family had decorations with these patterns. Allen (2007) and Moll (1992) illustrates the importance of family engagement in students' learning and how to integrate funds of knowledge into classroom. I would like to invite parents to school and design sun face art work with their children. Students can interview their parents or read books

about Mexican traditional artifacts and the five suns legend which is the history origin of Sun god face to help them have an understanding of their own culture. After that they will present their ideas of designing to other classmates. Likewise, in K&S, there are a large shelf of candles printed with Bible stories (figure 7). I think maybe candles are also an important décor in Mexican homes. If so, I will encourage students to write journals or poems and choose one piece they like most at the end of semester to print on candles as an incentive for them to write.

The second thing I noticed is that there are many slogans in markets are not translated into English (figure 8). Students can work in groups and discuss how to translate these slogans accurately and beautifully. Since this process involves "word choices, idiomatic expressions and cultural values" (Jimenez,2009), students will have a realization of language diversity and arise their metalingual awareness (August,2010). On top of that, activities such as making posters to attract consumers, role play as sellers, consumers or even farmers will on the one hand improve students' understanding of different language uses under various contexts, on the other hand create environment for interaction and oral English practice.

August (2010) mentioned the concept of working memory that studying in an unfamiliar language with unfamiliar topic will increase students' cognitive loads that lead to unsatisfied learning outcome. According to this idea, the comics sections of Spanish newspapers, where some short conversations of Garfield and Snoopy are presented can also be good teaching materials. Students can read the comics which is in Spanish and try to write a short story based on these simple dialogues in English (such as expand simple dialogues by adding narration of environment or character's emotional and inner activities, they can have all kinds of imagination). Another practice is to choose some photos from newspapers and students should guess what happened. They need to make their speculation based on clues on photos and their own life experience and

then retell the story. After the practice, they can read the original news to check their speculations. Integrating local news with the teaching of literacy may arouse the interest of students and also relieve some uneasiness in learning. The last thing I gathered is a poster about different calling plans (figure 9). In a constructive classroom, "students reconcile formal instruction with their existing knowledge, with cultural and social contexts to mediate understanding" (Windschitl, 1999). In this case teachers can help students figure out practical problems in their daily life such as which calling plan is more cost-effective under what situation? How much they need to spend in a month if they call families in Mexico 20 minutes every day? In this way, core knowledge is delivered less abstractly but rooted in their real life.

A truly caring teacher not only honors students' background but also looks into their inner world, their isolation, confusion or cultural shock they experience (Igoa,1995). I felt frustrated when immerging in the non-English community and I can only gain little information through guessing and local people's help. Gay (2010) deemed that "one cannot start to solve a problem until it is identified and understood" so that more community exploration activities should be put into the agenda of teachers to see what students see every day, observe the underlying values and ways of living, and directly know the "out of comfort zone" feeling. However, since we had to visit four communities within three hours, there were very few chances to interview people which is one of the most important part of the trip. Thus, for one thing, the length of this project should be longer or teachers should explore communities for several times. For the other thing, it would be more efficient if teachers search for some information before the project and list some questions about their confusion for the interview. During the interviewing, teachers should talk to people with different social background: experts in bilingual teaching, community social workers in community such as Casa Azafran, customers, and shop owners even children…for the reason that

they have diverse perspectives and experiences which is helpful for a more comprehensive understanding of the local community. Another problem is that some communities are mixed with various cultures which is hard for teachers who participate for the first time to effectively know a language group. Too much information can be overwhelming. If teachers can be separated into several groups and each group only focuses on a single language community and in the future projects they can change to another language community, it would be more focused. After several times of community literacy projects, teachers can have a workshop where they discuss and compare their findings. Different groups will have different findings even their target language group is the same.

In conclusion, community literacy project bridges the cultural and linguistic gaps between teachers and students and provides meaningful insight into bilingual teaching.

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Appendix

Figure 1

Figure 2

Figure 3

Figure 4

Figure 5
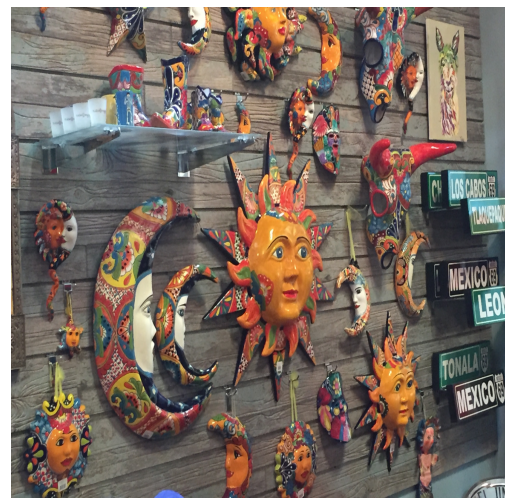
Figure 6

Figure 7

Figure 8

Figure 9

Artifact 2: Second Language Acquisition Case Study

1. Introduction to the Learner

The participant Chen in this case study is a first-year master's student in Vanderbilt University Engineering program. Chen comes from China and had been in American for one month when the interview took place. It was the first time he came to the United States so that

besides excitement and curiosity about a new culture, he also had hard transition time and could not get used to life here in the beginning.

Linguistic background

The first language of Chen is Hubei dialect because his parents actually could not speak mandarin when Chen was very young. But after he came to kindergarten, mandarin became the only language allowed to speak in class so that his second language is Mandarin. According to him, except talking with parents, he only speaks mandarin. Also, he started his English learning very early when he was six, which with the notion of critical period hypothesis (Saville-Troike, 2017) should be a golden period for language learning.

The fact that mandarin is the official language of China so that all the printed materials and language used in media Chen exposed to are in mandarin instead of his mother tongue. In this sense, exposure and use of mandarin are much frequent than Hubei dialect in his life so that mandarin rather than dialect may have more influence on his English acquisition outcome. Mandarin and English belong to two totally divergent language systems: one is alphabetic language while the other is logographic language with many different sounds, words and grammar rules. The far distance between mandarin and English makes Chinese students learn English especially hard.

Language learning experiences

Chen comes from an average family in Hubei province and his parents do not speak English at all so that he cannot receive any English input from his family. However, his parents really support him so they provide anything Chen needs for study. As mentioned previously, he started English when he was only six. However, for a long time, Chen's exposure to English was only limited to the classroom. At that time in primary school, English was more like interest class so

that instead of teaching systematically how to use English, classes usually only introduced American and British cultures and asked students to recite some very basic dialogues such as greeting, asking directions and talking about hobbies. There were merely one or two 45-minutes English classes each week which might not provide sufficient time and input for language learning.

English began to be emphasized more in middle school because it will be tested in the college entry examination which is one of the most important exams in China. The length of class is still 45 minutes, but there were three or four English lessons per week. Since middle school, Chen started to learn more vocabularies and grammar rules. Nevertheless, as he said, the quality of teachers was unsatisfied because those teachers actually did not major in English or education so that their pronunciation was unclear and the way of teaching was to strictly follow textbooks. For this reason, Chen seldom paid attention in class or did assignments after school. He considered learning English as boring because the classroom lacked interaction and homework was mostly about memorizing vocabularies or doing endless grammar exercises. However, he understood the importance of English for his higher education. After school, he would talk with other students who were interested in language learning and those who did well in exams to practice and get help. In addition, he gradually began to watch American TV shows, and listened to English broadcast such as voice of America to improve his pronunciation and oral language skills.

During his undergraduate years, English is not important in school curriculum at all. There was only one public English class each week and during the class the teacher only read things on PowerPoints. Usually, there were about a hundred students in one class so that teacher could not ensure the learning quality of every student unless they actively put efforts into it. Chen usually surfed on the Internet or did assignments for his contend class instead of paying attention to English class. He told me the teacher did not care about the learning of students and the final exam was a

paper which could still be finished easily even without hard working. He did not consider the English class as helpful on developing proficiency. However, he did not stop his language learning because he had to take CET-4 test which is a basic English proficiency requirement exam for graduation and finding jobs in China. CET-4 is not challenging so he prepared it by himself through doing many previous test papers. But after he decided to study abroad, he began to feel the hardship of passing TOEFL and GRE. On the one hand, he tried to find other students who also needed to take these tests to study together; on the other hand, he took some classes out-of-school in a private language training institution. The purpose of language learning was text-oriented and his study strategies were memorizing a large quantity of complex vocabularies, doing piles of exercises and making correction.

When he came to Vanderbilt, he realized he had problems on writing so that he enrolled in the academic writing online class of English language center, but he dropped after two weeks because he thought assignments were easy and he felt hard to keep motivated with online lesson. In fact, Chen is talkative towards friends, but he becomes diffident when talking in English. He has never expressed his opinions in class, but in small group discussions where he felt comfortable he may speak more. On top of that, most of time he still stays with Chinese people, speaks Mandarin and read news or books in Chinese. He tries to speak more in English, but he prefers to talk with other international students because he feels awkward when talking with native speakers and sometimes native speakers have problems understanding him. But when I met him last month, he told me he began to get used to life here and made many friends in a basketball club.

In sum, considering the linguistic factors, his mandarin background influences his English learning. While sociocultural factors including his family background and age of beginning learning have relatively small effects on his English proficiency. Before coming to U.S, Chen

received English instruction mostly from classroom but unsatisfied teaching quality and his low motivation hindered his progress. Only with his goal of getting better education, he asked for out-of-school programs and peers' help to improve language proficiency. After he came to Vanderbilt, he stopped having formal English instruction but created opportunities to improve via daily use. It seems that motivation, learning strategies and his insufficient input affect more his learning outcome.

2. Specific Language Subdomains Analysis

The following parts will analyze Chen's English ability from four aspects: pragmatics, phonology, semantics and grammar. Each part presents his strengths, things need to improve and some possible factors lead to these weaknesses.

(1) Pragmatics

Pragmatics analysis is based on several oral samples collected through an interview. The interview took place in the dining room of my house and it was very casual. We talked about participant's social and academic lives in both China and the U.S. Also, we had some pieces of role play.

Language under different contexts

Overall, Chen knew different language uses in different contexts, especially when talking to elders. In the scenario of refusing the PHD offer of a professor (example 1), he used formal words such as "*appreciate*" and "*for the concern of*". When discussing with parents about joining the army (example 2), he showed his negotiation strategy by referring to current news to illustrate the urgency to serve the country instead of directly telling his parents which may make them disagree immediately.

However, in some other cases, his language use is not appropriate because of impoliteness. When refusing his friend's request to borrow his notes, he directly expressed his unwillingness and impatience by interrogating his friend *"why did you do that?" "why did you borrow my notes again?"* (example 3). When refusing his friend's request of borrowing money, his first response is *"I have the money, but I don't want to offer it to you"* (example 4). It is important to make listeners feel comfortable in daily conversation so that one usually will refuse others by telling lies to save people's face. In example 3, he could have find many excuses rather than blame his friend. In example 4, even though he gave detailed reasons afterward, the blunt way of speaking actually make the listener feel awkward. When discussing with his "18-year-old daughter" who wanted to marry with a man whom she had only dated for two weeks, he persuaded his daughter that marriage was not as happy as she thought by complaining his wife as "*so unreasonable*" and described his frustration about marriage (example 5). Even though, it is an imaginary scenario, this response can be embarrassing, since he did not divorce in this scenario. It is admitted that Chen would like to use details to make his idea clear, but he should be wary about what kinds of examples are proper. Also, he made jokes when dealing with an abandoned baby which is actually very serious (example 6).

All of these examples illustrate that Chen varied his languages towards different people. He is polite and respectful to elders, but tends to be straightforward and likes making jokes with friends or younger people.

<center>Grice maxims</center>

The maxim of quality was well adhered. Chen talked a lot about his true feelings and experiences in China and America. This point can also be proved by example 3 in last section that he expressed his unwillingness of lending his notes directly instead of telling lies or finding other

excuses. In terms of maxim of quantity, although he liked to use many examples and provide details to make his ideas clear, sometimes he violated this maxim. In example 4 of previous section, except turning down his friend's request of borrowing money by saying he need to money to buy new shoes, he also described what a pair of shoes he is wearing now and why buying new shoes can improve his basketball performance and even the achievement of his university. In my opinion, his answer was a little bit too informative and providing too much extra information, which made the conversation not efficient.

Only under two situations, Chen did not follow the maxim of relevance: talking about unfamiliar topics and misunderstanding the word meaning. In the persuasive task, for instance, the beginning of his speech is well connected to the topic that people should get license of parenting. But afterward, he talked a lot about why overcrowded population has negative influence on environment. On top of that, when answering the question "*do you keep a journal (diary)*", he said he has never written in a journal and he only wrote some papers. The fact is that he took one of meanings of journal as academic paper. He began to talk about the definition of academic paper and his personality. Too much irrelevant information may confuse the listener and lose the focus of the topic.

Lastly, considering the maxim of manner, language use in formal settings are good and polite, which are shown in example 1 and 2. On top of that, in shorter dialogues his answers are well-organized: he considered various situations, gave clear topic sentences and examples to prove it, and applied transitional words such as *"first", "also", "later on"* which help listener easier to follow his thoughts. And when talking about some professional terms, he used many paraphrases and rhetorical questions to make sure the listener understood. But sometimes he did not adhere to the maxim of manner by making improper jokes (example 6), or causing confusion because of his

word choice and direct transfer of Chinese concept into another culture. For example, he said "*I reversed my pronunciation*" which indeed means he corrected and improved his pronunciation. "*You are so unconscious.*" which means you are "immature", and "*you are in pursuit of freshness*" means "you make this decision out of impulse". Another example is the scenario of refusing PHD offer of a professor (example 1), he recommended another person to the professor, which in China is a way to show one's modesty, but this behavior may not be understood in U.S. He transferred his Chinese mindset into another culture.

Factors influence pragmatics skills

In all, Chen has the awareness of different language uses and he transfers his experiences and cultural background. Also, most of time his language is clear and adopted many strategies such as paraphrasing, taking examples, describing details and considering different situations, which present his ability of effective communication. However, there are still some aspects need to be improved. Firstly, his limited vocabularies sometimes hinder the expression of his true meaning. For example, he said *"there is a baby in the chart",* actually he confused "cart" with "chart". This problem may result from the fact that his learning mainly focuses on academic language and before he came here he nearly had no chance to interact with native English speakers and use routine vocabularies.

Then, his politeness in daily life needs improvement. The fact that we are friends and he considered role paly as funny so that he probably exaggerated his reactions. In addition, in Chinese culture, sometimes being impolite and making jokes are signs of intimacy. Lastly, when arguing a large topic, he was easily off topic and said something confusing. This is because he was unfamiliar with the topic so that he felt hard to talk a lot. But I asked him to speak more, so he may talk something irrelevant to make the answer longer. Another possible reason is that he had limited

language repertoire about a certain topic. Therefore, he could not fully express what was in his mind or he translated concepts he knows in Chinese into English literately and word by word without considering the true meaning.

(2) Phonology

The interview happens in the kitchen of my house and participant and I are friends so that the atmosphere is casual. The oral samples analyzed in this paper are one storytelling task (four pictures are provided) and one persuasive task which requires Chen to argue with a governor to support having license to be parents. However, it was the first time Chen had been recorded so that he was a little bit nervous which may influence his fluency and intonation.

Contrastive theory (Saville-Troike, 2017) claims that first language can negatively interfere learning of second language that learners may substitute some sounds in L2 with similar sounds in L1 or have hardship on pronouncing new phonemes in L2. Since Chen is a speaker of Hubei dialect, which has no distinction between /l/ and /n/, I firstly assumed that he may have problem on pronouncing /l/, /n/ and /r/. However, Chen shows great acquisition in all three phonemes which can be seen from words such as *"like", "license", "native", "late", "car", "role"* and *"market"*. Also, he tried to speak more naturally by linking sounds *"fix it"* as *"/fixsit/"* and *"thumb up"* as *"/θʌmʌp/.* And he had the basic knowledge about how to pronounce /θ/, /ð/ because sometimes he adjusted pronunciation several times to make it right.

However, there are still some noticeable areas for development in his pronunciation. These problems result from "applying the language constraint of one language while speaking another" (language file 3.0, course reading). Firstly, he frequently replaced /θ/ /ð/ with /l/ /d/ or /z/. For example, he said "they" as /le/, "the" as /lə/, "this" as /dis/, "with" as /wiz/. The mistake probably comes from the fact that dental fricatives do not exist in Mandarin (Duanmu, 2013) so that Chen

used similar sounds to replace them. Also, he often pronounced /s/ as /z/ when the phoneme appears at the end of a word: as /æz/, has /hæz/. When a single consonant ends a word, Chen always add /ə/ sound after it, especially after functional words. For instance, of /əfə/, bad /bædə/, about /əˈbaʊtə/, and/ændə/, old/oʊldə/, find/ faɪndə/. It may be hard for Chinese speakers to tell the differences between voiced and voiceless consonants as there is no voiceless consonant ending a word in Mandarin. When a word ends with two consonants or a vowel between two consonants, Chen usually dropped one consonant. For example, ask/æs/, relaxing/rəˈlæsɪŋ/, basket/ˈbæski/, qualified/ˈkwɑləˌfaɪ/. Considering vowels, Chen tended to pronounce /ɛ/ in "every" and "reflect" as /æ/. It is understandable that he felt hard to distinguish the mouth openness of /æ/, /ɛ/ and /e/ for the reason that mandarin only has one /a/ sound.

Moreover, different from Chinese, a tonal language, English is a stress language (Duanmu, 2013). As the Markedness Differential Hypothesis (Eckman,1977) claims marked features in second language would be harder to acquire so that Chinese students may have problem acquiring English stress. For this reason, Chen occasionally could not find the right stressed syllable in a word. He shifted the stress on the first syllable in "*object*" and "*rebound*" to the second syllable. Sometimes he put no stress on any syllable of a word so that his sentences sounded very flat. Even though he used raising-tone when asking questions, he also raised his tone in the middle or at the end of declarative sentences. One example is that in the expository task that he explained rules of a basketball game, he raised his tone on words "ball" "line" and "down" in the sentence "*the first one is two points that you shoot the _ball_ in the two point _line_ or you slam _down_ or lay up, you get two points.*", which makes his speaking sound unnatural.

(3) Semantics

In this analysis, speech sample involves two parts: a short interview about participant's academic and social life in U.S and a persuasive task of proposing to a governor to require people to have license to be parents. These two samples were recorded in dining room of my house and the whole process is very casual. While the writing sample which is the same topic as persuasive task was written when he was back home. Since he was required to address to an imagined governor, the style of this piece of writing is formal and argumentative. Chen sent it to me by email soon after he finished.

<div align="center">Word choice analysis</div>

Based on the data in table 1, lexical diversity of writing sample is 0.48, which is higher than that of speaking (0.43 and 0.42 for shorter and longer speech). Also, the proportion of hard words which are formal or abstract vocabulary usually used in academic setting such as GRE, is 19.39% in writing, much higher than statistics of speech (9.92% and 11.3%). It indicates Chen consciously varied his word choice under different contexts.

	Short dialogue	Longer speech	Writing sample
Token	393	354	825
Type	165	151	398
TTR	0.42	0.43	0.48
Hard words	9.92%	11.3%	19.39%
Lexical density	41.98	42.66	48.24

<div align="center">Table 1. TTR of Chen</div>

<div align="center">(Calculated by UsingEnglish.com text content analysis tool)</div>

Words used in Chen's speech were simple but accurate because he mostly used common words or tire 1 words in speaking, but there was no confusion during the conversation. Also, he

mastered a bunch of linking phrases such as "however," "actually", "ironically" all of which reflect his ability of organizing ideas logically. Besides, in longer speech, he adopted many formulaic languages including "mentally and physically", "for the concern of". These lexical bundles enhance formality and language cohesion (Coxhead, 2016). Most noticeably, he actively expanded his vocabulary through his life experiences. When he told me the story of buying a wrong cleaning product in Walmart, he named several words in this category "soap", "shampoo", and "dish washer" that he learned from this experience. However, as statistics shows, the TTR of his speech is relatively low (0.42), which indicates his limited vocabulary variety. It can be illustrated from several examples: when he expressed a strong feeling, he always used "very", and "good" is the only word to convey positive meaning and "bad" for negative things. Actually, there are many synonyms of these three words, for instance, "extremely", "really" and "so" can be the substitution of "very"; "satisfactory" "great" "beneficial" for "good"; and "severe" "problematic" can replace "bad". He can even try different sentence structures to avoid using the same expression repeatedly.

Chen used many formal and complex words such as "germination" "barricade" "escalate" in writing, which reflect his large language repertoire and awareness of formal style of writing. Whereas, the most notable problem in his writing is his inaccurate understanding of word meaning and he tried to squeeze as many complex words in a sentence as possible, which hinder the conveying of his true meaning. In the sentence "*parents' <u>conducive</u> involvements are of great help when their children are on the verge of <u>unwarrantable</u> behaviors in example: improper language, bullying, abuse in drug.*", he wanted to say that parents' involvement in some issues is conducive to curb improper behaviors of children. He did not know the usage of *"conducive"* and it shares similar meaning with *"of great help"*. Also, *"unwarrantable"* usually refers to things that are unjustifiable or without official support. In this case, "inappropriate" would be a better word. On

top of that, he tends to use words that maybe common in his engineering field but not suitable in this context. *"Parenting is a longstanding <u>project</u>, it should have a firm <u>foundation</u> and tons of tight <u>beams</u> <u>erected</u> on."* In this example, *"project", "firm foundation"* and *"beams" "erect"* shows his well acquisition of engineering vocabularies. But it is probably that his vocabulary repertoire in other fields are limited so that he applied engineering words which may have similar but actually different meanings to other topics, which are hard for readers out of his field to understand. The next problem is his frequent confusion of word property. For example, *"Government should input more money on this lifelong <u>benefits project</u>"*, he should use adjective "beneficial" before the noun. *"Parents <u>unawareness of</u> their protective behavior can also harm their children."* He could change it as "parents' unawareness of" or "parents who are unaware of…". *"pressure makes people <u>strict to</u> their task", "strict"* is an adjective which should be used with "be". These examples indicate his inaccurate understanding of syntactical categories and vocabulary constraints so that he has problems on choosing the proper form (noun, adjective or possessive) of vocabulary.

<div align="center">Influential factors</div>

It can be seen that Chen varied his vocabulary choices towards different people and contexts and he has relatively large vocabulary repertoire. The problem of his frequent repetition of the same word may result from the fact that he has not established a network between vocabularies in the same category and he knows few synonyms of a certain word. Also, the gap between vocabulary breadth and depth (González-Fernández & Schmitt, 2017) in his writing probably comes from three reasons. Firstly, his English learning experience involves a lot of memorization. The tasks of dictation and blank filling mostly focus on remembering the form of a word and ignore the property and usage. In addition, the textbook glossary usually only lists the

most frequently used meaning of vocabulary so that Chen's understanding of vocabulary is not comprehensive. According to Chen, he only needs to have a vague link between form and one meaning to pass exams. Secondly, the notion that academic writing should contain as many complex words as possible is popular in China, so that Chen would like to use many complex words to make his paper seem more professional. The next influential factor is the electronic dictionary he often uses. The electronic dictionary only provides Chinese translation instead of presenting English definition and some examples. Usually, the translation is not accurate since many English words are hard to find exact counterparts in Chinese. Dependence on that software neither helps him know the constraint of words nor makes nuance differences between words clear.

(4) Grammar

The oral sample analyzed in this paper is a five-minute expository task which requires Chen to explain rules of basketball game. This conversation happened in the dining room of my house and Chen is interested in this topic, therefore it is casual. While the writing sample is an excerpt from Chen's class paper about economic value of real estate industry so that the writing style is formal and professional.

<div align="center">Morphological analysis</div>

MLU of Chen's oral and writing samples are calculated by formula *MLU= number of morphemes/ number of utterances*. The number of morphemes includes every derivative and inflectional morpheme, for instance, "inseparable" contains three morphemes "in" "separate" and "able"; also, each utterance may not be a complete sentence, but a string carrying enough information. The result in table 2 shows that the MLU of speaking is 11.57 and writing is 16.75. Compared with MLU of average young adults (12.1), speaking statistic of Chen is a little bit lower than that, which may indicate his not-so-advanced oral expressive skill. However, MLU of his

writing is much higher than his speaking and average data. The divergence represents his awareness of formal and casual language use in different situations so that in academic settings he tends to choose complex and more informative language, but in informal situation such as talk with me in this interview he prefers to use simpler and less varied language.

	Speaking	Writing
Total words	535	546
Utterances	51	41
Morphemes	590	687
MLU	11.57	16.75

Table 2. MLU of participant

Strengths and weaknesses of his morphological ability are similar in both speaking and writing. Examples such as *"relaxing"*, *"basically"* and *"inseparable"* prove his well mastery of vocabulary derivation (language file 5.4). But as indicated by MLU, multi-morphemes words are used more frequently in writing sample than his speech—only a few in speaking but several in every writing sentence. In addition, he has awareness of "-ing" as an indicator of continuous meaning and gerund (appendix example 1&2) and "-ed" in past tense sentence or passive voice (appendix example 3). Thus, Chen has knowledge of how to use affixes to change the word category and knows some indicators of tense, voice and case.

Whereas, he made many mistakes on subject-verb agreement in both speaking and writing, especially using "-s" after plural nouns and singular subject. For instance, in the sentence *"there will be the last two section"* he ignored plural form. And the example "*which team get the most score during the whole game is the winner*" he should use "gets" to agree with the singular subject. It is noticeable that he made more inflectional mistakes including mistakes on subject-verb

agreement in oral language than writing. This may due to the fact that he had no time to rethink his ideas and he could not edit what he said.

<p style="text-align:center">Syntactical analysis</p>

In both speaking and writing samples, Chen used many linking devices between sentences to direct relationship of different ideas. However, transitional words in speaking are relatively limited and simple. He only used "so" to express causal relation and to start a new topic. Differently, he chose different linking words including "therefore", "overall", "firstly" in his essay. In addition, he has no problem with word order in speaking, but in writing, he often omitted verbs of long sentences. Example 6 in appendix lists two sentences with no verbs at all so that it is hard to understand his meaning. In this sense, he may not well acquire the SVO structure of English.

The most notable strength in his oral sample is that he often adopted strategies including paraphrasing and clauses to explain terms or ideas a listener may not be familiar with. In appendix example 4, "*We usually start with a jumping ball, that means…,*" he paraphrased the term "jumping ball" with more plain language. Another example is *"they can catch the ball and pass to the guard who usually have a great skill of holding the ball or managing the ball"*, he used a clause to define the role of guard in a basketball team. In addition to paraphrase and use clauses, he also used many embedded sentences in writing sample to extend sentence information (example 5).

Even though his essay may be understandable in his field, many confusing sentences in writing sample hinder readers' understanding. These problematic sentence structures result from there are no connectives in a long sentence to indicate logical relationship between different ideas (Crosson & Lesaux, 2013) and some unclear referring elements. In appendix example 7, it would be clearer if Chen used connectives such as "and" "after that" to show the relationship between

departments established in 1934 and 1938; "so that", "thus" to indicate the causal relation between two departments and revival of real estate market. Also, it would be better if he used antecedent "which" or "that" before the verb "specialize" to tightly connect things he wanted to modify. Lastly, what "it" refers to should be clearly indicated in previous strings.

<div align="center">Global grammar assessment</div>

Overall, there is a gap between his oral and writing grammar ability. In speaking, he shows better syntactic ability with correct word order and use of cohesive devices. But he should be wary of inflectional morphemes, especially "-s" which he often ignored unconsciously.

In contrast, the grammar used in writing including sentence structure and derivative morphemes is more complex and varied than speaking. However, problems such as ambiguous relation in sentence and confusing referring pronouns are obvious. Moreover, he likes to use excessively long sentences which actually should be broken down into several shorter ones to better illustrate his ideas.

In conclusion, his grammar skill is still not-so-advanced. Considering the ability to convey ideas clearly, his grammar skill is stronger in speaking than writing.

3. Overall assessment and framework

For the reason that Chen has a big gap between speaking and writing ability, the assessment will use SOLOM to evaluate his oral level and Language Acquisition Chart for his writing, which may make the result more comprehensive.

<div align="center">Overall oral assessment</div>

Based on the SOLOM chart, Chen's oral language ability is between level 3 and level 4. Generally, he has no problem comprehending the interview questions and English in the classroom because his academic language is well-developed. But coming to daily social settings, he often

encounters misunderstanding with native speakers. On the one hand, fast speaking speed, different pronunciation of English variants and some slangs used by native speakers hinder Chen's understanding; on the other hand, his direct translation of Chinese into English, some inaccurate understanding of word meanings as well as limited daily English repertoire can confuse listeners.

In terms of vocabulary and semantics ability, he can clearly express his ideas except sometimes he misused some words or directly translated Chinese into English. For example, he used "chart" as "cart", "unconscious" as "immature", "pursue of freshness" as "act on impulse." These mistakes may easily mislead listeners, but since I share the same language background with him, I can understand his meaning after all. In addition, he adopted some linking phrases and formulaic expressions, but overall vocabularies were simple and limited. For instance, in speaking he only used "so" to indicate causal relation.

Considering his phonological ability, his fluency in English is very good, especially in short dialogues. However, when coming to longer speech or talking about unfamiliar topics, he stopped every two or three words, used many filers such as "um", "…eh" and "you know", repeating, and rephrasing the same ideas several times with problematic sentence structures.

Besides, even though he has a Chinese accent and some problems on intonation and phonemes such as /θ/, /ð/, /s/, /z/… his pronunciation is intelligible. In addition, he frequently made grammar mistakes on distinguishing "he" and "she", present and past tense, as well as subject-predicate agreement, which sometimes obscure his ideas. In the end, he shifted his languages between formal and casual towards different audiences and adhered to Grice maxims for most of time. This shows his good pragmatics skills.

Overall writing assessment

The assessment of Chen's writing ability which reflects his semantics and grammar knowledge is on the basis of Language Acquisition Chart. His writing is between level 3 and level 4. Firstly, it is hard to know exactly how many vocabularies Chen knows, but since he passed the GRE test and he used many complex academic words such as "barricade" and "germinate" in his writing samples, I assumed his language repertoire is up to 10,000 words. However, as mentioned in last section, he had inaccurate understanding of word meaning and usage so that his vocabulary breadth and depth (González-Fernández & Schmitt, 2017) do not match. Secondly, he can write whole sentences even long sentences with correct word order, also he made few grammar mistakes on tense and subject-verb agreement which actually did not obscure sentence meanings. But complex grammar mistakes such as omitting verbs and using confusing sentence structures make reader hard to comprehend part of his writing. In this sense, his writing ability for grammar is low intermediate. Lastly, in his paper he can describe figures and numbers, contrast changing of data and explain the reason for that. Also, he evaluated value of and predicted the trend of development of a certain real estate project. All of these pieces of writing reflect his high intermediate fluency in some advanced writing skills. Whereas, since all the writing samples are academic papers which are professional so that it is hard to assess if Chen can change his writing styles towards different readers.

Frameworks

The analysis of Chen's phonological ability mainly relies on the contrastive analysis, which emphasizes the transfer of first language. Negative transfer means learners use "L1 structures inappropriately in second language" (Saville-Troike, 2017). For example, in the analysis, I found he frequently added /ə/ after ending consonant: *and /ændə/, old/oʊldə/.* The fact that mandarin never ends with consonants may cause Chen unconsciously assed a vowel at the end of consonant

in English. In addition, the markedness differential theory also explains some learning problems of Chen. Similar to contrastive analysis, this theory focuses on the differences between L1 and L2 as well. What is common and similar in two languages is "unmarked", while new and special elements in L2 is "marked" which is harder for learner to acquire (Eckman,1977). This point can be well demonstrated by Chen's often pronunciation of /θ/ /ð/ as /l/ /d/ or /z/, since dental sounds do not exist in mandarin so that he used similar sounds for replacement.

In terms of semantics and grammar analysis, I turn to the connectionist approach. It claims that sufficient input is meaningful for learners to notice regular patterns of a language, thus strengthens the knowledge of this language (Saville-Troike, 2017). It is the first time Chen lives abroad so that previously his English exposure was limited in academic settings. As he said, he encountered many problems in social settings including supermarkets and restaurants because he had little input on daily vocabularies. Also, Chen told me he seldom read in English even in U.S. Observing from his writing samples, he wrote many confusing sentences with problematic structures. One of possible reasons lead to this problem is indicated by connectionist theory that his language input is not enough so that he has not establish clear notions of how English sentences are structured. If he read a lot, he may notice there should be a verb in a sentence and there are many connectives can be used to make his ideas more logical and coherent.

The pragmatics analysis is connected to Grice's cooperation principles and sociocultural theory. I used four maxims (quality, quantity, relevance and manner) to evaluate his effectiveness in communication. However, sometimes he could not change his language towards different audiences and violate maxims. Sociocultural theory, which argues that language learning essentially is a social process, is persuasive in explaining this point. As mentioned by this theory, interaction with native speakers is important because native speakers can scaffold or provide

feedbacks to learners. In the process, learners can realize their problems and make further correction. Previously, Chen had few opportunities to practice his language in real life so that he had no idea if his language use was proper.

4. Specific Instructional Plan

Pragmatics:

My suggestion is that Chen should get out of his comfort zone to interact more with native speakers who can serve as a language model and scaffold for him (Saville-Troike, 2017). The basketball club and class are good places to use English. Also, he can watch more TV programs such as talk show and TV series about school and family life or take advantage of social media including Facebook and Youtube to see what people usually say in daily life and observe how they change their languages. Furthermore, before talking, he should think and organize his main ideas instead of delivering whatever is on his mind. In the beginning, he can find some topics on English learning websites and record his responses. He may listen to his recordings and find out his problems or turn to friends or teachers for help, and after that, practicing several times. In a long term, this practice will be contributable to his vocabularies and make him more familiar with some sentence structures. If possible, some after school language programs such as language center and English corner where explicit instructions or feedbacks are available may be helpful. These pieces of information are accessible on university website.

Phonology:

In order to improve his intonation, Chen should interact more with native English speakers in class or the basketball club he joined who can provide meaningful feedback, serve as language models and scaffold for him (Saville-Troike, 2017). When he mispronounces some words, native speakers may feel confused and ask him for clarify by confirming, repeating, revoicing etc.

Through this kind of interaction, he will realize the right way to speak, imitate and then may acquire gradually. In addition, connectionist approach explains the benefits of exposure to input with good quality (Saville-Troike, 2017): the improvement in receptive knowledge will enhance the productive ability in vocabulary, grammar and intonation. When a learner listens to and reads a lot about how people speak English, what does that sound like, what words are used in different topics and how sentences are structured, he could probably notice some regular patterns and use this knowledge when he speaks. Based on this notion, Chen should listen more English broadcasts such as BBC, VOA or NPR and then imitate some paragraphs. Furthermore, he can do some specific pronunciation training based on problems mentioned previously. For example, teachers can show him the mechanism of articulating to make him understand that he should place his tongue between his teeth to produce /θ/ /ð/ sounds. Also, asking Chen to touch his throat to feel the vibration of voiced and voiceless sounds. After that, teachers can use several minimal pairs to help him further compare and understand some confusing phonemes. Besides formal instruction, Chen can also practice by recording with mobile phone to notice his weakness and strengthen his pronunciation correction. It is easy to find many topics on speaking section of English learning websites. After that, he can ask teachers in English language center for suggestions if he feels hard to find out problems. Then, with these pieces of advice, he may do the same practice again to compare and make sure he corrects his mispronunciation.

Semantics:

In order to improve his vocabulary learning, he should use an English-English dictionary such as the software *dictionary* or *Webster's dictionary* where clear lists of explanations and examples are presented. Especially in the iPhone app *dictionary*, examples are chosen from popular magazines and TV shows, he can hear how actors or broadcasters pronounce them which

may increase his interest. By seeing these examples, Chen may know how a certain word is used in sentences (such as the placement of the word is after verb, before a noun, or often appears in a formulaic phrase) and under what situations the use of this word is proper. On top of that, corpus including Corpus of contemporary American English is a resource for finding synonyms and what is the most common usage now. Furthermore, Chen should increase his receptive knowledge (Coxhead, 2016) through reading different genres of literacy such as news, literature and academic papers to enhance his productive skill. For example, besides class reading, teachers can also recommend some extra reading materials, have some reading club activities where novels or interesting news can be discussed. In reading club, teachers can explicitly emphasize some vocabulary use and ask Chen to think about why the author chose this word and how can this word convey ideas. Various types of reading materials not only show diverse word choices, but also facilitate his understanding of how words are used in different situations. Most importantly, he should practice more by starting from writing diary which may relieve his unwillingness on writing, and taking advantage of school resources such as English language center and writer's studio where tutors can give effective feedbacks based on his problems.

Grammar:

Based on Chen's problems, the first piece of advice is to record his speech. By listening to his own speaking, he may realize some morphological mistakes he made unconsciously and arouse stronger awareness next time he encounters the same situation. Also, teachers can use his speaking samples to locate his frequently-make mistakes such as subject-verb agreement, and design practice including asking Chen to talk about past experiences (required –ed) and tell a story based on pictures provided (which may require to use "-s" a lot). When he is speaking, try to draw his attention on the rule. On top of that, he can refer to grammar textbook such as *Oxford English*

Grammar or *English Grammar in Use* when he has confusion in writing. While using grammar books, he should pay more attention on how to express logical relationships by linking and clauses and do exercises such as breaking down long sentences and extending short sentences which strengthen his knowledge on syntactic categories (Cruzan & Adams, 2012) and sentence structure. Moreover, teacher can arrange instructions with several examples and then Chen can observe, guess and formulate grammar rules on him own. After that, teachers can ask him to create his own sentences with rules he just induced to see if they make sense.

5. Critical Reflection

In this semester, I learned a lot of concepts and methods to engage student's native language into study. However, this case analysis makes me rethink the use of native language in classroom that I should be cautious about how can I help students avoid some negative interference of their L1. From the interview with Chen, I know that many students use Chinese phonetic letters (Pinyin) to mark the pronunciation of English, and translate literally word by word from Chinese when speaking English. These ways of study may result in confusion in communication. And reasons for these usually come from their unclear understanding of how English phonemes are produced and different from mandarin, how usage of vocabularies and sentence structures are distinct in two languages. Nevertheless, instead of telling students their English is "problematic" or "nonstandard", I would like to draw their attention on the differences between L1 and L2 by helping them notice same, similar and new sounds in English, compare sentence structures in mandarin and English, also tell them there are no English counterparts for many Chinese words so that they should not directly translate everything without really understand the meaning. Explicit instruction on these topics may enhance students' metalinguistic awareness and facilitate their acquisition.

The second thing I noticed is the importance of interaction in the process of English learning both in class and out-of-class. Part of reasons lead to unsatisfied learning outcome of Chen are his negative attitude towards boring English class and few chances to use the language with native speakers. It makes me consider how to engage students in class and how to create a platform for them to practice when they have no access to native speakers. As a teacher, I should shift my role of expert to class facilitator and remember that students are active participants to explore the rules of English. On the one hand, I can design many activities (our instructional presentations really give me a lot of ideas) such as asking students to select connectives to combine two ideas through which they may better understand how linking devices can influence the logical relations and how can they use them in writing to direct readers' attention. The more they feel engaged, the better they will understand rather than passively memorize complex rules. On the other hand, I can establish an English center where students can practice regularly.

Moreover, this case study makes me understand various factors can lead to learning result. Language learning is a complex and dynamic process. Even though Chen started his English instruction as early as six years old, his motivation, learning strategies, personality and language background all make him not reach native-like proficiency. Because of this complex picture, I should reconsider my previous way to assess students' language ability by simply relying on test scores. As for participant Chen in this case, he has a gap in oral ability and writing ability, and he has large vocabulary repertoire but cannot use most of them correctly. I should not simply describe his language level as "high" or "low", but from different perspectives (pragmatics, phonological, semantics, grammar) and the whole period of his language learning. Only with a comprehensive understanding of students' strengths and weaknesses can I design my teaching plan best suitable for students' needs.

In the end, the most important thing I should always keep in mind is often reflecting my teaching to think about do I really support students and where can I improve. Also, within such a short period, I know so many new concepts, theories and useful tools. This experience inspires me to always read more latest articles in my field to update teaching philosophies, and be brave to try new strategies rather than hanging on old ways.

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Appendix

Example 1: That means when the ball is jumping on the board, they can catch the ball and pass to the guard.

Example 2: National Real Estate Finance Authority, specializes in providing guarantees or credit support to consumers to buy homes.

Example 3: In 1934, the US government established the Federal Housing Administration.

Example 4: We usually start with a jumping ball, <u>that means</u> defender or offender they jump for the ball and they slap the ball into their teammates.

Example 5: Therefore, <u>from the characteristics of real estate goods</u>, whether it is their producer or their consumers, are inseparable from financial support.

Example 6: Therefore, real estate and finance industry <u>mutual promotion and common development</u>.

The relationship between real estate and the financial industry between prominently relationship between real estate and commercial banks, non-bank financial institutions and capital markets between the upper.

Example 7: To this end, in 1934, the US government established the <u>Federal Housing Administration</u>, in 1938 established the <u>National Real Estate Finance Authority</u>, <u>specializes</u> in providing guarantees or credit support to consumers to buy homes, were mortgage securities processing, making <u>it</u> the real estate market Not out of the crisis since the 1930s, into a virtuous circle.

Artifact 3: Assessment Case Study

Part 1 Cultural and Linguistic Background

1. Educational Setting

John Overton is one of the most culturally and linguistically diverse schools in Nashville, and the class I participate in is a special experimental program, which is practiced in only three states in U.S. The program, SIFE, is designed for students with at least two years of interrupted formal education, therefore these children are most refugees and come from a low socioeconomical status background. This program may be a good opportunity for these children to decrease their academic

and language gap between their peers. The purpose of the program is to learn language through content knowledge, therefore there is little explicit instruction on general language (grammar, writing skills…), instead students are learning academic language which aims to better prepare them for future movement to mainstream class. However, I find out they also have Spanish lessons which is great. I saw two students reading long Spanish texts which is meaningful for their native language development. It is supportive because some students in class can only speak their dialects instead of Spanish, therefore the Spanish support in class is not always effective for them. With formal Spanish instruction, students may gradually make greater progress in academic content and English proficiency.

This program has three 9th grade classes: math, literature, science and social studies. Most students are from Africa (Swahili) and Spanish speaking countries. The class decoration shows a welcoming attitude towards diversity with several hand-drawn maps marked with specific countries and cities these students are from, and their first languages, attached to the wall. There are also some vocabulary charts about dates, emotions and planets in class for students to refer to when they need. The classroom is relatively small, but all kinds of instructional equipment are complete. There are about 8 students in a class – two girls and six boys. They are between 14 and 17 years old. They have different lengths of period of interrupted education—some stopped schooling after 6th grade because of tuition, some only stop for a short time. My class is science and social studies with a teacher who is fluent in Spanish, thus daily instruction involves about 90% of Spanish instruction, but important academic concepts and vocabularies are translated in English. There is also a Swahili interpreter to help us. Usually in class there are three languages co-existing, which is really interesting. The class focus is on academic language, but in the beginning of class, students will do the "entry ticket" activity which is a practice of simple daily conversation language

such as greeting, describing feelings and talking about past experiences in a simple sentence. The dynamics in the classroom are interactive and active so that all students are encouraged to talk in both languages. Every student has a portfolio; therefore, they can frequently review what they have learned, and practice note-taking skills.

2. Cultural and Linguistic Background

My case study focuses on a boy named Santos who is 14 years old and he is from Guatemala. He has been to United States for about 5 months.

(1) Linguistic Background

Santos speaks Achi, a Mayan dialect as his first language, Spanish is his second language which is learned in his prior schools, and now he is studying English through content instruction. I used the *Sample Literacy Survey for English Language Learners* (Appendix 1) to have a basic understanding of his language proficiency.

Santos speaks Achi with his father at home, which indicates his ability to use this language for everyday conversations. However, Achi is an oral language that it does not have a written system, thus we cannot evaluate if he can read or write in his native language. As the official language in Guatemala, Spanish is taught in school. In the survey, Santos told me that he can fluently read and write everyday information such as street signs, maps, schedules which only involved limited amount of language information; whereas for more complex literacy materials including magazines, stories and newspapers, he can only have some basic understanding of them. Still, Santos presents strong skills in Spanish listening and speaking both in and out of class. This can be demonstrated by his class performance that he frequently talks with peers in Spanish about school tasks, and is able to understand teacher's instruction in Spanish. Before class, I observed he always talks with other Guatemala students about casual topics. Since he has learned English

for such a short time, until now he can only read very simple English texts which may only contain one or two simple sentences. And his writing is short and only about greeting. Nevertheless, he is working hard in academic content. In his portfolio, he makes neat notes about content vocabularies including basic geography, and important concepts in science. In class, he actively helps the teacher to define some abstract English words (measurement, inference, prediction) in Spanish which presents his code-switching process when he uses his prior knowledge to facilitate his learning. He does not make any friends who speak English now, and his father does not speak English as well, so he only uses English at school. Since his father has to work 7 days per week, and they do not have a television, music players or books, Santos does not have a lot of chances to practice his English after school and receive sufficient language input. In conclusion, he learns well all new academic English words and concepts, but is still in a pre-production stage in which he can only use segmental English expressions to convey his ideas and conducts some simplest daily conversation.

(2) Educational History and Academic Skills

According to his school record, Santos is a late starter because he began his school at eight, and he was in 1st grade twice. In Guatemala, children usually drop out of school after 6th grade because it is not free any more, but Santos's families still paid for his tuition until 8th grade. However, he left school and move to Nashville with his father at the beginning of 8th grade, therefore he stopped schooling for about one and half years which is the reason why he is in SIFE program. Santos shows higher academic performance in class because he received more previous education than his classmates. He took 15 courses (each is 30 minutes) in Guatemala, which include all subjects he learns in Nashville, and music, technology as well as PE. It is interesting that they have classes in Achi and Spanish which not only help to preserve their language heritage,

but also cultivate their language skills in more formal occasions. He had English class before, but it is only about simple vocabularies such as animals, which according to him is not so useful to improve his communicative ability. With a relatively solid academic knowledge background, he does not consider class here as difficult, except for math class, he fits in well in class because he thinks education here is very similar to his past educational experiences.

With the help of teacher, I used the *Sociocultural Checklist* (Appendix 2) as a tool to identify Santos cultural adaptation risk factors. Because of his cultural and language background, he is at risk in acculturation level (67%), cultural and language (67%), experiential background (44%) and sociolinguistic development (23%); however, he has a low risk in his cognitive learning style (17%) which indicates his well-developed academic skills. Based on his work and my observation, on the one hand, he is very motivated to learn and engaged in all class activities. When teacher asked questions, he often is the first one to answer and sometimes explains to his peers. When he is not sure about some vocabularies, he will immediately turn to his notes to check it. When he is learning something new, he can quickly understand and finish practice tasks in a short time. It is noticeable that he always finds ways to finish tasks instead of giving up. When he encounters problems, he will ask for the teacher's help or talk with peers who may use cellphones to solve problems. However, he still does not show his ability to ask complex questions, and his questions are usually about the correctness of answers. Also, he requires the support of Spanish to fully understand, but once he grasps an idea, he can easily apply it even in English. On the other hand, he is active in group project because he often discusses with others. He is able to reason, explain and synthesize academic topics in Spanish, but still cannot present his high-order thinking ability in English.

(3) Level of Acculturation

To analysis Santos level of acculturation, I used two tools: _Sociocultural Checklist_ (Appendix 2), and _LOA Rubric_ (Appendix 3) (Herrera, 2018). Both two tools confirm my conclusion that he is still in the inchoate stage of acculturation, which may be attributed to his low level of English proficiency. The acculturation level is 67%. Even though he does not feel lonely and isolated, Santos expresses missing for his families in Guatemala. His teacher said he is the most optimistic student in class who always in a good mood and who tries his best to be strong at school. Santos expresses his dream to be an engineer in the future which is an attainable and positive goal. This mirrors his engagement in academic learning that receiving education is indispensable to achieve his goal. With some anecdotes on _LOA Rubric_, there is a sharp contrast between his interaction with peers of the same culture and with American students: he only plays with and talks to students from Guatemala. His only two friends here are from Guatemala, and he remains harmonious relations with classmates who also come from the same country by joking, chatting, and discussing lesson tasks… When he comes to me, he sometimes shows confusion about what I am talking about and is shy to talk. There are two major reasons that lead to this situation, one is his language proficiency now has not prepared him well to actively participate in cross-culture communications, and the other reason is that the SIFE program involves only ELLs and most of them are from the same cultural background, therefore he does not have many opportunities to be mixed with peers from other cultures.

<center>Part 2 Oral Language Assessment</center>

1. WIDA

Santos was assessed with WIDA screener this April in Nashville ELL office. He was assessed in listening, reading, speaking and writing four domains, and his scores are all level 1 in each domain. The purpose of this assessment is for EL program placement. Since he should be in high

school because of his age (14 years old), Overton high school decided his grade placement. Based on the information of home language survey, Santos has about one and half years of interrupted formal education, thus he was placed in SIFE program where all other students are also at the beginner level of English language proficiency. Here he can not only receive content knowledge instruction in math, literature, science and social studies, but also have explicit English instruction, which will set the bedrock for his movement to regular class one year later.

2. SOLOM Matrix

(1) Assessment Setting

My assessment of Santos oral English proficiency happens in two settings: every day class observation and assessment by talking about a story book. I used the *SOLOM matrix* (Appendix 4) to assess Santos oral English in classroom. Santos was nervous and a little bit anxious when I asked him to go to library for assessment. Considering anxiety may influence assessment negatively, I tried to find a comfortable and safe assessment setting for him. I explained to Santos the purpose of this assessment and reassured him that he did not need to worry about outcome. I chose the last thirty minutes of class practice time when all other students were doing their own projects. My mentor teacher was helping other students and I sat with Santos to help him finish his project and started our assessment in classroom with his classmates around him.

(2) Assessment Process and Challenges

Aiming to elicit more speech from Santos, I chose a children picture book "*Same, same, but different"* by Jenny Sue Kostecki-shaw which is about two boys who are from different countries but share many common interests. This book can be helpful because it encompasses many language Santos has learned in class previously, and the content of this book is about the importance of understanding different cultures which is also an essential topic of their social

studies class that week. In this sense, this book may resonate with Santos in both his cultural experiences and most of his English knowledge. The assessment began by my instruction: "*Hi Santos, we will read a book, and you tell me anything you know in English*". I also translated my words into Spanish with Google translate to ensure he understand what he needs to do. I prepared four types of questions and several alternative questions in case Santos cannot answer. The four types of question are: asking to describe a picture, asking about story plot, asking about related previous experiences, and asking about opinions. In the assessment, I first asked Santos to read sentences in the book to investigate his pronunciation. Then I started with letting him describe anything he saw on the picture. After that, I will check his understanding of the story by asking questions such as "what is the name of this boy?" "what does he like to do?" "what about the other boy?". Then based on plot on that page, sometimes I tried to relate it with more general questions including "what do you like to do after school?" "can you tell me anything about your best friend?". If he can answer, I will further move on to the harder questions such as "why people with different cultural backgrounds can be friends?".

However, the assessment process is not as smooth as expected. Santos basically can only comprehend several vocabularies teacher often used in class. Therefore, he sometimes cannot understand my questions. I have to translate some questions into Spanish and then he can think about some answers. Also, questions he can answer in English mainly are first type of questions which only requires him to say a few words. I believe he understood the story and he had many ideas to tell me because I can observe he was thinking carefully, and he told me something in Spanish, but when I encouraged him to say it in English, he just said he had no idea. Therefore, in the end, most prompts in this assessment were translated into Spanish and were adjusted to be

much simpler (usually only involves naming objects). For this reason, it is necessary to add several class observations into consideration.

(3) Compare Assessment Results with WIDA

Regarding the special situation of Santos, and the purpose of understanding his English language proficiency thoroughly, my scoring of SOLOM chart is grounded on both his performance in book reading assessment mentioned previously and his daily classroom performance. It is noticeable that this evaluation process is challenging because he shows a huge gap between academic language (content-specific) and general communication language. Overall, I gave Santos 11.5 points.

He got 2.5 in comprehension because in the book reading process, he can only understand my direction with languages he had learned, such as "<u>describe</u> what you <u>observed</u>" "where is he from?" "Which <u>continent</u>?". This phenomenon resonates with his active performance and engaging attitude in class because he can understand any directions his teachers have used before and make quick responses. Sometimes, even though he cannot express in English, he will draw pictures or uses some gestures to show me his ideas about my questions. This point can be demonstrated by the case when I asked him to explain why gas is nonrigid, he knocked at the table (rigid), then grabbed the air and showed me there is nothing in his hand. I noticed that Santos may not be able to comprehend every single word in sentences or fully recognize sentence structures, but he can still get a big picture of the meaning because he infers sentence meaning based on every vocabulary he knows. Therefore, when asking him questions he may not hear of before, he frequently misunderstood my intention by saying irrelevant answers. For example, when I asked him "do you have pets/ animals at home?", he pointed to and named every animal appeared in the picture book. For some questions, sentence structures should be largely simplified and repeated for several times

for him to process. For example, instead of simply asking him "can you read the sentence?", I will ask "read this, ok?", then he can understand.

I scored 2 for his fluency and 3 for pronunciation. Few of his responses to my questions and his speech in class is in complete sentences, and even though Santos can speak some simple sentences, the speech pace is relatively slow. Because of his very limited English proficiency, it is impossible to have continuous conversations. However, his pronunciation is understandable even though I can recognize his accent, that does not necessarily hinder my understanding of what he was talking about. Some Spanish alphabets have different sounds from English alphabet such as "h" "j", and Santos often mixes English pronunciation with Spanish sound. For example, instead of saying Russia /rə-shə/, Santos says /lu-cia/; and Picture /ˈpik-chər/ as /pik-tur/. Because there are many cognates in Spanish, and Santos practices diligently, I can see his progress in pronunciation.

Santos got 2 points in both grammar and vocabulary. I combined these two parts together because most of time his speech is at the vocabulary level. Because of limited knowledge of gramma rules and small number of content-specific vocabularies he has learned, currently, he is unable to speak long or complex sentences, and use various vocabularies to support his narration or explanation. Even in class, he can only use a few simple sentence structures repetitively such as "I feel + adj. because + n.", and "it is + adj.".

My assessment of Santos oral language aligns with the outcome of WIDA screener. The level 1 describes language proficiency from three aspects: linguistic complexity, language forms and conventions, and vocabulary usage. According to WIDA, overall, Santos has low linguistic complexity such as can only use words or phrases to present his ideas, low grammatical complexity with simple and limited grammatical structures, as well as low vocabulary complexity because of

only able to use common content-related vocabularies (WIDA handbook). All of these three pieces of evaluation can be demonstrated by SOLOM matrix and class observations. Therefore, the evaluation of WIDA is justifiable. However, these two assessments focus on different dimensions of oral language even though they have some overlapping. From my perspective, WIDA focuses more on the form of language production, while SOLOM also emphasizes receptive ability and phonology aspects of language. Another difference is that WIDA is assessed when Santos just arrived at Nashville with barely no English background at all. When I assessed him with SOLOM, he had been learning English for four months so that he made great progress in content area English. In this sense, the assessment result of Santos communicate language of SOLOM is nearly the same as WIDA, while I think his academic language is higher than WIDA level 1, but still has not reached the level 2.

3. Reliability and Validity of WIDA

(1) Reliability

WIDA screener assesses English language proficiency of all four domains (listening, writing, reading, speaking) based on content language from social studies, science, math and literature. The listening and reading sections are scored by computer and have fixed answers, therefore the reliability in these two sections are relatively high. Based on ELL's performance in these two sections, computer will automatically decide the difficulty level of speaking and writing test. Examiners will then test examinee's speaking and writing. In order to ensure the basic inter-rater reliability, all test administrators must finish online training courses and receive three certifications. This process ensure examiners can agree on evaluation most of time.

However, there are still some threats to reliability. Firstly, the writing and speaking scoring process can be a little bit subjective (Brown, 2010) because WIDA English language proficiency

levels are actually broad criteria. For instance, even though examiner needs to evaluate speaking from linguistics complexity, language forms and vocabulary usage, the description of rubric is general, therefore each administrator can have different interpretation. To be more specific, how to define what can be "a variety of grammatical structures", what are some universal indicators of "emerging use of complex structures"? In this sense, test-taker's expressive language scores can be easily influenced by the subjective interpretation of examiners. Secondly, because of confidentiality, I have no access to assessment items. The only thing I can find is a piece of note taken by his examiner who described him as extremely anxious during assessment, which can be a threat to test reliability (Brown, 2010). WIDA screener requires some computer literacy which may affect some test takers who have no previous experiences with computers. The outcome is that they are anxious and helpless during the assessment which affect their performance negatively. In addition, since this is an English only assessment, and they not only need to face computer but also "foreign" examiners who cannot provide any help, which will influence their affective more or less.

 (2) Validity

- Predicative Validity

Overall, WIDA is a highly valid assessment. The WIDA screener is used for program placement, even though it is a "one-shot" assessment tested before a student goes to school, it uses several methods to evade possible issues of one-time measure on student's English proficiency. Firstly, with various difficulty level of tests, it is easier to delve into the genuine proficiency of test taker because if with only one test for all, it is hard to evaluate exact language level of a test-taker because it cannot estimate the possible ceiling and basal of proficiency. Secondly, students

need to take ACCESS annually to keep track of their English progress which is important for teachers to keep adjusting their instructions to better support ELLs.

It has predicative validity because the comprehensive testing of listening, speaking, writing and reading can inform teachers which domain they may need to scaffold more for the student. Also, the main purpose of WIDA is to assess academic language through content areas, therefore based on the assessment result, teachers can have a general understanding of student's background knowledge as well as school readiness. According to some research, the mastering of academic skills foreshadows the school performance (Cummins, 2008) because different from social language, school success more emphasizes on specific academic register, such as content-specific vocabularies, complex sentence structures, argument skills.

- Content Validity

WIDA claims to assess student's academic English proficiency to predict their school readiness and monitor their progress. In this assessment, it evaluates language proficiency from three aspects: linguistic complexity, language forms and vocabulary usage (Halliday & Hassan, 1989; Bailey & Huang, 2011), which is research-based. These three aspects can effectively reflect academic language because the assessment is based on knowledge from math, literature, science and social studies, thus students need to activate their language knowledge from these areas. The purpose of WIDA is for program placement and for tracking school progress, therefore, measuring academic language rather than general everyday communication language can better fulfill this goal.

In addition, WIDA also takes into consideration of sociocultural aspect of language, which is reflected in its selection of genre, topic and task in the assessment. The assessment tries to be authentic so that many test items are grounded on common scenarios of real classroom settings.

- Construct Validity

WIDA assessment is grounded on many studies about second language acquisition, including meaning-based, functional perspective, "foundational theories of second language acquisition and sociocultural theory" (technical manual). Therefore, many studies have demonstrated the effectiveness of WIDA on assessing English language proficiency. On top of that, it has specific standards for each grade level and each content area. For this reason, the evaluation of ELLs is not based on one rubric, but a system of rubrics. Teachers from different disciplines can clearly know how should they help students move to next level of ELP.

However, there may be one threat of validity because there are no accommodations for students from different language backgrounds. There is only accommodation for children with serious disabilities. Takanishi (2017) emphasizes some necessary adjustments for ELLs, including longer test time, translation as well as reading support. It is necessary to consider how to make this assessment more test-taker friendly because our purpose is not to challenge students, but to know their language competence and level of development; thus, how to remove any possible barriers to their performance should be a concern.

<div align="center">Part 3 ESSA</div>

Two questions will be investigated in this part: firstly, how Santos was identified into SIFE program (students with interrupted formal education) and how this program aligns with ESSA to serve the needs of Santos.

1. Entry into SIFE

Santos has only been in Nashville for less than five months and once he and his family arrived, their immigration lawyer suggested that they register for public school to maintain legal status in the U.S. For this reason, they came to the Nashville ELL office where they received and completed a Home Language Survey. Since the native language of Santos is Achi, a Mayan dialect, and the

dominant language he uses at home is Achi and Spanish. In addition, he can speak English at all so that he is identified as an ELL.

SIFE actually is not a well-known program in Nashville and only three high schools here have this program. Santos's family may hear of this program from other community members whose children once also enrolled in SIFE. Because Santos has more than one-year of interrupted education, and Overton high school provides service for students like him, he registered to this high school. According to Tennessee regulations, ELLs should be assessed by WIDA the screener, and Santos scored 1 point for listening, speaking, reading and writing in each content area, therefor he is classified as limited English proficiency. The situation is complex because even though Overton provides beginner level ESL support, there is a gap between the content knowledge Santos has and his peers have. Thus, he was placed in SIFE program to fill in the academic gap and at the same time learn academic language, which set an important basis for his future movement to regular class.

2. Align with ESSA

Every Student Succeeds Act (ESSA) was enacted in 2015 and this act is different from NCLB in many aspects, for example, it sheds more focus on ELL students and tries to assess them in a more comprehensive way.

Based on my observation, the SIFE program does align with the ESSA in three aspects which are most different from NCLB. Firstly, ESSA ensues that all students (including immigrants) should have a right to grade and age appropriate program (Takanishi, 2017). Santos is 14 years old which is appropriate to be placed in high school, however his interrupted formal education hinders him to be equipped with high school level academic knowledge. In this sense, if he was placed in regular mainstream content class, he might probably have problems on learning since he barely

knows no English. But if he was placed in middle school, he may have to repeat his formal schooling experiences once again which delays his development. Considering these two paradoxes, SIFE program can best satisfy his academic need and language need. This program can be considered as a special shelter program which prepares and help Santos catch up with other high school peers, so he can move to the next grade next year.

Secondly, ESSA requires all students to have equal access to content knowledge, enrichment and special education (Takanishi, 2017), and this point can be demonstrated by how SIFE serve Santos. The underlying rationale for SIFE is that students already have content knowledge in their home languages, their academic underperformance is merely due to limited English proficiency. The basic rule of this program is to teach language through content, thus Santos has literature, social studies, science and math class as well as any other art and physics courses. Even though this is a special program, Santos enjoys the same learning resources and experiences as any other students in Overton. Different from regular ESL class, Santos does not have systematic English skills drilling. He does not learn sentence structure, tense or any other linguistic terms through explicit instruction, but through academic context. For example, he learned "will" and past tense in a science class which was about the concepts of "inference" and "prediction". With authentic contexts, Santos has ample opportunities to practice both language and prepare for his future science experiment project.

However, in my opinion, this program overly emphasizes on no drilling and no explicit instruction on grammar, which may be problematic for beginner English learners. Even though Santos can finish worksheet and understand the content knowledge, he is still unable to express his ideas in complete sentences in English, therefore his academic language proficiency actually does not improve noticeably. The other thing this program aligns with content knowledge

accessibility is language support. Teachers of this program are fluent Spanish-English bilingual speakers and there is also another interpreter who is proficient in several other languages. In class, 90 percent of instruction and scaffolding are in students' native languages so that Santos is engaged in learning. Even though he is still in the silent stage of expressing ideas in English, his teachers all considered him as the student who makes the fastest progress in learning. Santos told me he wants to be an engineer someday and he is very inspired by the school experience here.

Thirdly, different from NCLB, ESSA calls for school to include formative assessments, benchmark assessments or alternative assessments to evaluate student's academic performance and language progress instead of based on one-time annual standardized test (Takanishi, 2017). In an interview, my mentor talks about how she monitors Santos's learning process through a class portfolio, which can be counted as formative assessments because student portfolios contain notes and an independent project for every lesson so the teacher can see how well a student understand new knowledge. Because of English proficiency, Santos did not receive high scores in WIDA screener, however his teachers still consider him to be qualified to move to regular class next year based on their observation and continuous formative assessments. Nevertheless, a perplexing thing is that no student can be in SIFE for more than one year, which means after a summative assessment at the end of the semester, all students will move to a regular class no matter their scores. The summative assessment is in English but is all about content knowledge students have learned throughout the whole semester. This assessment does not serve as gate-keeper, but it may be informative for regular class teachers about student's academic level. Tennessee requires all ELLs to take annual language development assessment every year, so Santos will also take it.

Part 4 Content Area Language Ability

The rationale for SIFE program is that these students are not lack of content knowledge, but have very limited academic, content-related English. Thus, this program aims to teach language through content knowledge instruction. In order to assess Santos's content area language ability, I conducted and adjusted three authentic assessments.

1. Oral Language ability

In part 2, I adopted SOLOMN chart (see Appendix 4) to evaluate Santos's overall oral English proficiency, and he got approximately 2 to 3 points in each aspect. To understand his oral language performance in content area more specifically, I used anecdotal log (Appendix 5) to record eight lessons (science or social studies) through three months. This is an authentic assessment in that it not only records Santos's academic performance over time, but also bases on dynamic interactions happened between he and peers or teachers (Boyd-Batstone, 2004).

Currently, he is able to use content vocabularies to conduct simple question and answer practice. On the one hand, he has good listening because he can always actively response to my questions about knowledge he just learned. Even though he may not understand every word in my questions, he can have a basic understanding of what I am asking. On the other hand, his answers are at word level. For example, in the log of September 10th, I asked Santos to describe physical properties of an apple, he told me "red, circle, smooth…" which are all key vocabularies he learned that day. Another example is on November 26th, when I asked him "why baby is a living thing?", he answered "eat" "move" "grow". From these two examples, we can find that Santos is able to use key vocabularies to show his ideas, but he is not yet able to combine these words into sentences.

Another feature of his oral language is frequent translanguaging, to be more specific, he discussed content topic by mixing Spanish and English. In the log of October 3rd, he discussed whether work ethic is visible or invisible with his peers. In the conversation, I often heard some

English words "work ethic" "see" "visible" "because" and so on, which informed me that they were arguing and expressing ideas even though they could not do it completely in English.

2. Reading Ability

I chose to use running record to assess Santos's reading ability (Appendix 6). Ideally, I should use a new reading material for him, but considering his special situation, I slightly adapted a short paragraph he had learned two weeks before this assessment.

The text (Appendix 6) is about 142 words, the topic is Mayan people. I also prepared several following-up questions about the text to check his understanding. Santos had learned content vocabularies such as "corn", "feather", "religious", "jaguar" before reading, and original reading material is explained with several pictures. There are several mistakes are due to pronunciation which I did not count in the record. For instance, he read "jade" as "hade" which was influenced by Spanish pronunciation but does not necessarily interfere his understanding of the text. As shown in appendix 6, he made 19 mistakes and only 1 self-correction. Almost all of these mistakes are due to inflectional morphemes. He did not read "ed" "s" suffixes, which may indicate that he did not understand the function of tense and plural forms. Throughout the reading, I can see he used visual, meaning and structural cues to promote his understanding (Hurley, 2007). For instance, he read "The Maya were farmer (farmers) who glean (grow) crops…". Firstly, he read "farmers" as "farmer", which makes sense from visual and meaning aspects, but the predicate in this sentence "were" indicate plural form, so that he made a grammatical mistake by ignoring "s". Secondly, he read "grow" as "glean". "Glean" is also a verb which is syntactically correct in the sentence. Also, grow and glean are reasonable when considering behaviors of farmers. However, he did not use morphological information and meaning cue because these two words mean and sound very different.

Moreover, there are two words (hip and thigh), although he read them correctly, he actually did not know their meanings. When I asked him to point to his hip and thigh, he shook head. This point echoes with another finding of his reading ability that Santos is able to get a big picture of a text without knowing exactly each word. He can infer sentence meaning from a few words. After reading, I asked him a few questions. Sometimes he directly pointed to answers in text immediately after reading questions. But sometimes he showed confusion. In this process, I see how important adjustment should be. In the beginning, I asked "what are some foods of Maya people?", but Santos did not understand my question. Then I asked "what Maya people eat? What they comer (Spanish)?", and he told me "crop". I further asked him to give me some examples and he pointed to the text. If I did not simplify my questions step by step, and assumed he did not understand, his genuine reading ability wound be masked. In fact, he correctly answered most of my questions after adjustment.

In sum, Santos's reading ability is at primitive level. Due to extremely limited English vocabularies and knowledge of language forms, he is unable to read texts except those he had been taught. He may not understand tense and plural forms, but this does not hinder him to understand the main information of a text.

3. Writing Ability

For the situation that Santos is unable to write whole paragraph until now, I used conventions of writing developmental scale which focuses more on sentence writing to analyze his English writing ability. My class is a science class which does not include many writing practices, but there is an entry ticket activity at the beginning of each class, when students need to write something about their daily lives. I collected several pieces of his writing sample and I can see huge progress throughout three months.

A writing sample on September 4th is "*The book is <u>sinks.</u> The pencil is <u>red</u>.*" As we can see, Santos relied on sentence frame and he only needed to fill in a blank with vocabularies he just learned. Back to that time, he had little knowledge about basic syntax of English because he put two verbs in a simple sentence. At September 17th, he can write a simple sentence without sentence frame: *"Last week I sleep a lot."*. Even though he still did not use correct tense, the word order is perfect. What make me amazed are writing samples on October 11th and November 14th. *"I am happy because tomorrow there is no school. On fall break I will work and sleep." "Yesterday watched a video in my house with a friend because I like watching movie."* These two samples demonstrate he is currently between level 5 and level 6 based on conventions of writing developmental scale (Appendix 7). According to the evaluation criteria, he is able to write one or more complete sentences. Especially in the second example, although it is one sentence, it contains five key elements of narration (who, what, when, where, why) which make this sentence complex. In addition, he spelled and used almost all words correctly. It is noticeable that he can distinguish and shift tenses now. He used "will" to indicate future, and added "ed" when illustrating an event happened yesterday. Compared with writing samples earlier, it is a huge improvement. Furthermore, he used simple punctuations correctly. All of these three pieces of evidence demonstrate he is at transitional stage on writing.

On top of that, I also tried 6-Trait Scoring Rubric to further analyze. However, I only focus on two traits of his writing because considering the fact that his samples are at most two sentences, traits such as voice and organization actually are inapplicable. This reminds me of the necessity of adjusting assessments based on students' language proficiencies. If we rigidly follow the same standard to evaluate all students, some students such as Santos may remain failed because he is

just currently not able to show his ideas through complex paragraphs yet. It takes more than 7 years for an ELL to be proficient academically, not to mention he has been here only 4 months.

I scored him 3 on both word choice and sentence fluency. From the sample, all the words Santos used are appropriate. "work and sleep" "watch video" "watch movie" accurately describe events and did not cause any confusion. However, these words are repeatedly used throughout all three months, so that his writing is more like rote response instead of spontaneous and creative writing. Also, there is no descriptive adjectives or any other attempts to elaborate his writing. In all, his word choice is limited and not colorful. Regarding his sentence fluency, his writing is very logical. Even though he made mistakes such as missing sentence subject, readers can still understand his ideas. However, there is no linking devices between sentences, and no further details to expand his writing.

<div style="text-align:center">Part 5 Recommendation and Assessment Plan</div>

SIFE is a one-year program so that Santos will move to regular ESL class in a few months. I have two goals for him. Firstly, I hope him to be able to conduct basic every day English conversations because he will meet many students with different language backgrounds. He needs to interact with other peers and make progress in acculturation. Secondly, he should narrow his gap of content knowledge with other peers, because most of his new classmates do not have interrupted formal education as him. In order to prepare Sandos to be successful socially and academically, I will discuss my instructional and assessment plan.

1. Instructional Recommendations

My first piece of suggestion is regarding the overall content instruction. SIOP emphasizes to leverage students' background knowledge (Echevarria, Vogt & Short, 2013), which echoes my opinion of connecting content knowledge with Santos's life experiences. On the one hand, teachers

can use translation as a tool to facilitate his understanding. However, it must be mindful that many direct translations of content concepts do not make sense at all because Santos did not learn those in his native language. In this sense, teacher should provide more children-friendly explanations of abstract concepts via simplified language, visuals or realia. On the other hand, teachers can design some entry activities to activate prior knowledge. For instance, it is challenging to ask Santos to understand what are physical properties, but it will be easier if teachers can let him describe an object based on his experience and intuition. Based on his description, teachers can bridge knowledge Santos already has with content knowledge. Activities of this type can be considered as pre-assessment which reveal what he knows and does not know. This kind of information is valuable for later instruction.

As mentioned previously, Santos cannot conduct every day conversations and his academic conversation is at the vocabulary level. Firstly, I will suggest to take the time of entry ticket and have some structured language practice. During entry ticket, students need to write down something happened during that day, which can be interesting topics to begin with. Teachers can choose one topic, provided some vocabularies and useful sentences to facilitate peer conversations. Secondly, FonF is the idea that explicit language form instruction is necessary in class (Loewen, 2011). Currently, there is little time allocated for explicit language form instruction in SIFE class, and Santos does not have ESL class now. Most of grammar rules such as tense, plural forms are generalized by himself. With explicit instruction when encountering these rules, it will be more efficient and more helpful for students to express their ideas in English. Santos can frequently apply these languages in lesson tasks, which are authentic contexts for language and content application.

The running record assessment and my observation demonstrate that Santos has good listening skills because he is able to infer meaning from a few key words. Listening is an indispensable part in daily conversations. In order to strengthen this advantage, I will give him more English exposure. For example, slow down and paraphrase my language, and sometimes ask him to repeat. The peer practice as suggested in last paragraph is also an opportunity for Santos to listen and response.

Previously, there are very few reading materials in science class, but the new SIFE policy requires teachers to add texts in content instruction. It is good news because Santos does not have any reading materials at home, and most extra curriculum books are still challenging for him. The most exposure to reading can only happen in class. Firstly, there should be more bilingual books in class because Santos can read Spanish. Secondly, it is important to select some culture related texts, which is feasible in social studies class because they are learning traditions and geography. Moreover, all reading materials should be adjusted. Except strategies including translation, visual support and pre-teach vocabularies, narrow reading is another approach. With narrow reading, Santos will at first read simplified and short pieces to have a general idea of the topic, and then read several more pieces of texts with increasing difficulty. With the gist in mind, teachers can gradually draw Santos's attention to new languages. The other strategy is to use color-coding. Santos can highlight sentences he feels confused, and teachers can focus more on breaking down and explain the complex sentences.

Santos is not yet ready to write a whole paragraph, and most topics of his writing actually are not content-specific. However, science class involves many academic writing practices such as experiment report and record of observation. For casual writing such as those he did at the beginning of each class, I will suggest teachers to make it more systematic. To be more specific,

each week teacher can prepare different topics such as food, movie, weather… At the same time give word banks and sentence frames because limited language resources hinder Santos to produce more writing. For academic writing, Santos can begin with making thinking maps which organize his ideas more clearly. For example, he can fill out a table which record his observation in an experiment over time. Then teacher can model one paragraph of report writing with information Santos collected. The next step is to construct a paragraph together, and in the end, Santos independently write his own paragraph. This joint construction of writing is proved to be engaging and effective to gradually release learning responsibility from teacher to students (Caplan, & Farling, 2017). During the independent work, teacher can group several students together to finish one paragraph which will relieve the working demand of Santos.

2. Assessment Plan

My assessment plan integrates formative and summative assessments to better reflect Santos's progress. Considering Santos can easily get nervous in high-stake tests, I will rely more on informal authentic assessments. As illustrated in table 1, I plan to assess both English language development and content knowledge on daily, monthly and annually basis.

There are some tips for assessing students like Santos whose English proficiency is extremely limited and has trauma so that he is very anxious under high-stake environment. Firstly, it is important to make test items comprehensible. Many times, he has ideas of some topics, but he may not understand questions in English. For teachers like me who do not share the same language with Santos, using translation apps to translate some key words is helpful. Also, if he immediately responses "I don't know" after a question, try to paraphrase and simplify the question. For example, he may not able to answer "why" question in English, but if we ask him to choose answers or say yes-no, it works. Moreover, I will suggest to create an informal assessment environment and

always give encouragement to Santos, because I can see how upset he is if he do not know how to tell me his thinking.

Assessment Plan	Assessment tools
Daily	**Content:** KWL chart, class project, observation, self-checklist
	Listening & speaking: anecdotal logs **Reading:** question and answer relationship **Writing:** entry ticket
Monthly	**Content:** Rubric, reflection journal, portfolio
	Speaking & listening: SOLOMN **Reading:** running record **Writing:** 6-trait scoring rubric
Semester/ Annually	ACCESS, final exam & feedbacks

Table 1. Assessment Plan

Daily Assessment Since my class is a science and social studies class, it is necessary to assess and monitor Santos's understanding of new concepts. Before instruction, I will give him a KWL chart as pre-assessment to identify his prior knowledge about a topic and what he does not know to better guide my instruction. The most important part of daily assessment is to see how he perform during class project. The idea of performance-based assessment is that students can best present target skills by applying knowledge (Herrera, 2018). There will be many class activities after explicit instruction, such as designing poster, finishing worksheet, recording experiment observations… On the one hand, by checking his project product, I can gain direct information about how well he can understand new concepts. On the other hand, I will record my observation of him by anecdotal logs (Boyd-Batstone, 2004). I will focus more on does he cooperate with peers, does he contribute to group discussion, does he use academic language to finish tasks, and what

strategies he used…These logs can demonstrate he is an active and motivated learner who is engaged and tries hard in learning.

For language skills, because most of my class time is allocated to group work, therefore there will be a lot of opportunities for Santos to communicate with me or his classmates. I will record his speaking on anecdotal logs mentioned in last paragraph. Using English vocabularies or not, if speaking complete sentence and if his speaking makes sense are top three things to observe currently. As he improved, I will also change what I focus on his speech. For reading, science reading can be challenging because it involves many tier 3 vocabularies and compact sentences as well as abstract concepts. After instruction and analyze of these knotty points, I will give him some questions to answer based on reading. The sequence of questions is from simple to hard, from yes-no question to more open-ended questions. He is allowed to discuss with others because I do not want him to be stressed out. The purpose of question sequence is not only to know if he can get gist of the text, but also push him to have some higher order thinking. About writing assessment, because there is an entry ticket activity each class, I can collect his writing samples to further analyze.

Monthly Assessment Usually, an unit ends in a month so that it is necessary to have some assessments to monitor the learning of the whole unit. At the beginning of each unit, I will design a rubric to guide students' learning. In this rubric, I can specify what concepts, content language and skills we need to achieve at the end of month. It is a criterion-based assessment because instead of giving summative test, Santos can know where he does good and where need to improve (Gottlieb, 2006). At the end of the unit, Santos and I will finish the rubric evaluation. We can discuss together to see if my observations match his own reflection. The other idea is to keep a portfolio, which collects all projects and assignments he finished in a month. By sorting his work

in portfolio, and asking Santos to write a reflection journal, I can understand if he makes progress and how he feels about learning. However, because he cannot write paragraphs now, I may adjust the reflection journal as question answering and checklist.

I think it is appropriate to use SOLOMN chart to assess his speaking and listening monthly. As mentioned previously, one of my goals for Santos is to improve his social English so that topics of monthly speaking assessment will focus more on every day communication. For reading, I will use running record. Currently, I use reading materials he learned before, but in the future, I will increase the difficulty of reading for him by selecting new texts. About writing, I prefer to use his monthly reflection journal for analysis because I do not want to add more workload for him. But if I cannot, I will assign a writing task for him. Currently he is at the transitional stage based on Conventions of Writing Development Scale, but when he can produce longer writing, I will shift to 6-trait scoring rubric to have a more holistic analysis.

Annually Assessment At the end of semester, Santos will have a final exam which assess his learning in SIFE program. Since it is a one-year program and he will move to next grade no matter his final assessment outcome, I suggest to make the final exam a few days before semester ending so that I can have some time to give him feedbacks. This exam is in English but all test items are what Santos learned in class. He can have review his portfolio before assessment. The test result, as well as pieces of informal assessment conducted throughout semester will be put into his portfolio and given to his future teachers.

In addition, Santos need to take the ACCESS annually according to policy. With all his formal and informal assessments at hand, I am sure his future teacher can provide best help for him.

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Appendix

1. Sample Literacy Survey for English Language Learner

APPENDIX 1.4

A Sample Literacy Survey for English Language Learners

Directions: Which kinds of materials do you read and write outside of school? Mark the box to show whether you use your first (or native) language (L1), _____ English (L2), or both languages when you read and write.

Before or after school . . .	Achi — First or Native Language (L1)	Spanish — Second Language, ~~English~~ (L2)	Both Languages (L1 + L2)	English — ~~Not~~ Applicable
I Read				
Street signs and names		x		X
Maps or directions		x		X
Schedules (e.g., school bus or train)		X		X
Newspapers		Basic		N
Magazines		Basic		N
Notes from friends, such as e-mails		X		N
Information from the Internet		Basic		N
Brochures/pamphlets		X		N
Short stories		Basic		N
Poetry		X		N
Books		Basic		N
I Write				
Information on papers or forms		X		X
Lists		X		X
Memos or notes		X		N
E-mails		X		N
Letters to family members or for school		X		N
Short stories		Basic		N
Poetry or songs		X		N

SOURCE: Adapted from Gottlieb (1999a).

Can read and write some words. Mostly oral language.

2. Sociocultural Checklist

SOCIOCULTURAL CHECKLIST
To be completed by referring teacher(s).

Student/ID#:		Date: 9.17 Age: 15 Teacher:
Sociocultural Factors		**Selected Cross-Cultural Adaptation Risk Factors**
Acculturation Level	✓	Recent immigrant, refugee, migrant, or resides on reservation
	✓	Does not interact much with majority culture peers or majority cultural group.
	X	Displays confusion in locus of control.
	✓	Displays heightened stress or anxiety in cross-cultural interactions.
	✓	Oral expression contains considerable code switching.
	✓	Expresses or displays sense of isolation or alienation in cross-cultural interactions
% Checked:	4	Out of 6 total = 67 %
Cognitive Learning Style	✓	Few cognitive learning strategies appropriate to classroom/school.
	X	Cognitive learning style different or inappropriate in relation to teacher's instructional style
	X	Easily frustrated or low perseverance in completing tasks.
	X	Retains learning strategies that are no longer appropriate.
	X	Displays difficulty with task analysis.
	X	Displays difficulty with understanding and applying cause and effect.
% Checked:	1	Out of 6 total = 17 %
Culture and Language	✓	Comes from non-English speaking home.
	✓	Comes from a culture or ethnic group different from mainstream America.
	✓	Family emphasis support of family or community/group over individual effort.
	✓	Comes from non-English speaking geographic area.
	X	Has culturally appropriate behaviors that are different from expectations of mainstream.
	✓	There is no support in the home for bilingual and bicultural development.
% Checked:	4	Out of 6 total = 67 %
Experiential Background	X	High family mobility.
	X	Limited or sporadic school attendance.
	✓	Low socioeconomic status.
	X	Little exposure to subject or content or not familiar with material.
	✓	Disrupted early childhood development.
	✓	Few readiness skills.
	X	Does not know how to behave ion classroom.
	✓	Different terms/concepts for subject areas or materials and content. *translanguaging*
	X	Uses survival strategies that are not appropriate in the classroom.
% Checked:	4	Out of 9 total = 44 %
Sociolinguistic Development	✓	Does not speak English
	X	Limited academic language in native language.
	✓	Limited social language in English.
	X	Rarely speaks in class.
	✓	Speaks only to cultural peers.
	✓	Limited academic language in English.
	✓	Asks a peer for assistance in understanding.
% Checked	X	Appears to know English but cannot follow English directions in class.
	5	Out of 8 total = 63 %

3. Notes of LOA rubric

LOA Rubric	
1. Level of affect	- positive and always try to be strong in school. - Not lonely, but miss families. - have two friends (only spanish speaking) - want to be an engineer
2. interaction with peers of a similar culture	- only interact with peers with same culture - two close friend (same country) sometimes play soccer - harmonious relations with peers in class
3. interaction with peers of a different culture	- not yet
4. communication with effectiveness with peers of a different culture	- not yet - but with me, he can't always understand, but he tried to.
5. participation in group learning	- very active and engaged discuss in spanish, finish project very quickly

4. SOLOMN Chart

Student Oral Language Observation Matrix: SOLOM

Student Name _Sandos_   Rater Name _Hongye Zeng_   Date _9/26/18_   Total Score _12 11.5_

							Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition maybe necessary. ...what Tell me anything about are they doing?" "Guatemala" → can't answer	Understands everyday conversation and normal classroom discussion without difficulty.	- academic topic ✓ (food, rigid, what is....) - can't follow my direction when talking about book "same but different" - can't continue discussion	3 2.5
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations. ✓	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	He can answer a lot and fluently in Spanish, but the same questions in English he cannot	2
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary. - what's his name?" ✓ - what does he like to do ?"	Vocabulary and idioms approximately those of a native speaker.	name objects ✓ (animal, feeling, dates, some content vocabulary)	2
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	"r" sound → many cognates in Spanish so he mixed Spanish with English.	3
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	segmental vocabularies, but not in sentence. or need to write down and read to me	2

unbalanced oral language development in content and daily English.

5. Anecdotal Logs

1. 9.10 topic: physical properties • short answer about color / shape / texture... "can you describe physical properties of the apple?" "red, circle" "what else?" "smooth"	**2. 9.17** topic: geography • able to answer the longitude & latitude (number ✓) • "let me check" • mix spanish with English "the medir is ..."
3. 9.24 topic: state of matter • able to give example of solid / liquid / gas "vapor" "smoke" • is... fixed / rigid? "Yes, fixed / non-fixed / rigid"	**4. 10.3** topic: culture • discuss & debate in both English and spanish is work ethic / religious belief visible or invisible
5. 10.5 topic: culture • "wedding is diffrent than, because (spanish)" • discuss how wedding in Guatamala is diffrent • discuss "do we have the same work ethic?"	**6. 10.10** topic: scientific methods • describe observation of what happened to candles in hot / cold water "in 2 minutes..." "in 5 minutes..."
7. 11.14 topic: government • write sentence contains "what" "who" "when" "where" "why" • examples of law • explain why laws are important	**8. 11.26** topic: living and nonliving things "why baby is a living thing?" "eat" "move" "grow"

6. Running Record

The Maya were famers who grew crops such as corn, beans, and chill peppers.

They liked to eat flat corn cakes, which are now called tortillas.

The Maya raised turkeys and hunted animals such as deer.

They traded jaguar skins, jade, and brightly colored bird feathers.

At religious festivals the Maya danced and had big meals. festivals

Most Mayan cities had large ball courts.

These courts had walls with stone rings high above the ground.

They used these courts to play a sacred game in which players hit a rubber ball through

the ring.

But they weren't allowed to use their hips, shoulders, and thighs.

1. What are some foods of Maya people?
corn , beans , chill peppers

2. Do they eat animals? How can they get these animals?
Jaguar skins

3. What do they trade/ sold?

4. What did Maya people do at religious festival?

5. Maya people used courts for what?
line 6

6. What are rules of ball game? How to play ball games?
No shoulder

Running Record Sheet

Name Hongye Zeng / Sampson   **Date** 11-7   **Book Title (Level)** The Maya   **Number of Running Words** 104

	E	SC	Information Used		Analyze the errors the child has made. Which cues has the child used?
			M S V	M S V	
famers → famer	✓		M S V		**Ⓜ Did it make sense?** ☐ Did meaning influence the error? Did the child make a meaningful substitution?
grew → glean	✓		S		
such → su	✓		S		
Peppers → pepper	✓		M S V		
cakes → cake	✓		M S V		**Ⓢ Did it sound right?** ☐ Did the child's response still fit the structure (syntax) of the sentence?
called → card	✓				
now → no → now		✓			
turkeys → turkey	✓		M S V		**Ⓥ Did it look right?** ☐ Did the child's response show evidence of information gathered from the print?
jade → hade	✓		L₁ influence		
brightly → bride	✓				
colored → olor	✓		M V		
feathers → fither	✓		L₁ influence		**Observations**
religious → religion	✓		M V		① omit "s" "ed"
danced → dance	✓		M S V		② frequently use Spanish pronunciation to substitute English.
big → wide	✓		S V		③ Some words can read; but actually cannot understand
cities → cite	✓				④ when I asked questions from text, I need to paraphrase questions to yes-no, or either-or question
walls → wide	✓				⑤ can get big picture of text; can point to answers
players → play	✓		M V		⑥ became very anxious if cannot answer my questions.
through → toe	✓		(I guess it is pronunciation)		
[hips ┐ read correctly [thighs ┘ but when I asked him to print, he did not know.					
Total	19 +2	1			

7. Convention of Writing Development Scale

Conventions of Writing Developmental Scale (continued)

level 5 - 6

Level 5—Phonetic

_____ Represents beginning and ending consonant sounds

__✓__ Spells some high-frequency words correctly in sentences

__✓__ Includes some vowels (often not correct ones)

__✓__ Writes one or more sentences

"the menore of 10 years are forbidden to drink energy drinks"

I found a lamp and a genie came out.

Level 6—Transitional *and will past tense ✓*

"the mamet stinks"

__✓__ Correctly spells many high-frequency words in sentences

__✓__ Uses vowels in most syllables (may not be correct ones)

__✓__ Begins to use simple punctuation (periods, question marks—may not be correct)

__✓__ Writes more than one sentence

"I am happy because tomorrow there is no school work and sleep." "yesterday watched a video in my house with a friend because I like watching movie."

Wansa ponn a time ther was four buterflis they wat on an poryacher in the woos.

Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Level 7—Conventional

_____ Correctly spells most high-frequency words (more than one sentence)

_____ Uses larger correctly spelled vocabulary; may use phonetic spelling for advanced words

_____ Uses more complex and varied sentence structure; capitalizes beginning word in sentence; uses lowercase appropriately

_____ Usually uses periods and question marks correctly

_____ Spaces words correctly

Dear Blue Ranger, Why do you fight? I see you on TV. You are the best. Why do you go to the command center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

Level 8—Advanced

_____ Has accumulated a rich body of written vocabulary

_____ Uses advanced print conventions accurately (quotation marks, commas, apostrophes)

_____ Organizes writing into appropriate paragraphs

Artifact 4: EFL Lesson Plan

Time for lesson: 2 × 60 Minutes

Target students:

ELL students with intermediate English proficiency

Teaching objectives:

- Teach vocabulary

 Vocabulary to acquire: auditorium/ backstage/ studio/ resort/ hermitage/ distillery/showcase/

 legend/ award-winning/ venue

 Vocabulary to know: / honky-tonk/ neon-draped/ launch pad/ tunesmith/ sonstress

- Teach grammar

 comparative/ one of + superlative adjectives/ where in attributive clause

- Real world purpose

 describe famous tourist sites and make a tourist guide

Rationale of lesson plan:

   The notion of content-based learning that interest drives active learning is the reason why I chose this authentic text about Nashville tourism. This lesson plan is based on PACE model and will cost about two class periods. The lesson 1 focuses on "presentation" and "attention" of this model, while the lesson 2 shifts focus to "co-construction" and "extension" activities. In the first lesson, I mainly focus on meaning making and then move on to language form when students are ready. Students need a lot of language exposure and models before they can produce. This is why the lesson 1 contains activities to make input completely comprehensible and help teachers assess students' understanding of the text. After students make sense of the authentic text, lesson 2 will conduct conscious instruction of language forms in an explicit-deductive way. In this process, they

will have many group work, which is also a way to give language input to students. After students know the content knowledge and language of the text, an extension activity is for students to practice what they have learned in a real-life situation or for some real-world purposes, which can be challenging. Teacher should give students enough time and be supportive when they need help. After this class, I hope students are able to introduce, describe and evaluate places (tourist sites). Also, they may begin to understand some informative texts such as tourist poster, and commercial.

<div align="center">Day 1</div>

1. Pre-reading activity (15 minutes)

After this section, students should build up sufficient background knowledge to comprehend authentic text, also they should have a full understanding of the main idea of the text.

(1) Picture matching (3 minutes)

This infographic is about some famous tourist sites in Nashville. In order to ensure that students have enough background knowledge, teacher can show pictures of these places and ask students to match pictures with name of places.

(2) Try Goo Goo cluster (1 minute)

It has long history in Nashville, and let students to try it is a good way for them to build up background knowledge, as well as catch their attention.

(3) Embedded reading (10 minutes)

The authentic text contains complex grammars and many uncommon words, which are hard for intermediate students to comprehend. Providing students structured and fully comprehensible input is the first step of language teaching. The embedded reading activity simplifies the text to help students understand the main idea of this text. For example,

- base version: Lower Broadway is several steps away from Ryman Auditorium. There are many lighted music bars. In these bars, live music starts at 10 am. The music will last after midnight.

- succeeding version: Several steps from the Ryman Auditorium are the authentic lighted bars, where the live music starts by 10 a.m. The music won't stop until long after midnight.

- final version: Just steps from the Ryman Auditorium are the city blocks of authentic neon-draped honky tonks where the live music kicks in by 10 am and doesn't stop until long after midnight.

2. Reading processing (30 minutes)

In this section, students will begin to read and process the authentic text. With the pre-reading activities and support of glossary, students should be able to understand most of the text. In order to check their understanding and better support their sense making process, activity 2 and 3 are designed. These two activities are based on IPA interpretive task. Students need to practice ability of inferring meaning in context as well as grasping main ideas.

(1) Read with glossary (5 minutes)

When students are reading authentic text, they will encounter some rare words (neon-dragged, honky-tonk, tunesmith, sonstress), which are not required for students to learn. Teacher can provide a glossary list to support students. The definition in both English and Chinese will be provided, and if possible, some pictures will also be provided.

Vocabulary	Definition
Auditorium 音乐厅	A large building for public gathering, e.g. concert

Neon-draped 霓虹闪烁的	Decorated with colorful neon lights
Honky-tonk 乡村音乐酒吧	Cheap bars, especially country music bars
Kick in 开始	Start

(2) Inferring vocabulary meaning in context (10 minutes)

A worksheet will be provided for students to work in groups to infer vocabulary meaning from text (kick/ showcase/ legend/ spirit). Vocabularies in this exercise are those common words. It is a multiple-choice exercise and after they finish, they can discuss in group.

E.g. What is the meaning of "kick in" in the sentence "Live music kicks in by 10 am and doesn't stop long after midnight."?

A. starts   B. strike   C. score a goal   D. end

(3) Give scenarios (15 minutes)

After reading the authentic text, teacher will create several scenarios for students to solve problems. Students answer these questions and explain their answers in class, which is a good way for teacher to check if students understand the text and practice their skills of explanation/ summary/ argument…For example:

- Jane is a huge fan of Dolly Parton and she is long for a chance to know more about her, where should she go?

- John loves sweets, and he really wants to try something historical, what is your suggestion?

- Tom likes the TV show Nashville, and he is impressed by the scene that main characters launch their new career, where can he go?

- Rebecca enjoys music and night life, where can she go?

Day 2

3. Co-construction (40 minutes)

In this section, with the prerequisite that students have already understand the text meaning, it is time for teacher to shift focus to language form. Instruction method adopted here is explicit deductive teaching. All three grammar points will be instructed by firstly asking students to observe patterns, then draw their attention to the grammar rules. Teacher will explain how these work, and students will finish grammar worksheet and work in groups before final in-class discussion. The process of co-construction is an integration of conscious and sub-conscious learning. After this section, students will be able to produce these language structures more easily.

(1) Task 1: comparative & one of + superlative (25 minutes)

- Activity1. Cross word worksheet (see appendix)

step 1: give students several examples of comparative forms in sentences and let students summarize the rule for regular comparative adjectives.

step 2: provide a table of some common adjectives and their comparative forms

step 3: finish cross word worksheet

step 4: ask students to use some of words in cross word worksheet to make sentences and share in groups.

- Activity 2: Rolling dice game (see appendix)

step 1: provide some examples of superlative adjectives in sentences and ask students to summarize the rules.

step 2: compare comparative and superlative forms in meaning and rules.

Step 3: use the rolling dice game sheet and students roll dices in turn and write down their sentences, share in class

(2) Task 2: attributive clause with "where" (15 minutes)

Step1: observe sentences with "where" attributive clause. Students need to answer questions such as "what are the similarities between these examples?" "Can you break the long sentence into two sentences?" "Why we use attributive clause in this case?" "what does "where" refer to in this sentence?"…

Step 2: each student selects randomly a place, and uses this place and "where" clause to make sentences.

Step 3: students share sentences in class

Note: For all three activities, teacher can conduct instruction in whole class and in small group. Mini lecture can be provided if students have problem in continuing these activities.

4. Extension (20 minutes)

This section is the most challenging part in lesson plan. After students learn possible useful language for this activity and have solid background knowledge about Nashville tourism, this task will be a good chance for them to practice their knowledge. The purpose of this activity is to help students use language in both interpersonal and presentational way.

Assignment (do before class): Students will work in group of three or four. Each group will choose a topic (restaurant/ hotel/ tourist site/ music bars/ things must do…in Nashville) and make a poster about this topic. Students need to find information from both Internet and books.

In class activity: gallery walk

Step 1: Every group will attach their poster on the wall and each group member will present the poster to others for one time, and then change to another group member.

Step 2: other students can ask questions, give comments and suggestions to their classmates' posters when they are walking around in classroom.

Step 3: students revise and improve their poster

Step 4: teacher collects these posters and makes a digital tourist brochure

Appendix

1. Authentic text

2. Cross Word Worksheet

NAME: _____   DATE: _____

GRAMMAR CROSSWORD
COMPARATIVE ADJECTIVES
● Write the comparative forms of the adjectives in the spaces below.

big

| 1 B | 2 I | G | G | E | R | 3 | | 4 | |

ACROSS

1. big
5. mean
6. easy
8. hot
9. funny
13. unusual
15. good
16. cold

bigger

DOWN

1. busy
2. greasy
3. brave
4. difficult
5. interesting
7. strong
10. cheap
11. bad
12. far
14. short

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3. Rolling Game Sheet

All Things Grammar

Superlatives

☐ **Find your square by rolling your die twice.** The 1st roll determines the number on the top. The 2nd roll determines the number on the left. **Take one minute** to make a superlative statement about **EACH** of the three things; eg. "Cats are the cutest. Dogs are the smartest. Fish are the wettest." Your classmates will ask you follow-up questions. You can choose any three things if you land on "Choose any 3".

	1	2	3	4	5	6
1	Choose any 3	cats dogs fish	Australia France Iceland	pizzas carrots cookies	shoes hats sunglasses	teachers doctors pilots
2	sleep exercise work	cars airplanes trains	television radio magazines	Choose any 3	bananas apples oranges	spiders bees ants
3	monkeys birds horses	Starbucks McDonald's KFC	the sun the moon the stars	tables beds chairs	trees flowers grass	Choose any 3
4	children men women	Choose any 3	schools hospitals restaurants	football baseball tennis	sharks lions bears	cars bicycles trucks
5	summer winter spring	history science math	pens pencils markers	water ice fire	Choose any 3	mountains lakes trees
6	ice-cream pies cakes	guns bombs knives	Choose any 3	mornings afternoons evenings	laptops iPads cell phones	New York Cairo Tokyo

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Artifact 5: Practicum Video Analysis

Macro analysis

In this science lesson, students are going to learn how to use adjectives to describe physical properties of objects. The purpose of the lesson is to prepare for writing an experiment report at the end of this unit. There are ten students in class and all are with interrupted formal education. Eight students are Hispanics with different levels of Spanish proficiency, two are Swahili speakers who just came to school that day. All of them are at the beginning level of English learning and they have not learned similar content knowledge in their home countries before. Based on their English proficiency and knowledge background, I identify academic language demand for this lesson: adjectives describe color, shape, buoyancy, texture, length; and two useful sentence structures "what is the *physical property* of *object*?", and "the *physical property* of *object* is *adjective*".

At the beginning of class, instead of directly starting content learning, I used entry ticket to warm up and help students practice speaking. Students need to write down answers of three questions I gave in complete sentences, and then find a partner to practice the conversation. This activity is a norm of class so that they understand the procedure. Three questions are about date, weather, how are they feeling today and why. These three questions contain common vocabularies and sentence structures they have learned in last two months. It is a review activity since they can refer to word banks attached on the wall, while it is also a way for me to know them because I will ask them some following questions based on their answers. Most students are at the early acculturation stage so that it is challenging to ask them to speak English. Asking them to write down answers with sentence frames, and chat with partners may be helpful to create a more relaxing and joyful classroom environment, as well as a smooth transition to academic learning. I

participated and facilitated in every conversation, especially with two new students, I asked interpreter for help.

(1) Building Background and Break Down Knowledge

"Physical properties" is an abstract term for most students, therefore I broke down this general concept into specific knowledge. I told students that "*physical properties are something you can see with your eyes and feel with your hands.*" Then I showed them pictures of pizza and an apple to ask them to brainstorm what they have observed. And then I gave them an apple to touch and they told me what did they feel with their hands. In the process, students came up with several vocabularies either in English or their native languages, I wrote down their answers on board and then confirmed that all of these were physical properties. As an introduction activity, the purpose of paraphrasing abstract concept into simpler definition and asking students to observe real objects is to activate their background knowledge (Echevarria, Vogt, & Short, 2013). The term "physical properties" may be unfamiliar to them, but this concept maybe not because most people have experience of describing something even though not in a scientific way. With the help of translator, I can easily gather information about what these students already know about the topic and what else they may not know.

It is not enough to investigate their funds of knowledge, but also need to connect their prior knowledge with content knowledge (Echevarria, Vogt, & Short, 2013). Thus, the next step is to add on their answers and categorized physical properties into five categories: color, shape, texture, buoyance and length. With a big table presented on PPT (see figure1), students need to work with me to find out examples of these five aspects of physical properties. In the beginning, I translated these five key words into Spanish and Swahili so that students can refer to their knowledge in L1. Pacheco and Smith (2015) emphasize the importance of translanguaging in classroom as a tool for

comprehension. With the help of visual, students matched native languages with English, and they asked clarification to me or interpreters to negotiate the meaning. This is especially useful to some Spanish speakers in class because these words have cognates in Spanish, however, words such as "texture" and "buoyancy" do not have counterparts in Swahili which require more concrete explanation.

Physical property	Color	Shape	Textual	Buoyancy	Length
Sentence structures	What is the color of __? The color of sky is __.	What is the shape of __? The shape of __ is __.	What is the textual of __? The textual of __ is __.	What is the buoyancy of __? The buoyancy of __ is __.	What is the length of __? The length of __ is __.
Examples					

Figure 1

From first activity, I noticed they knew many color words, therefore, I did not need to explain too much about it. I tried to use target sentence structures to provide language input, so that I asked students "*what is the color of sky/ apple/ my cloth…*" which was comprehensible because I frequently pointed to things around them, and students answered me with key vocabularies in color category (Echevarria, Vogt, & Short, 2013). While with "shape" and "buoyancy", I invited students to draw pictures of different shapes and "float" or "sink". With visuals, students can understand these two vocabularies more easily. I drew triangle and square, oval and circle together because I found students frequently mixed these words. For "texture", I asked students to touch table, floor, football and carpet, and then told me how their hands feel. Based on students' answers, we finished the table with lists of words and specific examples or visuals.

In this activity, students contributed their understanding and knowledge of physical properties so that we can finish this table. I kept asking students to think about what they knew, and only when they were silent then I bumped into the conversation. This is a key feature of scaffolding model advocated by Hammond and Gibbons (2005). Instead of teacher-oriented, they emphasized approbating in interaction that teacher should value students' contribution. There were a lot of translanguaging practices happened in classroom, whenever they answered me in their native languages, I confirmed and paraphrased their answers into English which served as language input. The other feature of this activity is to learn through hands-on experiences. The idea of SIOP authors to make input comprehensible resonates with using semiotic systems and mediational texts in scaffolding model of Hammond and Gibbons (2005). When students showed confusion, I guided them to observe or touch something to make abstract concepts into real feelings. It is hard to give a definition of "texture" for students with low English proficiency and insufficient science knowledge to understand, but when they touch and feel different texture, they immediately understand. When I refer to words describe texture, such as "soft", I will also mention "football is soft" "football is suave (Spanish)" so that their understanding of this word is further strengthened.

After these two activities, students will know what is physical properties, they can observe physical properties from five aspects, and they also have lists of adjectives to describe physical properties in all five categories. A nebulous concept is broken down into specific words, and they were also exposed to sentence structures about asking and answering questions of physical properties for many times.

(2) Scaffolding and Building Up Knowledge

Before asking students to build up and apply what they have learned from this lesson, I designed a retrieval activity to summarize the first half part of lesson. I took the opportunity to

have a quick assessment of students, because when I asked them to write down what they know

about physical properties (see figure 2) until now, some of them left one or two bubbles blank so

that I will recap what they did not write down.
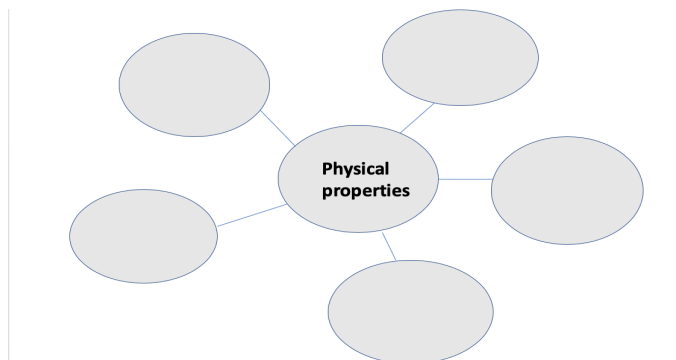
Figure 2

Communicative language teaching requires teacher to create authentic tasks which

emphasize the function of language (Savignon, 2001). The last and the most important activity of

this lesson is rotating stations, that students will be divided into five groups, and each group will

be assigned with several objects to observe. After they finish worksheet (figure 3), they will

exchange objects with other groups for three times. This task is authentic because all objects are

every day artifacts (card, egg, stapler, mirror, box, coins, magnet…) and can be comprehensively

described with key words they just learned. I group students with different English proficiency but

same language background (Echevarria, Vogt, & Short, 2013), for example, I assigned a boy who

shares the same Mayan dialect (Achi) with a girl who is almost illiterate in Spanish. Since the boy

has higher proficiency in English, when I tried to explain to the girl, I asked the boy to translate

for me or taught her how to do it. Moreover, this activity cultivates action competence and

linguistic competence, because students need to use content English they just learned to finish the

task, at the same time, the activity requires students to use language to describe objects (Savignon,

2001).

objects					
color					
shape					
Texture					
buoyancy					
length					

Figure 3

Vygotsky (1978) came up the notion of ZPD that teacher should gradually release responsibility to students and make them apply knowledge independently. In order to make the direction of this activity clearer, I modelled one for them. I used the apple they observed in the beginning of class and asked students to work with me to finish the first column of worksheet. Many of them expressed they understood my direction by making sounds such as "uhh! Easy!" and were excited to start practicing.

This activity promotes both content and language learning (Echevarria, Vogt, & Short, 2013) because students have to apply knowledge about physical properties with a language they are unfamiliar with. In the process, they need to shift from their native language to English and match their language resources with their observations. For example, when they observed an egg, a student must know what's the meaning of "shape" and what shape they can use to describe the egg. They usually firstly came up a word in native language, then they also needed to translate that into English. This process kept going and some objects were tricky because it cannot be described with one word in each category (such as nail clipper), thus students needed to compare which word would be better to describe features they observed.

I walked from group to group to ensure everyone was on track, and once they stuck I immediately noticed that. Since there were many objects to observe, students who worked quickly

can always do more practice, while for slow-thinker they only need to try their best to finish four or five columns. Also, they have options to choose which object they prefer to describe. At the end of class, my mentor and I selected several objects and invited students to write down their observations on board to share with the whole class. I checked the answers and all of them made sense.

Micro analysis

(1) Context of Interaction

This analysis focuses on both student-student interaction and teacher-student interaction in a five-minute video excerpt. This is a science class, and the purpose of class is to teach students how to describe physical properties of solid with adjectives. All students are with interrupted formal education, and their English proficiency is at WIDA level 1. Eight of them are Spanish speakers and two of them are Swahili speakers. Currently, English conversations between students are at vocabulary level.

The conversation in transcription happened in an activity called rotating stations. After pre-teaching and brainstorming with whole class about adjectives that describe physical properties from color, shape, texture, buoyancy and length aspects, students were separated into group of two or three. Each group observed several objects and finish a worksheet (see appendix). In this excerpt, I interacted with one group of students (Frank, Huan and Isaya). Frank and Huan spoke Spanish, but Isaya spoke Swahili and the class was the first class for him in America.

(2) Features of Student Interaction

Even though the content knowledge (SWBAT describe physical properties) and target language (adjectives about color, shape, texture, buoyancy and length) are simple, students still show their higher-order thinking, their ability to take advantage of native languages and

background knowledge to facilitate learning. It is amazing to see how they compare and match, discuss and negotiate, and in the end make decision.

The most noticeable feature of student interaction is frequent translanguaging as an entry into content (Pacheco & Smith, 2015). Frank and Huan talked in Spanish for most of time, but their conversations mixed with many content vocabularies such as "color", "smooth", "purple" … which helped me know they were actually talking about content knowledge. On the one hand, their native language was helpful to compare and match objects they were observing. For example, when discussing the color of a piece of pink paper, Frank said "purple", but Huan seemed to disagree, so he said "Rosse" and very soon he asked me for confirmation "pink?". This process shows how he compared the concept of "pink" and "purple" in mind and determined that what he observed was not purple. Then he connected his observation of the color with his native language "Rosse", and immediately matched the Spanish word with an English vocabulary "pink" he just learned. It showed they adopted learning strategies such as asking questions and monitoring production in cognitive academic learning approach (Chamot & Omalley, 1996). By observing realia, students frequently activated their prior knowledge of how to describe an object in their own language, and they tried to code-switching to a new language.

On the other hand, they often negotiated their observation through Spanish. They did not stop participating activity because of extremely limited English, but combined Spanish and English together to fully discuss their ideas. For instance, when observing an egg, they wrote down egg in Spanish although they did not know how to say that in English. Also, when talking about the shape of the egg, in the beginning they said it is circle, but when Frank said "no", they began to negotiate with each other in Spanish how to describe the shape. They did not wait for my answer, but discussed if the word "circle" was the best fit for their observation. After I drew two pictures to

illustrate differences between oval and circle, Frank immediately showed his understanding of my point because his knowledge was activated. In this sense, they took their native language as a tool to access to content knowledge, and made self-correction to their observation.

The second feature of student interaction is their exploit of background knowledge (Echevarria, Vogt, & Short, 2013). They leveraged their life experiences as well as what they learned in other classes to promote learning. This point can be demonstrated when I explained what is "magnet" in English to Frank, Huan elaborated my explanation with Spanish. I cannot fully understand what Huan explained to Frank, but in that context, with their gestures, and bursting out of "magnet" in the conversation for several times, I think Huan was using his knowledge to help Frank. This activity involved many realia which they all saw in everyday life, therefore, when I pointed to these objects, and named or described them, they immediately activated their background knowledge and made sense of my language. Translanguaging and leveraging of funds of knowledge are closely related because they discussed in Spanish with knowledge of how they would describe an object, but bridging that with content and English so that in the end they provided their answers in English based on targeted categories. Another example is that Frank asked me the diameter of a mirror, I used a ruler to measure it, and showed him the number was 7. His classmates said it is 7 inches, but he seemed to disagree and began to negotiate with his group members in Spanish. When he wrote down 2, I realized they were talking about how to convert cm to inch, which was what they knew from a math class and he chose the unit of measurement which was more prevalent in American social context.

This short excerpt also reflects students' scientific awareness. Firstly, they used scientific language to describe their observations, which is the basis of science. Even though they were unable to describe physical properties in several complete sentences, they wrote down their

observation of an object in all five aspects with key vocabularies. Secondly, they were aware of the necessity of evidence. For instance, when I checked their answers, if I showed an unsure expression, they would show me the object. They tested buoyancy and measured object length before they wrote down. As shown in the transcript, when Frank was uncertain about the buoyancy of a mirror, despite his group member told him it sinks, he did not immediately change his answer, but asking them in Spanish "how do you know?". Only after one student said he tested with water, Frank changed his answer. Not only this scenario, but also the previously mentioned negotiation of which measurement unit they should use, reflect their persuasion skills.

(3) Teacher Student Interaction

In this activity, I provided sufficient wait time for students to discuss and response to questions (Echevarria, Vogt, & Short, 2013). Most of time, I listened to their discussion instead of interrupting them. Because their conversation usually mixed with some target English vocabularies of this lesson, I could grasp the big picture of what they were talking about. Usually, they used one word to ask for clarification, such as "pink?" to ask me if a piece of paper they observed was pink. I confirmed their ideas for the most time, only guided them when their answers were incorrect. However, the amount of scaffolding is critical that over-scaffolding may eliminate student thinking (Daniel, Martin-Beltrán, Peercy, & Silverman, 2015). For factual questions such as the shape of egg, which is oval rather than circle, I would draw their attention to the differences between circle and oval which led them to the expected answer; but for questions such as the buoyancy of a mirror which I had no idea, I initiated discussion by asking other students their opinion, which further elicit some discussion in Spanish. Also, for questions such as whether to measure an object in inch or centimeter, I asked students to measure by themselves and chose whatever measurement they preferred. In this sense, my job is to ensure they are on task, and give them most independence.

On top of that, when I asked questions or presented a concept, I relied on hands-on experiences and visuals which align with the scaffolding model of Hammond and Gibbons (2005) that teacher should use semiotic system and mediational texts. It is easy to directly tell students answers, but if I only gave them hints, and led them to answers, they will have better understanding of it. For example, when I asked them the texture of a piece of paper, I touched the paper and students did the same thing as me. When they told me "smooth", the concept of smooth is strengthened because they had the real feeling of it, which connects the feeling with the English word. When I asked texture of egg, I touched it and knocked it on table which also relates to senses. Especially with students who do not share the same language background with me, I have to figure out ways to visually present concepts. I told Frank an object is magnet, but the sound "magnet" has no meaning for him even though he knew it in Spanish. Instead, I found an iron can and showed him the "magnet" can attach on iron. This process connected the sound "magnet" with his prior knowledge, thus the other boy Huan immediately understood and helped me explain to Frank.

Furthermore, I paraphrased questions to simpler forms. Sometimes when I asked them question such as "what about the texture?", they were silent because they were still unfamiliar with some adjectives describing texture, so I rephrased the question to a yea-no question "it is smooth?". I considered this sentence as another input and a quick assessment. From the transcript, Huan seemed to understand, so he confirmed my question by repeating the sentence. We repeated the sentence for four times because Frank was silent so that I was not sure if he agreed or understood. Huan repeated the complete sentence to Frank in English, and Frank comprehended the input in the end, so he wrote down "smooth" on his worksheet. With hindsight, I realized they were actually able to speak and understand simple sentences (it is + adj.) about content knowledge if vocabularies and sentence structures are provided.

Likewise, I paraphrased the question "what is the shape?" to "the shape is?" when they were silent. I provided a sentence frame orally. They only needed to answer me with one word "circle", which made our conversation continue. Then I recast their one-word answer into a complete sentence, but in a question form "It is circle?" because rather than simply said no, I wanted them to reconsider their answer which led to a discussion between students. After a while, they still did not write down anything on their worksheet about which English word best described the shape of an egg, thus I understood they might feel challenging at this time. I drew two pictures, one is circle, the other is oval, and asked them how to say these two shapes in English. With obvious visual support, they realized the difference, and told me "oval". At this point, I was sure that they knew what was "oval" and how it looked like.

(4) Areas of Improvement

As seen from the transcript, there were actually three students in the group, but I only interacted with two of them. With Isaya, I only checked if he wrote down anything on worksheet or if he could copy vocabularies. Because I did not know anything about his language proficiency and backgrounds, I simply assumed he could not understand my instruction and even did not provide any opportunities for him to participate in conversations. The fact is that he was engaged in observing, touching, measuring and testing, and he well finished all columns on worksheet even without the help of interpreter. For next time if there is a new student in my class, I will assess the student in the process of activity by frequently checking his understanding. I will also encourage other group members to help each other, even though they may not share the same native language, they can use simple words, visuals, gestures to communicate ideas, and as a facilitator, I can help to rephrase and interpret their conversations. This interaction is helpful to them because in the

process of helping each other, they need to interpret and present knowledge on their own way which is application of knowledge.

The other thing I want to do differently is to ask more following-up questions. When I asked students questions such as what is the texture of egg, I accepted their answer of "smooth", but actually there are other content vocabularies they can use, such as "hard". It seems that they used some vocabularies much more frequently than others, but all of these words are equally important. I should ask them more "what else?", "can you think of any other words?" to elicit more language and thinking.

Also, I did not push them to speak or write complete sentences. FonF emphasizes to target language form in a more authentic and explicit way (Loewen, 2011). The context of rotating stations in fact is suitable for students to practice language. As shown in the transcript, I accepted their one-word answer, and the worksheet only requires them to write down one word in each cell. I taught the structure "The color of _____ is _____." in the beginning of the class, but they did not give me many responses so that I gave up teaching sentence structure. The fact is, for these students the sentence frame is still overly informative because it includes vocabulary about categories of physical properties, adjectives to describe, and "of". A better way is to split the sentence into a short conversation such as "What is the color of sky? It is_____." Students only need to be able to speak "It is ___", which is much simpler but involves both content language and basic English sentence structure. In addition, I will be more explicit to require them to speak in sentence, if they only gave me one-word answer, I can push them to "say that in sentence", which is a meaningful first step to communicate more complex ideas.

Reflection

This three-months practicum is an unforgettable and valuable practice for my future career. I experienced the uncomfortable and isolated feeling in the beginning, frustration about unable to communicate with my students, doubt about what I have learned is unable to cope with situation I faced. But now when I look back, I can see how I negotiate, adjust and eventually construct my own way of interaction and instruction with these unique and fantastic students.

1. Reflection on SIOP Model

(1) Instruction Improvement

This experience makes me realize how important lesson objectives can be. Objectives not only set a goal for me and students, but also help me to plan lesson in an organized way. SIOP feature 6 mentions that lesson activities should be meaningful and provide opportunities for students to practice concepts and language. This resonates with the way I identify academic demand. For example, in a science lesson, with the objective of students will be able to distinguish living and nonliving things, I designed two activities based on this learning goal, and in the process, I found out several vocabularies and a few simple sentence structures which can be useful to facilitate the learning experience. Thus, I determined both content and language objectives, at the same time I can make sure both of them are integrated in class activities. Objectives also make me monitor application of activities more easily because during practice, I kept asking myself are they using target language? Can they finish the task based on what we just talked? Whenever I notice any confusion, I can help them back on track. Moreover, each lesson objective is an indispensable part of a whole unit learning goal. The purpose of this unit is to teach mechanism of ecosystem, by breaking down this abstract goal into feasible small steps, I can lead students to the final concept from scratch.

SIOP feature 7 and 9 are about building background knowledge, which I think I improved a lot in these three months. Firstly, life experiences are the basis of understanding, but without teacher's guidance, students may not necessarily connect background knowledge with content knowledge. Leveraging native language is one of the most frequently adopted strategies in my class. I once assumed that students can understand key concepts and vocabularies with translation, however, the reality is that many direct translations of academic concepts do not make sense at all, not to mention almost all of my students have not heard of these concepts in their native languages. Translation is a tool, which will be powerful only if it is combined with other explicit instruction strategies. For example, translation of "physical properties" actually is meaningless to students, instead, I asked students to brainstorming how they will describe an object in their native language, and then translated and classified these words into categories. All of these categories are parts of "physical properties". Another example is that rather than directly teach students how to distinguish living and nonliving things, I gave them several pictures and asked them to choose a side based on their experience, and then we discussed together why they thought something was living or nonliving. How to bridge students' experiences with content knowledge is the part I should put the most efforts into. Secondly, in my lesson, I always refer back to their previous learning. For instance, in a science experiment about dissolving, students needed to describe how candies change in hot and cold water, which required them to use technique of "observation", adjectives they learned in "physical properties" lesson, and knowledge about "state of matter". As mentioned in last paragraph, each lesson builds up to the unit goal, thus, it is necessary to keep using previous learned knowledge to promote new learning.

Considering how I ensure students get comprehensible input, I enacted SIOP feature 10 which requires teacher to adjust language to suit students' language proficiency. Teaching English

beginners who do not share the same language with me, on the one hand, I need to simplify, paraphrase and repeat my language frequently. I show them pictures, videos and realia when giving instructions to help them have the most direct sense of what I am talking about. I showed them an apple, and tell them the color of apple is red, but I will also repeat for several times "Apple is red." "Apple, red." "color, red."…This also happens when I ask them questions. When I asked them "What happened to Coca Cola?", I did not receive any response; but when I simplified question to "why you hear hissing sound?" they immediately gave me their answers. Previously, I thought I should avoid yes-no questions or IRE questions in classroom, but considering the language level of my students, sometimes these close-ended questions are also necessary. For example, I asked students "why do you think monkey is a living thing?" "monkey is living or nonliving?" "does it eat?" "does it breathe?"… I followed the sequence of questions to make my input simper and simpler to elicit at least some thinking of students. On the other hand, I fulfilled the SIOP feature 12 to make content concept clear by various techniques. One of the most frequently used techniques is hands-on experience which is also mentioned as SIOP feature 20. I provided several objects for students to observe physical properties, pictures and worksheets for students to sort and explore if something is living, as well as experiment which visually shows students how CO_2 reacts with liquid… Before activity, I will always model one or two for students, and work with them together during activity.

The scaffolding model of (Hammond & Gibbons, 2005) is very thought-provoking and helpful to my practicum. From a macro perspective, I have a general prediction of where students may feel more challenging, and how to lead to concept gradually. However, the micro perspective—the dynamic interaction between teach-student and student-student is more unpredictable but important. SIOP feature 16,17,18,19 are good guidelines to promote high quality

interactions. Firstly, most of my class time is group work and mini lecture, therefore students have abundant opportunities to communicate with each other. I once felt frustrated because I could not imagine how I can teach them something with huge barrier of language, but now I realized that with elaborately designed activities, students can teach each other, and with visuals, gestures, and some translation, we can basically understand each other. Moreover, I group students with different language proficiencies and similar language background together to promote communication. Students with higher English proficiency usually can be my little assistants who convey my instruction to peers in native language in their own ways. Most of time students apply their learning in tasks independently, other time we negotiate content knowledge back and forth together. These interactions actually are structured context for them to practice language, because they need to use English they just learned to discuss with peers and finish tasks. This resonates with the communicative continuum mentioned by Littlewood (2011) that using pre-learned language to conduct conversations in structured activity.

(2) Areas of Improvement and Emerging Questions

There are some aspects of SIOP framework I did not do well enough. The first problem is the pacing of my lesson, because I still do not know very much about my students, sometimes workloads overwhelm them, but there also sometimes tasks are too easy that there is much time left. Another reason leads to this problem is my novice differential instruction skills. Student with lower English proficiency and academic performance cannot catch up with my instruction; but when I make a lesson much simpler, for quick learners, they always told me it is very easy. On the one hand, I hope everyone can learn something in class, on the other hand, I want them have higher order thinking. It seems that in whole class instruction, I asked much more factual questions than open-ended questions because some students just told me they don't know. For others, because of

their limited English and my zero Spanish proficiency, we often encounter communication "break down", in which situation, I cannot make them understand my explanations of more complex things (such as plants need food and can breathe), and they cannot tell me their ideas.

Another problem is that I still cannot strike a balance between language form instruction and content instruction. I think I did well in teaching them content concepts, but I did not push them beyond word level communication. Except key words, my language objectives always contain one or two sentence structures, but because they failed to produce complete sentences, I simply gave up and accepted one-word answers.

On top of that I still do not give them any explicit instruction on learning strategies at all. Chamot and O'Malley (1996) illustrate learning strategies from metacognitive, cognitive and affective aspects. In fact, students are enacting many of these strategies unconsciously in daily learning. If I explicitly draw their attention to these strategies, they may be more motivated and active to learn. For instance, the note-taking skill is definitely important because each lesson is closely related to the theme of whole unit. With clear notes and visual organizers, students can easily refer back to prior learning. Also, some of my students easily give up when encountering difficult tasks so that positive self-talk may be a way to push themselves forward.

2. Reflection on Teaching Philosophy

(1) Enacting of Teaching Philosophy

The first piece of teaching philosophy is to create a safe and supportive environment. This practicum makes me realize it is not a one-day thing because it takes nearly a whole month for students to trust and be open to me. We made and used maps of Guatemala and Tanzania in geography class, and we watched videos of different cultures and discussed them together, we shared our daily life through entry ticket in each class. We took advantage of social study class to

know each other more by using cultural-related materials. Besides, I encourage native language use in class, and I even learned many content vocabularies in Spanish and Swahili from students. I tried my best to understand their lives that they need a lot of encouragement and support to finish even a simple task. I always remind myself to say less "no", but give more positive feedbacks. When they did not provide expected answers, instead of saying "no", I will ask "are you sure? Why?". If they can justify themselves, I will accept their answer or further negotiate for a while. I kept showing them my attitude that I respect their ideas if it is reasonable. When they simply gave up, I always said "let's do it together." or asked a peer to help the student because understanding their frustration does not mean I can simply leave them learn nothing.

This point echoes what I mentioned in teaching philosophy that I hope my relationship with students is active learner and facilitator, instead of expert versus novice. In order to achieve this goal, I allocated more time to group work and mini lecture than whole class instruction. Usually after a small piece of instruction, students will do a group activity or work in pairs to practice that new knowledge. Based on the concept of CLT, tasks are very authentic and involves on hands-on experiences (Savignon, 2001). Students usually were very motivated to observe realia and do experiments. Especially in groups, they frequently negotiated and helped each other. I only bumped into their conversations when I noticed their confusion. I provided independence as much as possible but monitoring the progress by looking at their worksheet. At the same time, I devoted more time to work with struggling students.

In my teaching philosophy, I emphasized to avoid decontextualized grammar drilling and I did design many authentic tasks for students to learn language through content knowledge. I pre-taught key words, key sentences and concepts, and in order to finish lesson tasks, students have to write down or discuss with some English they just learned.

(2) Arising Questions

After practicum, when I looked back on my teaching philosophy, I feel exploiting out-of-school literacy and cooperating with parents are not easy. My only way to know something about them is observing or asking interpreters. They don't have TV, they even don't have electricity at home, they don't read in their native language, they worked after school until midnight… They do listen to music but in Spanish or Swahili, and they like playing soccer. It seems I know so little about them and I did not find many literacy practices that I can used in class. I have many assumptions about them which frequently cause cultural misunderstandings.

Most of my students do not have parents, and their guardians are nearly illiterate and do not speak many English. I felt so challenging to communicate with them and I knew their lives are frustrated to keep whole family to survive. All I heard are heartbreaking life stories. In this case, I am not sure what can I do and how can I cooperate with them to promote students' learning.

Even though I tried to create a supportive class environment and I want everyone to learn, some students still cannot be motivated at all. No matter how hard I used all strategies, they just lost focus very soon. I cannot work with only one or two student all the time because I also need to support other students. If I left, they simply stopped doing anything. However, the fact is that these students need to put the most efforts to catch up with other peers, and learn something for their own sake. All I can see is most students are working hard and making progress, but someone is left far behind and I don't know how to push him to move on even for a little bit.

3. Learning Goals and Future Improvement

Regarding my practicum experience and emerging questions, I have three goals for myself. The first goal is to promote differentiation skills. SIOP book provides many differentiation ideas in each chapter which can be good reference for my practice, but most of these ideas should be

adjusted based on contexts before use. In addition, I can design some surveys to students after each lesson to know how they feel about the lesson. Their feedbacks are the most direct and valuable information for me to adjust lessons. Also, I can design activities of different difficulty levels to different students. WIDA manual illustrates how to differentiate tasks from level 1 to level 6, which can also be informative for my lesson planning.

The second goal is to establish mutually trust relationship with students and be more culturally responsive. In my case, I think I will talk with interpreters and some people such as senior students who share the same cultural backgrounds with my students. Also, cooperating with other more experienced teachers can be helpful.

The last goal is that I hope I can be more patient and flexible to students' mistakes and slow progress in learning. I realize when students do not give response immediately, do not produce targeted language as I expected or fail several times, it is a normal phenomenon. I should not always use the excuse of "they are not ready yet" and stop trying. An immediate way to achieve that goal is to write learning objectives on board so that students and I can monitor and remind our progress frequently during class.

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Appendix

(1) worksheet

objects						
color						
shape						
Texture						
buoyancy						
length						

(2) transcript

==Huan and Frank were discussing a piece of pink paper==
Frank: (*asked a question in Spanish*)
Huan: (*answered with both Spanish and English*) paper… es color…
(Frank and Huan discussed in Spanish)
Frank: purple
Huan: (Spanish) Rosse…
Huan: (*asked for clarification to Hongye*) pink?
Hongye: Yes, it is pink.
Huan: pink, and … (*spoke in Spanish*)
Hongye: What is the texture? (*and touch the paper*)
Huan: (*touch the paper*) smooth
Hongye: Yes
==Observing an egg==
Huan: What's the name of this? (*pointed to an egg*)
Hongye: It is an egg.
Huan and Frank repeated: egg (*then they wrote down egg in Spanish on their worksheet*).
Hongye: e, g, g, egg.
Frank: e, g, g?
Hongye: Let me write down. This is an egg (*pointed to an egg*).
Frank and Huan: oh!
Huan asked a question to Frank in Spanish, then they discussed.
Frank: Brown?
Huan: es de brown.
Hongye: Yes, I also think it is brown.
Hongye: What about the texture? (touched and knocked the egg on a table) It is smooth?
Huan: Yes, it is smooth.
Hongye asked Frank: You don't think so?
Huan confirmed to Frank: It is smooth.
Hongye: Yes, it is smooth.
Hongye: Shape? What's the shape?
Hongye: The shape is …?
Huan and Frank: circle.
Hongye: Are you sure it is circle?
Frank: No.
Huan: (*pointed to egg and spoke in Spanish*)
(Huan and Frank discussed in Spanish)
Hongye: so, this is circle (drew a picture of circle), what about this (drew a picture of oval)?
Frank: Oval.
Huan: Oval! Uh!

Hongye: Yes, you are right.

<mark>Observing a magnet</mark>

Hongye: (*showed Frank a magnet*) What is this?

Frank: (*shake head*)

Hongye: Okay, I will write down. So this is magnet. Wait a minute. (*found an iron can and attached the magnet on it*)

Huan: …magnet… (*mixed Spanish and English*)

    This color es… (pointed to magnet)?

Hongye: What color?

Huan: Blue or black?

Hongye: You can write blue and black.

(Huan asked a question to Miss Amber in Spanish and then tested the buoyance of magnet)

(Huan wrote down his observations of key chain on white board)

<mark>Hongye invited Frank to write down his observation of mirror on board</mark>

Hongye: (*talked to Frank*) go there and you can do it.

(Frank was writing on board and he was not sure about the buoyancy of mirror)

Hongye: (asked Frank's group member) Do you think mirror will sink or float?

Santos and Huan: Sink

Hongye: (*told Frank*) They said sink. I guess it sinks.

Frank: (talked to Santos and Huan in Spanish to make sure, then changed his answer from float to sink)

(Hongye and Frank measured the mirror)

Hongye: (showed Frank the number) Seven.

Huan and Santos: 7 inches

Hongye: cm, centimeter

Frank: (*not sure, stood silently*)

Hongye: (*gave him a ruler*) You can measure by yourself.

(Frank discussed with Huan and Santos about 40 seconds.)

(Frank wrote down 2 inches.)

Artifact 6: SIOP Model Lesson Plan

Teacher: Hongye Zeng
Time: 90 + 30 minutes
Theme: Science
Lesson Topic: Physical property of solid
Grade: Grade 9 (age from 14 to 17 years old)

Student Background:
Spanish speakers who have been in Nashville for less than five months. Students' English

proficiency is at beginner level (WIDA level 1). They all have interrupted formal education range from 1.5 years to 4 years, therefore their academic knowledge is at elementary level.

Objectives:
Language
- Students will be able to discuss physical properties of objects with partners by using descriptive adjectives about color, shape, buoyancy, texture, length.
- Students will be able to practice "to be" structure to express their observation of objects.
Content
- Students will be able to observe and describe physical properties of objects from five aspects: color, shape, buoyancy, texture, length.
- Students will be able to sort objects based on their physical properties.

Key Vocabulary:
Observation, inference, sort, categorize
- color: red, green, yellow, brown, purple, grey, black
- shape: square, rectangle, triangle, circle, oval
- buoyancy: sink, float
- texture: smooth, rough, soft, hard
- length: height, length, long, short, feet, inch

Materials:
- blank visual organizer for students to take notes
- several objects for observation and measure (ruler, pencil, eraser, book, ball, coin…)
- worksheet for rotating station activity
- sticky notes
- picture cards of objects

Motivation: 15 minutes
The purpose of following two activities is to help students build background knowledge as well as explicitly talk about lesson objectives.
Activity 1 (5 minutes):
- Warming up chat
Ask students if they have any experiences at home to help family members sort items, if so, keep asking students how they sort these items. Teacher connects these experiences to the content objective of this lesson.
- Ask students to observe an object (such as cake) and ask questions
(Students have learned concepts of "observation" "inference" and "prediction")
- *What is this made of? What is on the outside? What is on the inside?*
- *What can you actually observe with your eyes, hands, ears, and nose?*

- *What are you inferring: what do you think you know based on your observations?*

- Conclude and narrow down their observation into a few categories of physical property which are "measurable and observable without changing anything".

Activity 2 (10 minutes):

 Present two similar objects (a maple leaf vs. a pine leaf, or cobble vs. marble)

- Use Venn diagram to investigate the similarity and differences between two objects
  (students may answer in Spanish, but teacher will rephrase the answer into English)
- Students will work in group of three and write down their answers on sticky notes
- Each group discusses what kind of physical property they choose to compare.
- Whole class discussion and teacher will introduce five aspects of solid physical property

Presentation (20 minutes):

Activity 1 (10 minutes): Visual Organizer

In this activity, teacher will explicitly teach students key vocabularies of five aspects of physical property and students will fill in a blank visual organizer with these key vocabularies for future review. In the process, teacher will ask students to come up with as many vocabularies as possible in each category, no matter in English or Spanish. Then teacher helps students to relate their knowledge in Spanish with English. Also, considering students' language proficiency, teacher can do some simple drawings for some vocabularies.

Physical property	color	shape	textual	buoyancy	length
examples					

Activity 2 (10 minute): Sentence Structure Modeling

- With the basis of key vocabulary, in this part teacher provides sentence frames to help students to describe their observation in English.

- *What is the color/ shape/ length/ buoyancy/ shape of…?*
- *It is + adj. …*

- Give each students several pictures, and then they will work in pairs to practice language. Students need to use picture cards and sentence frames to talk. When one pair finish, they can find new partners. This practice may last for three or four rounds.

Practice: 20 minutes

Activity 1 (20 minutes): Rotating Stations

- Divided students into four groups that each group is assigned to one table station with an object to observe and a cup of water to test buoyancy. Students need to finish a worksheet

about physical properties they observed and then move on to next table until all tables are finished. Teacher will model for students before they work in group. Since some students may proceed quicker, teacher should prepare more objects for these students to observe. Teacher will work with each group to scaffold students in need during the process.

objects	1. coin	2.	3.	4.	5.	6.
color	brown					
shape	circle					
Texture	smooth					
buoyancy	sink					
length	1 cm					

Sample worksheet

- Whole class discussion to compare their answers
- Each group has a presentation and uses sentence frame "I observed ____. The shape of ____ is ____; the color of it is____ ... I can infer that _____", other students show if they agree or not.

Review: 35 minutes

Activity 1(10 minutes): Heads up activity

The purpose of this activity is for vocabulary retrieval. Teacher gives each student several vocabularies and then one student holds a vocabulary card above head so that he cannot see it, the other student describes by using language and knowledge have been learned in class.

> *Eg. "It is the color of apple. What is this color?"*
> *"red"*
> *"What is the shape of ruler?"*
> *"rectangular"*

Activity 2 (25 minutes): Think-Pair-Share

This activity aims to debrief and promote students' understanding of physical property from basic description to more abstract concepts. Students will independently think about following questions for 5 minutes, and then discuss with a peer nearby, after that there will be a whole class discussion. Question 2 and 3 are prepared for previewing next lesson.

Q 1: How will you sort following subjects (providing pictures of several objects)? Please explain what is your criterion of categorizing?

Q 2: What physical properties all solids share? (rigid, fixed shape, fixed volume)

Q 3: Can we use the same criteria to describe liquid and gas? Why?

Extension (30 minutes): reading and writing

This part will be assigned as homework, and in next lesson, teacher can have whole class discussion and presentation of students' work.

- Play a video about recycling which shows students basic ideas about recycling.
- Then students will read a text about recycling. The purpose of reading is to connect knowledge of physical property with real life issues. This article is about recycling materials. Teacher should adapt this text with narrow reading or provides Spanish translation in order for students to understand.

https://helpsavenature.com/recycling-facts-for-kids

Answer following questions:

- Why do you think recycling is important?
- How your families sort trashes?
- How will you help your families to sort trash in the future?
- Write down anything new you learn from this experience and how you use your knowledge learned from class?

Rationale

- How does this lesson align with the CLT approach?

Firstly, this is a content-based lesson plan that students can learn descriptive adjectives through describing physical properties of objects. Also, it involves letting students to have hands-on experiences with real life artifacts and the extension activity also requires students to connect daily recycling or sorting experience with physical property knowledge, therefore the task is authentic. Thirdly, the lesson emphasizes using language to describe and express their observation which reflects the function of language.

- To what extent are the content and language objectives clear and productive in helping students learn? Which features of communicative competence can learners develop in this lesson? How?

This lesson is the first lesson in a unit to prepare students for doing experiments later, therefore being able to describe their observation with terms in science register is fundamental. The content and language objectives are closely related because both key vocabularies and two sentence structures are essential to help students express their observation. Also, all the following activities are based on two objectives so that learning is purposeful.

There are four features of communicative competence are reflected in this lesson. Discourse competence is shown in the use of deixis because students will use a lot of pronouns to refer to objects they observe. Also, since they need to work in group to discuss physical properties, they must understand the big picture of the whole conversation to keep

it continuous. The linguistic competence can be seen by how students grasp the use of key vocabularies and sentence structures. The action competence is that students will give their peers a lot of information about objects they observed, as well as they may evaluate if their peers' observations align with theirs, and also the lesson requires students to share their opinions of questions such as features of solid as an entity. In this sense they can use their language to conduct some meaningful actions to facilitate learning. Lastly, sociocultural competence is that students are learning science-specific language so that they will know it is appropriate to use academic language in class context which is different from languages they may use after school.

- How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking as they develop academic language skills?

  The lesson tasks sequence from simple and specific to abstract which requires students to synthesize and compare concepts with scientific language in the process of activity. In the beginning, activities mainly aim at making students understand the concept and practice useful academic language (observe, describe, infer, physical property, sort). Towards the end of class, students will need to not only think about what are some specific dimensions of physical property, but also how solid may differ from gas and liquid in their physical property. With this discussion, the reading assignment about recycle is to help students connect knowledge with daily application. Therefore, students can understand some rationales in the process of recycling, which is actually more complex than what they learn in class. In the end, their knowledge is expanded. Also, this class involves a lot of peer cooperation and whole class discussion, which may reduce the pressure of finishing challenging tasks.

- How does the lesson allow for opportunities for investigating, activating, bridging, and building background knowledge?

  One the one hand, instead of simply memorizing definition of physical property, students are able to observe every day artifacts to facilitate their understanding. By asking them to use their experiences to compare two similar objects, students can immediately activate their daily experience (such as how they help parents sort items at home). Then after teacher helps to categorize and synthesizes different dimensions of physical

properties, students will be easier to bring down abstract definition with specific examples in their mind. In addition, Venn diagram and concepts of "observation" "inference" are all previously learned knowledge. Allowing students to learn based on old knowledge is helpful because they may feel familiar and less stressful to learn something new. Moreover, there are many opportunities for peer work which leverage their native language. In instruction, teacher may frequently shift between English and Spanish to activate content knowledge students may have learned in their home countries.

- How are you implementing principles discussed in the WIDA booklet, such as differentiation for students of varying English language proficiency?

    This lesson encourages use of native language so that all students can contribute to class no matter language proficiency. The grouping of students is based on language proficiency, thus more proficient students can help with less proficient students. Also, in the process of group activity such as "rotating station", teacher will give mini lecture to who feel unable to finish the task. In order to make the activity beneficial to all students, more objects will be provided for students who finish task faster. Moreover, the assignment reading is differentiated because bilingual version, simplified English version, summarized version and original version are all prepared for different level of students, to ensure everyone can get main information about "recycle" so that students can practice writing based on their language proficiency.

- How are activities in the lesson plan sequenced and designed to <u>scaffold</u> tasks that challenge students to develop new disciplinary and linguistic skills?

    The beginning of lesson requires students to describe artifacts and compare similar objects to have a basic understanding of physical property (work with teacher), and this part also exposes students with some key words. With this basic understanding, teacher then explicitly instruct language pattern (key words and sentence structure) and content-specific language. With this more structured knowledge, students can work in pairs which is more comfortable to take risk (work with a friend). After building knowledge and language, students should work in groups to describe physical property of several objects without help of teacher (but teacher will help facilitate the process). At the end of class, students will think about their experience which is concrete and specific, then discuss

abstract questions about solid as an entity and how they are different from other states of objects (think on their own).