**ELL CAPSTONE**

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# Abstract

This paper reflects how my teaching philosophy has been shaped by my ELL program study and practical experience. In this paper I analyzed my artifacts according to the TESOL principles, mainly focusing on four domains: the learner, the learning contexts, curriculum, and assessment and the interaction among the four domains.

In the future commitment section, I state my future trajectory of teaching Chinese students English. Besides, with my background of online education and AI, it's my plan to be equipped with more knowledge and create more innovative and student-friendly products for my students and make high-quality education accessible to every student.

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# Teaching Philosophy

## I.   Introduction

### a.   *Teachers as Physicians*

First, do no harm. Then, do good. These are principles that many doctors use. I think it is helpful for me to think of teaching in a similar way. Poor teachers can be just as detrimental to a student as a bad doctor can be to a patient, and an effective teacher can have as powerful an effect on a student as a doctor who saves lives. There is great responsibility in this profession, and the duty to do good for my students, as opposed to bad, has been the guide for me in laying the foundation of my teaching philosophy. In this paper, I will outline the three pillars that compose my philosophy: Building Trust, Effective Teaching Method, and Skill-Oriented Assessment. These three dimensions will guide me to analyze how teaching theories are related to my own thoughts and how they can be related to my teaching philosophy and artifact analysis.

It is the teacher's responsibility to create a positive and friendly learning environment for ELL students. It is also their duty to be learning mediators for students. A responsible teacher needs to prepare well for the class, ask questions, evaluate students and give appropriate feedback, and assign homework to them and monitor their success. A responsible teacher shows caring and loving attitude to students. Teachers' attitudes and beliefs about language-minority children play a crucial role in determining the educational outcomes for this population of students (Valdes, 2001). In my mind, the long-term improvement of a teacher is based on their attitude towards students. Just as an inexperienced doctor who cares deeply about patients will be always trying to improve, if a teacher cares deeply about students, even though he is a novice teacher, he will have

the constant desire to improve.

## II.     Three Pillars of Teaching Philosophy: Building Trust, Teaching Method, Skill-Based Assessment

To be a responsible teacher, I have 3 pillars of teaching philosophy: Build Trust, Focus Teaching Method on Communication, and Skill-Based Assessment.

### a.    *Building Trust*

Before a teacher can truly impact students, trust needs to be built. To me, trust means students trust the teacher to learn effectively and correctly. A teacher also builds trust with students when the teacher has the students' feelings in mind. When teaching ELL students, I believe there are three elements which can help build trust and develop a positive and productive relationship between teacher and students: Culturally Responsive Teaching, Funds of Knowledge, and Affective Filter.

### b.    *Culturally Responsive Teaching & Funds of Knowledge*

Culturally Responsive Teaching (CRT) can have many effects in the classroom. I argue that a potential effect of this teaching approach is the building of trust. There are multiple reasons: knowing students' backgrounds, building community, and placing explicit value on students' participation.

CRT emphasizes the importance of learning students' backgrounds. Learning is a social activity and language learners, in particular, must engage in social conversations in order to enhance interpersonal communicative skills and improve their academic skills (Haynes & Zacarian, 2010). Not only is it important for students to learn the norms of their surrounding culture, it is

also important for teachers to learn, through social conversations, about the cultural backgrounds of their students. Otherwise, the lack of knowledge of students' cultural backgrounds can make it more challenging for teachers to understand and effectively address their students' needs (Commins, 2001). By demonstrating a knowledge of ELL students' backgrounds, a teacher can break down some of the barriers that may prevent trust from being established.

Through the methods of CRT, you can also build trust with students by building community. In Gay's Culturally Responsive Teaching Theory, she describes a culturally responsive teacher as caring, and she says that caring teachers expect, relate and facilitate (Gay, 2008). These are the practices necessary for a teacher to develop a good relationship with students and with their families, to build community among the students, and thereby to build trust between the teacher and their students.

Building community can, in turn, increase students' confidence so as to make them participate more in the classroom and boost their academic performance. English learners, including both immigrants and students born in the United States, may lack the academic language and key vocabulary necessary to understand course material (August & Shanahan, 2010). However, they may have background knowledge and academic skills in their own languages. How to leverage their funds of knowledge is a vital task for teachers.

All students bring with them to the classroom their cultural and linguistic capitals (Stewart, 2014). Therefore, knowing and understanding the culture of students is critical in teaching, both in ESL and EFL contexts. Through this understanding, teachers will not only focus on performing a certain task to culturally diverse learners without changing themselves but also have a mindset of the way their students look at the world. Leveraging students' funds of knowledge not only helps the students achieve their academic potential, but also by teachers showing students a

willingness to see from their perspective, they relate better to their students and make them feel welcome and more likely to trust the teacher and participate in classroom activities (Saifer et al, 2011). By delivering instruction in a way that is meaningful to ELLs and in a manner that values their knowledge, experience, and culture, students are further encouraged to participate throughout the learning process and give their best academic performance (Saifer et al, 2011).

Moreover, in accordance with CRT principles, teachers can build trust with ELLs by showing students that their participation in the classroom is a valuable asset (de Jong, 2011). The teacher's mindset will establish the expectation in their class that the teacher will treat everyone equally and help ELL students build their confidence and sense of belonging.

The principles of CRT also illustrate my mindset towards classroom environment: I believe students' participation in class is an asset for students to communicate their cultures and for teachers to leverage the cultural diversity. In helping the students achieve greater heights toward academic goals, a culturally responsive approach implemented by teachers can help greatly. CRT allows teachers to be aware of and address the needs of the students through improvement of motivation and engagement. All of these effects of CRT can help a teacher to build trust between student and teacher as a productive relationship in the classroom.

### c.  *Affective Filter*

The purposes that motivate a person to learn a new language are at the forefront of language success and can be grouped into different categories: integrative motivation, instrumental motivation (Gardener & Lambert, 1972), assimilative motivation, and intrinsic motivation. Krashen (1995) also claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. This

concept is applicable to my teaching philosophy. Before starting to learn English, I do not only need to know my students' English level but know whether they feel fearful and whether they are self-conscious.

Without this insight into their fears and self-perception, it's unlikely for teachers to be able to make use of the background knowledge of students' funds of knowledge because of students' reluctance to participate in class. On the contrary, if I can understand my students' feelings and emotions, those students can feel safe in making mistakes without fear and become more empowered to react, in any way they feel comfortable, to students and teachers. Knowledge of the affective filter will help me in building trust by guiding me to create an environmentally safe and encouraging learning place where I can know students, teach students, and assess students.

## III.    Teaching Method

### a.    *My teaching goal is to help students to communicate in English*

Hymes (1972) proposed that language competence embraces linguistic, sociolinguistic, pragmatic, and strategic competence individuals need for effective communication. In the last four decades, the traditional teaching method such as audio-lingual method and grammar translation method have been tried out in China; however, students' language assessment scores have not been satisfactory. I advocate that students need to focus on communication instead of only studying language knowledge such as vocabulary and grammar. This is the goal of CLT: to promote communicative competence (Brown, 2007).

In addition to making communication the top priority, I will also focus on language-skill-based teaching instead of  language-knowledge-based teaching to improve students' overall English ability, which is helpful for students in their actual language use in their daily life.

***b.   What can prevent me from achieving this goal?***

**i.   Ignoring students' learning contexts**

Students' learning contexts and teachers' teaching methods can't be separated from each other. As I mentioned in the first section, teachers need to leverage students' funds of knowledge in order to help them more effectively. The knowledge of students' context is valuable and useful for teachers to choose the appropriate methods for students. Without knowing students' backgrounds, teachers will be less likely to create a welcoming and safe learning environment for them.

In my teaching, I will utilize the precious cultural and linguistic capital to help them. For students who can't keep up with the other students, I will provide them with the chance to translate and use their mother language initially and scaffold them step-by-step. Through the continuous adaptation to the classroom environment and teaching discourse, students can gradually build their self-confidence and lower their affective filter.

**ii.   Avoid choosing inappropriate methods for students**

After analyzing students' learning contexts, based on ELL students' needs in the non-English-speaking countries, I will focus my teaching on the meaning of the language instead of form-based teaching.

Nation (2013) argues that vocabulary teaching should involve explicit teaching in addition to exposure to large amounts of language needs. This emphasizes the importance of learning vocabulary in different contexts and using the vocabulary in an authentic way. From my own experience, the idea of teaching vocabulary without context is not effective.  Teaching vocabulary should include context instead of rote memorization in order to fulfill sustainable learning. Using various teaching methods is the key to vocabulary success.

At the same time, as Dymock and Nicholson (2010) have argued, when ELLs develop their English proficiency and language literacy, their instruction should include a focus on learning and practicing a variety of learning strategies. Based on students' needs, teachers need to vary the teaching strategies and adapt teaching strategies to their students. By employing a variety of teaching strategies, teachers can boost students' engagement in class and maintain their curiosity and passion when they learn the language.

### c. *What will help me achieve this goal?*

### i. Communicative language teaching

Learning a language is a developmental process wherein each stage is a representation of the growth of the student's ability to know, apply, and critically think using the newly learned language (Haynes & Zacarian, 2010). Accordingly, encouraging students to think during class is central to my teaching and inspiring interactions in the class is what I value.

Even though some studies have presented critical findings and discussions pinpointing the inappropriateness of universal principles of CLT (Hiep, 2007; Jeon, 2009), based on the benefits of CLT, I still believe in the benefits of CLT because I want English to be a tool for students to learn and communicate with others.

I believe the core elements of CLT are face-to-face talk for authentic interaction and an emphasis on the meaning and communication instead of form and grammar. Brown (2001) states that communicative goals are best achieved by giving due attention to language use, and not just usage, to authentic language and contexts. By teaching English in an authentic way, I can help students to increase their fluency in the target language. This enables the learners to be more confident when interacting with other people and will help them enjoy talking more.

### ii.     Balance content knowledge and language learning

By finding a balance between language and content, teaching ELLs can highly benefit and achieve effective learning in content-related courses. Subject teaching mainly involves the use of language without consideration of the learners' level of language proficiency. It is at this point that ELL classroom discourse should be integrated into the learning process; otherwise, the learner will not understand or will misconceive some of the concepts, resulting in poor comprehension of a subject.

Language is the medium of learning and it promotes sharing of information and facilitates group work (Zhang, 2008). The link between classroom discourse and learning is explained by Vygotsky's theory of zone of proximal development (ZPD), which highlights that there is disparity between a child's development when he or she has adult guidance and when he or she does not have it (Zhang, 2008). Based on this theory, thereby, ZPD is dependent on social interaction that is characterized by the use of speech. Oral language discourse helps to express context, promote interaction, and help in the structuring of meaningful sentences, all of which are important to the content learning process.

Therefore, viewing the subject material as equally important to language learning is vital for my teaching philosophy since I want my students to learn knowledge through language instead of just learning knowledge of language. Learning through discussions among students and interventions by the teacher are necessary for teachers to properly address ELLs' unique needs. (Alexander, 2004).  Because learning language through the lens of discussion helps to facilitate more content knowledge, combining content and language is truly crucial.  In my future teaching practice, I will combine CLT and content-based teaching to contribute to students' improvement of language and subject knowledge.

## IV. Assessment

### a. *Understand the meaning and benefits of assessment*

Measurement is the process of quantifying the observed performance of classroom learners. Bachman (1990) has said that the qualitative and quantitative assessments include assigning numbers to observed performance and written descriptions of non-quantifiable reports. By using the assessments in relation to student performance, there is an incorrect assumption that standardized tests correctly assess all learners equally (Kohn, 2000; Phelps, 2005), and the case in non-English-speaking countries such as China is that standardized tests play a dominant role in students' learning.

Standardized testing is a way for teachers to refer to students' English levels according to various standards or language frameworks. However, it ignores students' different contexts and emotions. For my future teaching, I will combine different test and assessment methods in my class and as for when to assess, instead of doing the test at a certain time in a semester, I would conduct the ongoing test for students and will not judge students simply by the standardized testing scores. Instead, I will make the overall assessment, including authentic assessment, ongoing assessment or peer assessment to show students' effort, participation and improvement and so on.

### b. *Incorporate authentic assessment*

Wiggins and McTighe (2005) argue authentic assessment tests should be realistically contextualized. By testing students' knowledge in an authentic way of observing and talking with students, teachers can get the information and data they need to evaluate students' performance according to certain standards.

In my teaching experience, the authenticity of the assessment for ELL students is low and there is a need to mix authentic assessments and standardized assessments together. By conducting authentic tests, I can use different kinds of language abilities, especially speaking and listening skills, in contexts that closely resemble real situations so I can evaluate students' ability to perform language instead of only checking their knowledge ability.

### c. Ongoing assessment

According to Linn and Miller (2005), PBA (performance-based assessment) involves longer exposure to evaluate students' performance more accurately. For English teachers, an ongoing assessment method can lower ELL's affective filter, which means they are more willing to take the assessment in an unconscious way. After getting the efficient and reliable assessment data, teachers can therefore apply different tools and strategies that will make assessments more meaningful and less biased in the long run.

In teaching practice, teachers should focus on students' performance and improvement continuously to facilitate students' learning. For instance, when teachers design the lesson plan, they need to verify the teaching objectives in different aspects and observe students' performance and feedback in order to collect more data to assist ELL students in future classes.

## V.  Conclusion

My teaching philosophy demonstrates my commitment to improving students' learning experiences by learning about my students and building a trusting relationship, implementing effective teaching methods, and assessing students in appropriate ways to record their

improvement. Developing my teaching philosophy will be an ongoing process. As I move forward, not only will I acquire the theoretical and pedagogical foundations of the teaching profession, but I will also get new insights from reading and teaching practice. The experiences in the classroom to come will continue to shape my philosophy of teaching. Educational theory is constantly evolving, so it is essential for me to remain updated with the new information.

# Artifact Analysis

## I.     Introduction

I am currently a language teacher and a software developer, who particularly teaches ELL students. Knowing teaching is a complex process demanding contextual, situational and personal attention, I see my teaching career as a never-ending journey. I will reflect on different technological changes that have affected how ELL students live and how they learn English, considering their background in relation to their academic performance. I will also reflect on how classroom discourse can  take ELL students' cultural affiliation into account to improve their learning outcomes. My analysis will be based on four areas: the learner, the learning contexts, curriculum and assessment. These articles came from various class projects and materials collected in class.

## II.     Professional Knowledge Area 1: Learner

Knowing the learners from different aspects is important for teachers. It sets the foundation for applying different teaching pedagogies and conducting different teaching methods in the teaching practice. As illustrated in my teaching philosophy, it is beneficial for ELL

students if teachers can leverage their "funds of knowledge" (Moll et al., 1992) and help them to build a harmonious relationship between students' communities and their classroom.

Also, in the era of the Internet, I reflect over my understanding of and experience working in online education and build it upon my understanding of traditional teaching in the classroom. In this section, I will relate two artifacts of practicum experience, including photos I took, to TESOL Domain 4, dealing with identity and context, and TESOL Domain 6, which concentrates on learning.

### a.    TESOL Domain 4:   Identity and Context

By doing research and learning the background of the American educational system, I have realized how important it is for teachers to think about students' identity and context. The context creates a multicultural scenario for teachers.  Compared to this, in many non-English-speaking contexts where there is less diversity among students' backgrounds, especially in China, it's not as demanding of a task for teachers to teach students who are from different cultures.

It is said in TESOL Domain 4, teachers should recognize how context contributes to identify formation and therefore influences learning. In this observation artifact (Appendix B), I participated in a practicum that included visiting a Latino community as well as Asian communities in Nashville. The biggest result of the work was to understand the importance of acknowledging and embracing diverse cultural upbringings and to think about the role a teacher plays to establish a culturally diverse class.

As shown in TESOL Domain 6, how students learn the language outside of the classroom is what ELL teachers need to consider. I believe a student's cultural background has a direct

relationship with his or her success. Therefore, it is vital to give them the opportunity to study

culture, what roles men and women play in different cultures, as well as the cues, principles and

values that various cultural groups embrace. By implementing transnational and community

literacies, teachers can build productive relationships with students who are learning English

( Jimenez, Smith, & Teague, 2009).

At a personal level, this practicum made me more conscious and professionally informed

about learning ELLs' backgrounds and analyzing their identities to fulfill my teaching

philosophy  in my future teaching practice. As I said in my teaching philosophy, working as a

teacher is a noble cause as critical as doctors who save lives. Before giving ELLs the appropriate

instruction, I need to know more about my students (age, culture, social status etc.) just as a

doctor needs to know about a patient's background.

Furthermore, I understand that in all my teaching, my cultural background affects how I

give out instructions to the students. I am from a non-English-speaking country and the demands

of students' English learning vary more from person to person than in China.

As my teaching philosophy shows, learning is a social activity and it is important for

teachers to analyze students' background. For instance, I researched in advance Nashville's

demographics in the 2018 regional economic development guide to better understanding my

students so that during my trip to the Asian supermarket, I already had some background

knowledge of that group, especially in Nashville. For instance, the guide shows in the Nashville

region, there is a 2% Asian population from overall city-wide population and the Asian

population accounts for 32.2% of the foreign-born population in Nashville. This gives me the

idea that the Asian group is not a dominant immigrant group in Nashville compared to some

other groups' numbers. So when I analyze the community literacy, I used this as one of the factors to relate their social status to their language learning.

In addition, I applied my teaching philosophy in this artifact. Students' cultural and linguistic capital (Stewart, 2014) is precious and if teachers can leverage students' funds of knowledge, students can feel more welcomed and their academic potential can be realized. In my observation artifact, I did research on Pew Research Center, and it shows that the culture of Asia encompasses the collective and diverse customs and traditions of art, architecture, music, literature, philosophy, politics and religion that have been maintained and preserved by many groups in Asia. These build a splendid culture profile of ELL students. During the practice, I collected various pictures for further analysis of Asian ELLs and Latino ELLs. After learning more information I felt I had developed a greater understanding of the rich culture that will encompass my future students.

Finally, as my teaching philosophy shows, in addition to leveraging students' funds of knowledge, creating a positive and friendly environment is also the teachers' responsibility. In order to achieve this, teachers' attitudes and beliefs about language and minority children determine the educational outcomes (Valdes, 2001). In the artifacts, I used pictures I took during the practicum to analyze some typical Asian food (Figures 2, 3, 4) which can't be found in other local supermarkets. Also in the artifact, I compared traditional American food culture and Asian food culture. I used the food culture as a mirror to learn the shining parts of different cultures and tried my best to be the learning mediator for my students. This is shown in my teaching philosophy: if the teacher cares about their students and deeply knows about their cultures, he will improve constantly.

From analyzing these artifacts, I also find it valuable to understand students' personalities through their culture if I want to become an effective and more accepting teacher to students, a teacher who is culturally aware of issues affecting different groups. Understanding these individual personalities will aid in reaching out to other teachers as well. As an ESL teacher, I am a major link to the ELL students' communication. This relationship between the students and myself will also allow me to make connections with other teachers who can help improve my students' English and bring a positive impact into their learning.

b.  **TESOL Domain 6: Learning**

This artifact (Appendix C) is based on my time at a practicum with an online company and illustrates TESOL Domain 6: teachers draw on their knowledge of language to understand the processes by which learners acquire a new language.

As a TESOL teacher, I consider it important that I should regularly practice my own teaching discourse in order to address the language needs of my students now and in the future. Along with the teaching practice, I believe learning students' ways of acquiring a new language is also essential when conducting the teaching practice.

As my teaching philosophy shows, I am a CLT believer. The goal of CLT is to promote communicative competence (Brown, 2007). In my artifact, based on my summer practicum when I worked for an online company, I put this philosophy into practice. It's always been my dream to make full use of technology to benefit more ELL learners and make high-quality education resources accessible to everyone without the barriers of time and location. With technological advancement and only a few key commands, students are given an opportunity to explore the

world of information with access to the educational resources. However, during my practicum, in the ELL online teaching industry, I saw that there are only few companies that can make use of technology to maximize the learning results, which is against the TESOL Domain. After analyzing different kinds of pedagogic approaches to implement technology in education, which include online-based, web-based and project-based learning, I generalized three types of online education and analyzed different products to see if they fit with my teaching philosophy and to think of what I can do to improve in the future.

As I said in the teaching philosophy, Krashen (1995) claims that learners with high motivation, self-confidence and a low level of anxiety are better equipped for success in second language acquisition. In the artifact, I tried to think of whether online teaching can help students' emotional feelings when they study. The use of digital technologies in learning can and often does enable the English learners to acquire English as a second language and encourage motivation and confidence by taking away the added pressure of in-class teachers. Web-based learning environments can be just as effective as brick and mortar classrooms as McIntyre and Wolff (1998) noted that: "One of the powers of interactivity in a Web environment is the capability to engage by providing rapid, compelling interaction and feedback to students." In the web environment, students will not directly feel the pressure from the teacher and the technological functions can empower teachers to teach in an interactive way.

## III.    Professional Knowledge Area 2: The Learning Contexts

### a.    TESOL Domain 2: Instructing

Richards (2006) identified ten core assumptions of CLT implementations that can be summarized in the following characteristics: meaningful interaction, opportunities for meaningful negotiation, content engagement, multi-skills and errors as a product of creative language use, diverse learning rates, communicative strategies, and teachers as facilitators. In my practice, I conducted my teaching philosophy to engage students in learning before class and in the class, which is an essential element of meaningful interaction of CLT.

TESOL Domain 2 requires teachers to "create supportive environments that engage all learners in purposeful learning." In this section, two artifacts (Appendix D-reading log and Appendix G-IPA teaching plan) exhibit my ability to fulfill the requirements while working with colleagues and effectively plan for ELL students through reading picture books and designing ELL IPA assessment lesson plan. This has allowed me to demonstrate my ability to do instruction planning in a supportive environment that will enable my students to learn better. This thematic unit plan helps establish a classroom environment that will allow the students to effectively learn both the content and English language as a whole.

As my teaching philosophy shows, students' learning contexts and teaching methods can't be separated from each other. This knowledge guided me when creating a comprehensive and cohesive plan to allow teachers to deliver lessons in line with their goals and objectives, while meeting the standards that ensure that the language needs of the ELL students  are addressed fully. For instance, before designing the lesson, I listed the characteristics of the student, such as interest, motivation, age, grade and English proficiency.

In the method section of my teaching philosophy part, I emphasized Nation's (2013) statement that vocabulary teaching should involve explicit teaching in addition to exposure to large amounts of language needs. In my lesson plan, I listed the target grammatical structures and patterns and vocabulary items. In this specific lesson, I used the authentic text to practice the target language using interpretive tasks and asked students to find out the main ideas and supporting details. This can help students to practice a variety of learning strategies with explicit instruction. In addition, to create an effective lesson, it is important for me to understand the students' academic situations in order to come up with a more meaningful environment and effective lessons.

## IV. Professional Knowledge Area 3: Curriculum

### a. TESOL Domain 1: Planning

TESOL Domain 1 requires teachers to plan instruction to promote learning and meet learner goals. This aligns with my teaching method in my teaching philosophy and is illustrated in the artifact (Appendix E) Magic Ears lessons, which is an online ESL company I initiated .

Learners' goal (Domain 1) is what teachers need to ultimately keep in mind while designing curriculum. I worked at Magic Ears with the focus on curriculum design and foreign teacher training this past summer. Before studying at Vanderbilt, I had been working at this company with my friend for one year, mainly focusing on curriculum design. During that period of time, I referred to students' English textbooks because the majority of parents' demands is that they want their kids to perform well on the English test. However, there is a trend that parents are paying more attention to their kids' daily English use, so during the job in the summer, besides

doing the curriculum, I did more research on academic standard and the merits of online education.

In this situation, I also applied what I learned about ELL into practice. As is the foundation to teach ELL students, learning about your target learner is the priority. In the user journey map I made, curriculum designers can easily clarify and know what Chinese students need at different stages and give them the help more effectively.

In addition, as it is shown in my teaching philosophy,  when ELLs develop their English proficiency and language literacy, their instruction should include a focus on learning and practicing a variety of learning strategies (Nicholson, 2010).  In my instructional plan and lesson design, I tried different methodologies and tried it out on different groups of students.

The company had previously made  in each lesson a part called "free talk" where teachers lead students to discuss the given topic. However, the section was not successful. There are two reasons: 1. Most of the online teachers were not familiar with students' English level at first, so it was not easy to interact with them with the appropriate questions that fit with their English level. 2. Some novice online teachers were not good at asking questions, so the questions were not suitable for students to practice their critical thinking and advanced language skills.

In order to solve this problem, I tried two approaches in this artifact which turned out to be very successful. Firstly, I cooperated with the product manager to show students' English level before the class, so teachers can have a general impression of students' English level and they can adjust the complexity of the questions more comfortably. Secondly, I made a question chart to practice students' logical thinking along with their language competency. It turned out to be really effective both for teachers and students. This artifact gave me more confidence to combine teaching pedagogy and teaching practice together.

*b.* **TESOL Domain 7:  Content**

TESOL Domain 7 says teachers need to plan instruction to  promote learning and meet learner goals and promote the genuine communication. The artifact (Appendix A) to illustrate this is an AI app I designed for Chinese kids to help them to learn English better, especially underprivileged kids in rural areas because they don't have access to high quality teaching resources.

In my teaching philosophy, I showed my dream of combining technology and teaching together. And I want to make use of interactivity in a Web environment to engage by providing rapid, compelling interaction (McIntyre and Wolff, 1998). The artifact I designed is an AI interactive English app.  The app uses AI technology to direct Chinese students into the appropriate learning levels to help prepare them for the KET in China.

The sound recognition technology can recognize students' voice and analyze the semantics. When the company cooperates with the AI scientist, I list the sample answers and then cooperate with the AI team to use the sound recognition to record, track and assess students' responses according to pronunciation, fluency, and vocabulary choices.

The lesson (Appendix A) refers an app which directly connects with students' understanding of morphology and how it impacts the vocabulary acquisition and reading comprehension of ELL students. Designing the curriculum and collaborating with the design team allowed me to improve my analysis skills and allowed me to connect ideas related to important topics better. It also allowed me to demonstrate my vision with regard to the importance of teaching morphology of words, further developing my professional understanding as I learned the benefits of exposing students more to sentence formation and structure.

TESOL Domain 7 require teachers to design their lessons to help learners acquire the language they need to communicate, which means teachers need to focus on their students' communication competency. In my teaching philosophy, aligning with Brown (2001) 's statement that communicative goals are best achieved by giving due attention to language use and not just usage, to authentic language and contexts. At the initial stage, when I designed the app, I put authentic communication as the priority. So I recorded teachers' teaching in an authentic way and edited the clips for different responses. By doing so, when learning with the app, students can feel they are talking with a real teaching in an authentic way.

## V. Professional Knowledge Area 4: Assessment

### a. TESOL Domain 3: Assessing

As shown in TESOL Domain 3: teachers should know the importance of assessing and be able to promote the continuous intellectual and linguistic development of each learner from assessment results. Furthermore, teachers should involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

To help me get a better understanding of standardized and authentic assessments, this artifact (appendix F) allowed me to interview an ELL and assess her oral English from an educational linguistics mindset. For the assessment method, I used Grice's Maxims to evaluate the interviewee's pragmatic performance.

Educators should distinguish between assessment and evaluation (Lipson & Wixson, 2012; Vogt &Shearer, 2011). Assessment is the gathering and analyzing of a student's language level information while evaluation is to make a judgement about students' overall learning. In

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this artifact of an interview with a student, I evaluated the contexts of a student's life, including their home, school, culture, native language and literacy level in their second language. This laid a foundation for me to know her context before I conducted the assessment.

This experience provided the opportunity to execute different instruments of assessment in order to complete evaluations of the ELL. I managed to observe, analyze, evaluate and document the abilities and progress of a student regarding their language. I used variables including the current and past personal situation of the student, and the social and personal skills that they had. This artifact focuses on speaking and conversational analysis.

Aligning with Wiggins and McTighe's (2005) argument that authentic assessment tests should be realistically contextualized in my teaching philosophy, this artifact is an interview with an ELL. All of the data was drawn from the authentic dialogue, and the profound meaning of the assessment and analysis is that we can clearly know students' strengths and weaknesses in all aspects and variables.

The variables (phonology, pragmatic, morpheme, lexical density) were included in the evaluation process to come up with a more comprehensive and integral assessment. In the semantic analysis part in the artifact, I suggested the ELL student practice using different words to write a sentence in another way without changing the meaning. During the practice, she could refer to a thesaurus, dictionary, or paraphrase the sentence in her own words. This could improve her word choice and make her speech more intriguing and less redundant. This is a way to practice her linguistic competence (Hymes, 1972).

As I mentioned in the teaching philosophy, sociolinguistic competency is also an aspect teachers need to care about in their teaching practice. In this interview artifact, sociocultural factors influenced her performance. Building a comfortable environment that encourages the

interaction is important for the linguistic studies. During the meeting, I asked her opinion about Chinese culture and asked her to introduce interesting stories of her hometown. In addition to the analysis of her cultural background, I could understand her culture better and design more culturally responsive questions for her. Learning the analysis of sociocultural factors also helps me to learn the reasons of ELLs' language performance and make reasonable evaluations based on their cultural, cognitive and linguistic background.

In addition, as it is illustrated in my philosophy section, the teacher needs to vary strategies to keep students engaged in the class. So does the interviewer.  The artifact shows during my interview that I varied my way of asking questions. It shows that when I increased the rates of open-ended questions, she was more passionate and willing to be involved in the conversation.

In this artifact, I learned analyzing the semantics performance of ELLs is a good way to learn student's weaknesses and strengths in a micro level. After analyzing students' needs, the teacher can give students individual instructional feedback and keep the ongoing assessment to continuously help students.


# Applications to Practice: Implications and Future Considerations


*I.*     **TESOL Domain 8:  Commitment and Professionalism**


   *a.  Implications*

In this section, I will connect my past to future and apply what I learned in class into practice. It is suggested in TESOL Domain 8 that teachers continue to grow in their understanding of the relationship between second language teaching and learning and the community of English language teaching professionals.

In my mind, there are stages to evaluate a proactive teacher. The first stage is to notice the problems in the teaching practice. The second stage is to change and advocate the new learning and teaching format. The final stage is actually taking action to change.

Before coming to Vanderbilt, I was pessimistic about the ELL education in my home country. Teachers' mindsets seem, to me, stubborn. They seem to stick to behaviorism and are addicted to teaching grammar and vocabulary in their class. After this whole year's study at Vanderbilt, I want to make a difference.

Throughout the whole semester, I designed two apps to support ELL students in China to help them learn English in a different way with the combination of teaching theories and advanced technology. By trying out different projects in the ELL field, I realized I am not only a teacher but also an advocate to change students' learning experience. This idea shaped my teacher identity and I will keep doing this forever.

In addition, I will try to bridge the connection between theories in my teaching practice and educational technology practices. As for learning about my students, it is essential not to take for granted knowing the history, origin, and structure of a certain language (Bloomfield, 1994). In China, it is less common to see lots of immigrants, but it's also essential to learn students' background knowledge and their educational history. I will consider my students as the center of the class and I will provide activities that evaluate concerns that are essential to the students. I will also relate school subjects to their daily lives and invite students to write about their passions, their

own lives, and the important people for them. By doing so, I will be able to appreciate the language better and will be able to easily grasp certain methods leading to optimal results in learning.

Next, scaffolding is a necessary step for students' English learning, which can also lower students' affective filter. In China's teaching practice, students learn the English language by starting with simple words and sentence construction. The language structures are clearly described to them with explanations of the basic rules and principles. Like teaching math or algebra, teachers should explain the important equations of the English language (Pearson, 2008). In my future class practice, I will focus on three components in scaffolding, modeling and contextualizing, and bridging.

In my class, I will give students clear examples of what they need to learn, both language knowledge and subject knowledge. By considering the non-English speaking contexts where students have less chance to experience different cultures and authentic interactions, I will prepare some authentic materials for my students to help trigger their interest in learning culture behind the language itself. The interesting stories I experienced personally in Nashville and other cities in the United States can also be used as examples to teach my students. Next, with the improvement of multimedia development, it's easier to embed academic and formal language in sensory context by using multimedia formats. This will help my students comprehend better with the help of strengthening students' understanding in multiple ways. I will also leverage students' prior knowledge more in order to help my students build a bridge between previous knowledge and new knowledge.

Last but not least, I will apply CLT in my teaching practice. After learning CLT, I transformed from teaching forms to teaching meaning in natural settings. When I design my lesson plans, I will embed the authentic contexts in different activities such as problem solving task and

role play. This also aligns with my teaching philosophy that I will be a guide and facilitator in my class.

In conclusion, I believe meaning is paramount for my students and I will apply CLT in my class design and teaching activities. In addition, I will learn more about my students before giving them the personalized instruction and use modeling, bridging, and contextualizing to scaffold and motivate them to learn.

### b.  *Future considerations*

There are many challenges I need to tackle in the future when I think of teaching in Chinese contexts such as the conduct of CLT teaching method in a large class, giving students' feedback to individual students in a large class, and integrating different language skills within the limited amount of time. Even though the reality is different from ELL theories, I should always be optimistic and seek balance between an imaginary situation and the reality.

First, students learn differently when it comes to their different educational backgrounds and language backgrounds. Every child may significantly differ from others (Holt, 2009) since every human has his own unique characteristics and culture. For students who want to go to the domestic universities and those who want to study abroad, the demand from the students and parents vary extensively. In the class, students' motivations also vary from student to student. It's difficult to satisfy every parent's demands.

Second, it is typical that students have big classes in China, which means there are usually 40-50 students in one class. In this case, it will be overwhelming and intimidating for teachers to manage a classroom of that size on the teacher's own. Even though I know there is a necessity that meaningful interaction and ongoing assessment are important and providing

students with meaningful feedback can greatly enhance their learning and achievement, when faced with the reality that most teachers will teach big classes in the future, I need to be prepared to give students' feedback based on their learning in a limited time.

Third, there are many obstacles when I apply the CLT teaching theories and apply authentic materials in my future teaching. The classes that are not structured for exams and NES rubric (the English test that is the standard in China) will not be considered as having high quality class standards. And at the same time, lots of students are facing severe stress because of standardized tests and sometimes their motivation in school is influenced by this. In China's context, teachers have to narrow the curriculum and sometimes emphasize teaching the test instead of tapping into students' potential because of the pressure of standardized tests, which is against my teaching philosophy.

To solve these problems in the future, I will make a balance  in two dimensions in my future. First, I will balance different teaching methods and various kinds of class materials. Although I believe in CLT, there is a need to incorporate different methods to satisfy students' various needs at different levels. For example, when I teach reading skills, I will connect L1 and L2 and ask students to think about the reading strategies in a metacognitive way.

Second, I will balance the face-to-face teaching and educational technology. I am not pessimistic about offline teaching because the real interactions between students and teachers can help students to learn in a more active way and teachers can give students instant authentic feedback. But based on the thought that the teaching resources were distributed extremely unevenly in China, it can be impossible for a teacher to track every student's performance and academic improvement, and therefore education technology will empower teachers and maximize personalized learning and help students to learn effectively at their own pace. This is a

meaningful tryout on a large scale and can help numerous teachers to work more efficiently and build a reciprocal relationship between teachers and students.

I appreciate the instructions from all of the professors at Peabody college. Even though the reality sometimes contradicts the theories I learned, I will still work wholeheartedly for this noble cause. Nothing I spend on my students will ever be wasted and I am always on my way in this exciting expedition.

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# Appendix A

I designed an AI-based, speaking-oriented English learning app called "Rocket Cat Learning" during my program at Vanderbilt. The features of AI sound recognition, authentic interaction, and immersive English learning are combined in the app to foster ELLs' (especially EFL students') oral English competency. The app interface is as below.
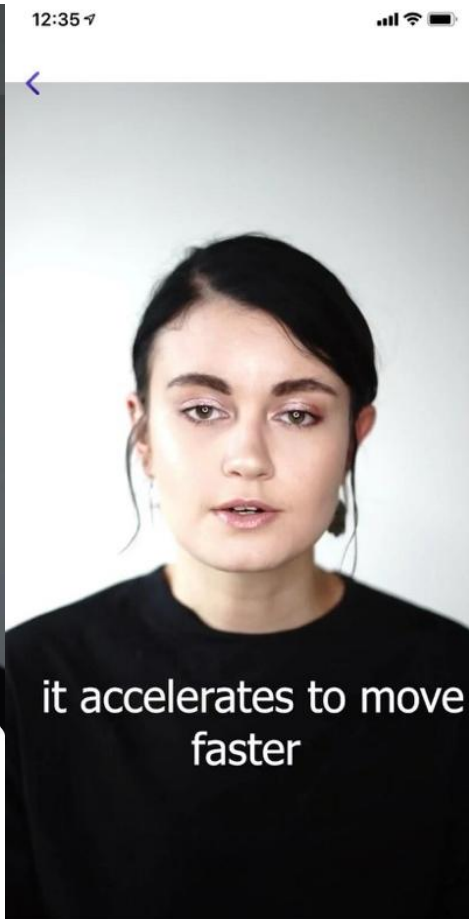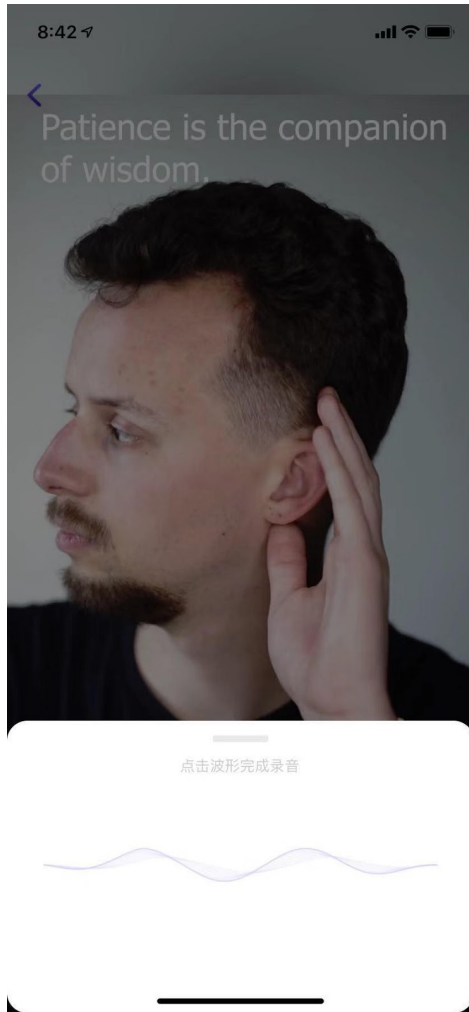
Lesson 1

Teacher:     Hi, let's learn a word. First, watch this video. (video) The race car had a serious accident.

Can you guess what "accident" means?

————wait for S to respond————

**R1:**     Ok. Repeat after me. Accident (2x - TPR). An accident happens when a vehicle, like a car, hits something else, like a person or another vehicle. Car accidents often hurt people. You should drive safely so you don't have an accident. Accident (TPR).
          Can you tell me what "accident" means?

**R2:** Great. Let's practice some sentences. Accidents happen when vehicles hit each other, or when vehicles hit something else. Accidents don't happen on purpose. Usually people have accidents when they are not driving carefully. Accident (TPR).
          Can you tell me what "accident" means?

————wait for S to respond————

Teacher:     Good job!

https://www.youtube.com/watch?v=qcVa9m8s1tM
1:47-2:14

For AI

Sample answer:
An accident happens when a vehicle, like a car, hits something else, like a person or another vehicle.

Sample answer keywords:
Car, happen, vehicle, hit, crash, person, another, hurt, flip, roll, loud, drive, into

```
          Console 1/A
Out[49]: 0.5785098132100802

In [50]: nlp("food").similarity(nlp("flour"))
Out[50]: 0.4319910919517038

In [51]: nlp("accident").similarity(nlp("car"))
Out[51]: 0.5660666078949113

In [52]: nlp("accident").similarity(nlp("hit"))
Out[52]: 0.3704123755712631

In [53]: nlp("accident").similarity(nlp("car hit"))
Out[53]: 0.5840289517234976

In [54]: rom nltk.corpus import wordnet as wn
   File "<ipython-input-54-c68c58b365dd>", line 1
     rom nltk.corpus import wordnet as wn
       ^
SyntaxError: invalid syntax


In [55]:

In [55]: from nltk.corpus import wordnet as wn
```
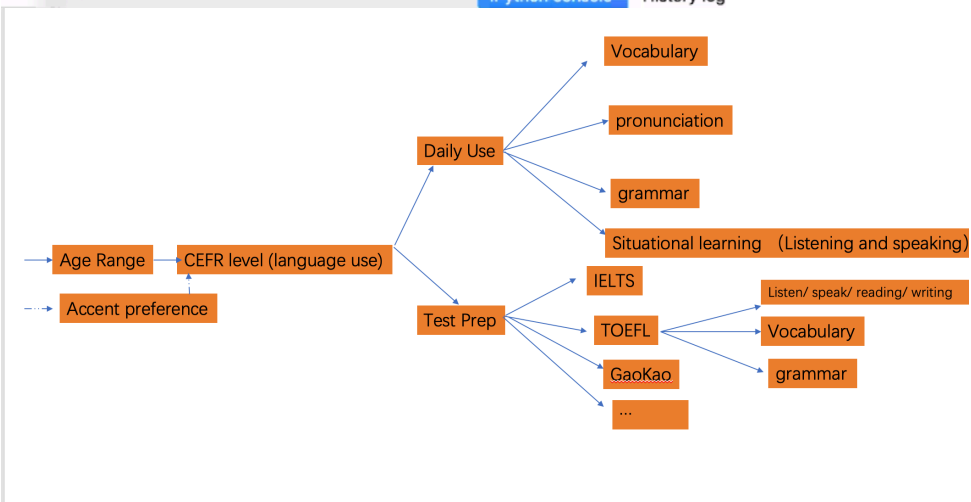
IPython console    History log



User journey map

# Appendix B

Community Literacy Project

Introduction to Asian immigrants in Nashville

Nashville is a city of diversity, which receives people from other countries. Inhabitants here enjoy diverse cultures, which creates a multicultural scenario for teachers.

According to the demographics section in 2018 Nashville regional economic development guide, more than 189,294 residents were added from 2010 to 2016 and 11.30% population increase since 2010. Along with this, the number of immigrants also surged tremendously in the past years.

The guide also shows in the Nashville region, there are 2 percent Asian population and Asian population accounts for 32.2% of the foreign born population. Different from other communities in the USA, Asian community has its own culture and background.

Frist, the culture of Asia encompasses the collective and diverse customs and traditions of art, architecture, music, literature, philosophy, politics and religion that have been maintained and preserved by many groups in Asia. Secondly, the U.S. Asian population overall does well on measures of economic well-being compared with the U.S. population as a whole, but this varies widely among Asian subgroups. According to Pew Research Center, the median annual household income of households headed by Asian Americans is $73,060, much higher than $53,600 among all U.S. households. But these overall figures hide differences among Asian origin groups. Thirdly, the 2000 Census found the more prominent languages of the Asian American community to include the Chinese languages (Cantonese, Taishanese, and Hokkien), Tagalog, Vietnamese, Korean, Japanese, Hindi, Urdu, and Gujarati. And in 2008, the Chinese, Japanese, Korean, Tagalog, and Vietnamese languages are all used in elections in Alaska, California, Hawaii, Illinois, New York, Texas, and Washington state. It shows that Asian languages are more widespread and should be paid more attention in the class in order to leverage EL students' knowledge.

Observations and Descriptions of the Filed Trip

During the field trip, we went to an Asian supermarket, K&S world market where we experienced Asian community cultures. The two major aspects that I focus on is food culture and the language of the community.

First and foremost, the food culture is a mirror that can reflect its culture. Since the first Asian American arrived in USA, Asian Americans still often hold onto one aspect of their own culture that may have everlasting beneficial effect, their diet. During the field trip of K&S world market, we saw some typical Asian food (Figure2, 3, 4) which can't been found in other local supermarkets in Nashville. The main course and desserts of Asian community are contrary to those in the United States, where the characteristics of a standard American diet can often be described as fast, processed, high in sugar and saturated fats. This food cultural definitely differentiates Asian community from other communities and it's also a great opportunity to leverage students understanding of Asian food to learn food topic in class.

In addition, I also noticed that in the K&S market, people speak different languages (Figure1). Even Asian people are in the English speaking contexts, some of them still feel comfortable when speaking their mother languages. It shows that they feel more comfortable with their own cultures and languages and it should be taken into consideration when schools design the ELL classroom for students.

Solutions and Suggestions

Having a better understanding of the culture of Asian community will help students with their literacy as well as children's learning ability. Based on the analyses, I seek for four ways to leverage students' cultural background to improve their school performance both inside and outside the classroom.

1. Teachers can make full use of the students' funds of knowledge to improve their performance in class. Although universal principles of acquisition appear to apply, bilinguals also show unique language behaviors because they are sorting out two language systems (McLaughlin, 1984; Menyuk & Brisk, 2005). Students' historical accumulation of abilities, bodies of knowledge, assets should be considered in designing the ESL class. The cultural, social, and cognitive knowledge can be used as a resource to enhance their students' academic progress.

The curricular content around the cultures, skills, and experiences of students can help scaffold their acquisition of academic material. For instance, during the school time, lots of schools set up "intervention time" for ELL students to motivate them to study better in the school work. I visited the Tusculum Elementary school and during the ELL intervention time, the teacher chose "friend" as the topic of the class. The teachers encourage students to describe what friends can do based on their cultural understanding about friends. Some Asian kids answered "Friends shake hands when greeting each other", and some kids from other countries have different

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answers. This a vivid example of making full use of the students' funds of knowledge of Asian culture in the classroom to help them with reading literacy.

In this process, not only can students improve their language arts learning, but they can evoke their cultural awareness. With the what students know about a topic of friends, Asian kids can learn more about that topic more easily. Also, some family values and community traditions can also be adopted in the ELLs classes.

2. Teachers can encourage ELLs to share their own stories in the classroom. One of the most effective ways of encouraging students to participate in the class is to motivate them to talk about their own stories. With their diverse cultural and educational backgrounds, ELL students have more resources to share. Based on the constructivism principle, the student-center class will trigger students interested to share their stories in the class. Also, multilingual learners' multiple languages stand in a complex and dynamic relationship to one another (García, 2009). For instance, if teachers teach Asian students how to reading articles about living style, teachers can organize some in-class and pull-out activities where students can share their own stories both in English and in their mother languages. Chinese kids can share the story of their family gathering in the mid-autumn festival; Japanese kids can tell to the story of making sushi to their classmates; Korean kids can share the anecdotes and the history of kimchi.

After the story telling activities, Asian kids can build confidence and sense of security and at the same time they can build vocabulary, confidence in expression and also the willingness to share their cultures.

3. More ELL community organizations should be set up to build the bridge the cultural and language gaps between their communities and their schools. Children's shift to speaking only the dominant language can lead to the deterioration of family ties and intergenerational communication (Fillmore, 1991). When we build a support network for ELLs, community organizations can play a vital role and offer resources that schools may not have. Schools can partner with community groups to support ELLs, both inside and outside the classroom. ELL teachers can Asian community resources to leverage parent involvement. For instance, teachers can invite parents to attend the parent meetings when Asian parents can celebrate traditional Asian festivals and increase the intimacy with their kids.

In addition, when communicating with their kids, parents can be more skillful after receiving the feedback from the teachers. Children observe their parents reading or writing in different languages, such as writing letters to family members (Schwarzer, 2001). With the instructive methods, parents can educate their kids better in language learning.

What's more, they can know their kids' performance at school and what they can do at home to help their kids at school. Therefore, they can help their kids mentally as well as academically.

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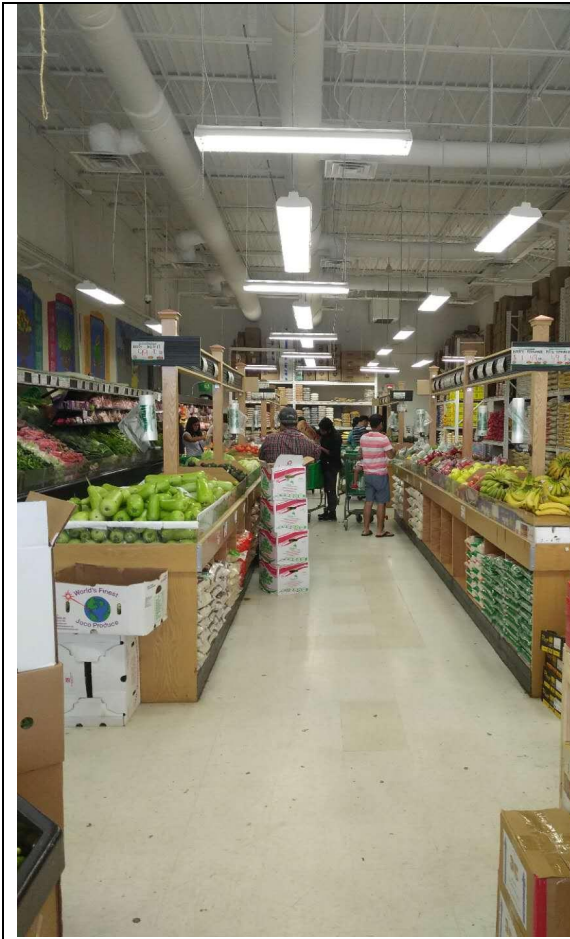Schwarzer, D. (2001). Noah's ark: One child's voyage into multiliteracy. Portsmouth, NH: Heinemann.

| Figure1 | Figure2 |
|---------|---------|

| Figure3 | Figure4 |

# Appendix C

How online education can help ELL students learn English

**How Online Education Can Help ELL Students Learn English**

During the summer, I continued to work for the online education company I started with my friends and tried to explore more innovative AI format to help ELLs to learn English. It's always my dream to make use of technology to benefit more learners and make high quality education resources accessible to everyone. During this splendid journey, I did some research and read articles on this topic and tried to explore how online education can help ELLs better.

Online education/learning has become a significant component of modern education. There are countless ways through which education can be related to technology. Online learning consists of educational movies, web-based learning and online journals (Ibrahim, 2015). This form of learning is believed to offer distinct advantages in the learning process. Due to technological advancement, many countries have shifted from the traditional face-to-face classroom learning and adopted the use of technology and internet in learning. The shift in methods of learning has been experienced in all learning fields including English language instruction.

With technological advancement and only a few key commands, students are given an opportunity to explore the world of wisdom with access to the necessary resources and information related to what they are looking for. In the modern environment, students have no excuse of not discovering the world since all need is at the tip of their fingers. Several pedagogic approaches implement technology in education, some of which include; online-based, web-based

and project-based learning. These approaches are either teacher-centered or student-centered. Teacher-centered approaches are approaches through which teachers play the primary role in delivering knowledge to the students. Student-centered approaches, on the other hand, refer to approaches in which the students have to do self-access learning. According to Clarke and Hermens, they claim that online-based approach of learning is student-centered since the students can control their learning pace (Ibrahim, 2015). In this method of learning, the teacher plays the role of an instructor by instructing the students to look for information from online sources.

Before one can understand how online learning can help English Learning Learners learn English, it is important that one understand who ELL are. Majority of the students in many of the schools have diverse linguistic environments and backgrounds. These students represent a significant portion in schools and may require the support of the English language. Such students include students originating from refugee backgrounds, migrant backgrounds, and international fee-paying students among others. In online education, students do not have to depend much on the service to the teacher as they get the information from online sources (Cinkara & Bagceci, 2013). With the current innovation in instructional technology, it can be predicted that in the future there will be less of traditional classrooms in the future. This is evident by the look of the modern educational institutions in which almost all the institutions have websites which helps to share and disseminate information to their students.

Online learning has created great opportunities for English Learning Students by providing learners with an active environment for learning. Additionally, with the use of appropriate learning software and applications, students have an opportunity to participate in the

discussion, share knowledge with other online students regardless of the time as well as enabling them to express their opinions.

The use of digital technologies into learning thus enables the English language to acquire English as a second language and encourages motivation and confidence. McIntyre and Wolff (1998) noted that: ``One of the powers of interactivity in a Web environment is the capability to engage by providing rapid, compelling interaction and feedback to students.''

It takes a child an average of about five years learning a new language to acquire the necessary academic requirements to succeed in school. For the students to become fully successful in learning the English language, they require two types of skills; the Cognitive Academic Language Proficiency (CALP) and the Basic Interpersonal Communication Skills (BICS). The BICS is the conversational or social language. The learner can acquire these skills with the in two of initial exposure to the English language. The Cognitive Academic Language Proficiency (CALP) on the other hand refers to the academic language that is needed to analyze or comprehend a textbook. Students require at least five years acquiring the CALP skills of the English language. Multimedia technologies and online sources help in incorporating videos and pictures into the English lesson thus providing the learner with the necessary contextual cues that will help understand the new concepts. Subsequently, the use of online education enables the learner to demonstrate what they have learned in multiple ways thus offering a more accurate assessment for the learning progress.

Online education helps to eliminate unnecessary learning environments that affect the development of new knowledge, for example, institutional technology, psychological atmosphere, and physical facilities. Online education has created flexibility in the learning environment. The learner can access information related to the English language at any time, and

from anywhere they like (Cinkara & Bagceci,        2013). All the required materials,

communication and support required for learning are online-based. Online education thus helps

to overcome physical distance barrier since the learner does not have to commute to the learning

institution. The information and knowledge are available at any time and from anywhere in the

world.

Online education also adds-on to the current face-to-face learning method. Raja Hussain

(2004) claims that online education was first introduced in 2000 in the higher education level and

later it spread to all learning levels (Ibrahim, 2015). Additionally, communication in web-based

institutional design also helps learners to learn English since because web designers use English

as a medium to send their content. According to Garrison and Anderson 2003, they claim that a

good example of a communication channel is in the form of a discussion board that employs

graphics and textual channels which encourages the practice of the language and finally, the

student will be able to learn the language naturally (Ibrahim, 2015). Therefore, students should

make use of the opportunity to use online platforms for them to improve their English. Teachers

also make use of these online platforms to share current information and notes regarding the

English language.

Online education also creates a conducive environment for students to learn English. It

helps to reduce the feeling of insecurity and anxiety towards learning the language. Research has

shown that while learning a second language, students tend to have anxiety about speaking the

language in a classroom setting. Using online education would thus lead to higher achievement

compared to classroom learning.

One of the greatest ways through which online education has enabled English learners to

effectively learn the second language is by availing learning materials to the learners.

Technological advancement has made it possible for learners to access the learning material at any time and from anywhere. Online education has thus increased flexibility in people's quest for new information. The increased flexibility means that the students can thus engage in their studies at their own time and pace (Kabilan et al., 2010). With an internet connection, the students have access to a wealth of information. In traditional methods of learning, students finish their assignment and submit before leaving the class. However, with online education, the student can complete the task and submit it later at their preferred time.

Additionally, with online education, the students can consult from online tutors and even with their teachers. It helps to eliminate fear which may hinder the student from asking questions (Kabilan et al., 2010). It also helps to save time that would have been used to travel to access the information. The students only have to spend their time wisely at home to work on their tasks. It thus helps to save the time and the cost that would have been incurred to travel to the learning institution.

Moreover, online education enables ELL to carry out independent web search in search of the necessary information. With the internet, the learner has no limit to information. The learner does not have to rely on the teacher for information. It thus gives the learner an opportunity to broaden their knowledge which consequently increases their level of independence and confidence (Zazulak, 2015). Online education also helps to overcome challenges with traditional classroom learning. In traditionally classroom setting, the lessons are paced to accommodate all the learners both quick and slow learners. The teacher may spend a lot of time explaining a concept to ensure that all the learners have understood. However, with online education, the learner will have to concentrate on the concepts they want to cover thus saving time. Additionally, it enables the learner to have control over their learning process.

Online education enables English learners to acquire the necessary knowledge by increasing their interaction with the learning content. It enables learners to become actively involved with the necessary learning materials. There are numerous communication channels in English Language Learning which are either student-student interaction or student-teacher interaction (Zazulak, 2015). Majority of the students prefers studying in an environment where they are free to try new things. Moreover, online education creates an environment that is less intimidating compared to a teacher-led classroom. In many instances, students tend to feel insecure about using the new language.

The integration of technology in English learning makes the process to become more interesting. The information on the internet is usually updated to match the current need of the learners. Interactivity in language learning encourages the students to become more attracted to learning the English language (Kabilan et al., 2010). It supports the students to acquire the second language more naturally when they have the self-confidence of trying new things without hesitation. Therefore, online education may initiate some interests in learning the language.

Certain online features have enabled English learners to acquire the necessary knowledge, for instance, the automatic correction. The use of automatic correction has speeded up the learning process. The auto-correction features help learners to correct both the usage of English words and spelling when writing. Thus the learner can practice as many times as possible until they capture the correct usage and spelling of the words. Additionally, style checkers can also help in speeding up the process of achieving fluency. Learners also use pronunciation checkers to improve the pronunciation of the words. The checkers listen to the words being pronounced and rate how close they are to pronounce the words correctly. For example, SpeechAce listens to how a person is pronouncing a word and then gives a comparison

with the proper pronunciation. It then gives feedback on whether the person has pronounced the word correctly. In case of errors, the checker also gives the proper pronunciation (Kuama, 2016). It has thus enabled the learner to do practice repeatedly until they have the correct pronunciation. Before the introduction of the internet, learners would only learn how to pronounce words by either listening to their teacher or their friends. Spelling mistakes were only checked manually. The learner had to check the correct spelling from the dictionary. Online education has eliminated all of these challenges.

Online education also helps learners to learn English while gaming. Traditionally, there was no connection between education and gaming. Gaming was viewed as a way of passing the time. Currently, there are standards games available in almost every language. English learners can play which uses English. It helps the learner to learn the correct pronunciation of words as well as the correct word choice. Online education thus enables the learner to engage in something that entertains them and simultaneously immerses them in the English language.

Additionally, video game lovers can also enjoy their favorite entertainment in their preferred language which helps to keep them engaged for long. There are also specific games being developed basically for teaching languages. Learners who prefer using audio methods can also use audiobooks, podcasts, and story lessons.

Online learners can also use forums provided by the internet in learning the English language. There are numerous online programs such as Fitbit that enable learners to compete with their fellow learners. There are also video chats that offer the learner an opportunity to get encouragement and answers in good time (Kuama, 2016). Online education has thus created a platform through which learners can socialize with their friends. Also, learners who long for personal interaction can easily connect others into their studies.

Despite the above benefits of using online education to educate ELL, students using this method of learning experiences various challenges which might not be encountered by using traditional learning and teaching. These factors negatively affect a student's general performance. These factors can be grouped into four areas, i.e., technical anxiety, metacognition, cognition and learning styles and preferences.

About internet and computer anxiety challenge, Aydin posits that computer anxiety has adverse negative impacts on the learner. This is because, when the network system on the entire system fails, the learner may become frustrated as they are not in a position to follow the classes. According to Saade & Kira; Ekizoglu & Ozcinar 2010, computer anxiety may cause anxiety among lower internet skilled students (Ibrahim, 2015). Ushida (2005) found that, in general, students had high anxiety at the beginning of the course due to a lack of familiarity, but later, as the course went on, that anxiety lessened. Also, many students are not successful in an online learning environment; they prefer face-to-face classroom setting (Webster & Hackley, 1997).

The second challenge encountered by students using online learning is metacognitive challenges. The learners are given considerable freedom as there are no mandatory classrooms to attend and no schedules to follow. To benefit from these classes, learners need to self-regulate and monitor their learning by ensuring that they have strict learning schedules that will help them complete all their classes. Some students may misuse the freedom, and instead of using online classes for their studies, they may engage in chatting with friends and watching online movies. Others use the time to play online games. Thus online classes pose a significant danger to the learning process as the learner is likely to get distracted. According to research by Chang's 2013, it was discovered that students who adopted self-monitoring were better performers academically compared to those who did not on the general English proficiency test.

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About cognitive challenges, Tyler-Smith posits that online education requires the learners to have a high cognitive ability that would enable them to deal with the complex content and more multi-dimensional learning tasks. This is because, the online courses are equipped with active functions, for example, online videos, text downloads, and online exercises. As such, the students must possess skills of downloading files, clicking on articles, opening new windows and saving files.

The final challenge experienced by these students relates to learning styles and preferences. According to Lee, he claims that the process of changing a learning environment requires the students to have the ability to adapt to the challenges they are likely to encounter in the new environment (Ibrahim, 2015). Some of these challenges may arise due to the desire of the learners to use different learning styles. However, it becomes problematic for learners who are less skilled in terms of using technology. In traditional classroom learning, students would get assistance from the teacher for the clarification of information that may include pear unclear. By using online studies, the students may become frustrated whenever they want some clarification. This may result in an increased level of anxiety on the students. According to a survey conducted by Surjono's 2015, the study revealed that the students whose learning style and preferences matched with online course materials were more likely to benefit from online learning (Ibrahim, 2015).

## Conclusion

Online education has played a significant role in learning the English language. At the same time, Leidner and Jarvenpaa (1995) suggested that students lacking the necessary basic skills and self-discipline may do better in a traditionally delivered mode. Currently, the majority of English learners prefer learning through online sources than attending traditional classrooms.

As seen from the above discussion, there are many ways through which learners can learn English online. They can use educational movies, online journals and web based journals. The use of online education is believed to have multiple advantages to the user. It enables the learner to learn the language at their preferred pace. They do not have to waste time on concepts they have already understood. Online learners can employ online platforms to learn how certain words are pronounced and the correct spelling. Specific applications such as automatic correction are used to check on word spellings. There are also other platforms that can be used to practice on the correct pronunciation. They listen to a person while speaking and then rate their word pronunciation with the proper pronunciation. Learners can also seek help from online teachers and colleagues. They can interact with friends online and seek consultation whenever a need arises. Additionally, online education creates a conducive environment in which the learner can acquire the necessary knowledge. It helps to eliminate some barriers that are present in the traditional classroom setting. Most learners become insecure and cannot speak the new language in the class. Online education enables the learner to practice the language without any restrictions. Nevertheless, online education encounters some challenges which are not encountered in the traditional classroom setting. The challenges have been seen to affect learning progress negatively. They include technical anxiety, metacognition, cognition and learning styles and preferences. Self-discipline is yet another challenge encountered by the learners. The student must demonstrate absolute self-discipline to achieve his/her goals. This is because the teachers are not available to monitor the students since they are always on their own.

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# Appendix D

**Practicum log**

**Reading Preparing**

Reading aloud has become one of the most important parts of a reading program. The reason for this is the fact that reading aloud has been found to have many advantages to students of all ages as it enables them to enjoy the story and stay focused on the story. This paper will analyze different reactions after reading two different books to a group of children in three visits as well as a summary of reading picture books to a 4-year old girl and a 6-year old boy.

**First visit**

My book for presentation in the first visit was the Big Read Barn by Margaret Wise Brown. The book provides a gentle story to children bout a cycle of a day in a barnyard whereby animals play and interact with each other till the evening when they go to sleep. The animals present in the barnyard are cows, roosters, horses, goats, and a pink pig who tries to learn how to squeal. Descriptions on different scenes of interaction between the animals are accompanied by beautiful art presented in bright colors hence stimulating cognitive skills of the children (Lonigan, & Burgess, 2017).

During the process, children were attentive most of the time. They followed the story from the beginning to the end which was clearly shown by their facial expression as the tone of the story changed. Throughout the session, children were trying to mimic sounds made by different animals when the animal was mentioned in the story. The children also wanted me to bring them a similar story when we meet for a second time. After reading aloud, I asked

questions and the children were able to remember most of the story which had been accompanied by pictures.

## Second visit and Third visit

On my second visit, I read the story Tom and Pippo go for a walk by Helen Oxenbury. The book is about two main characters Tom who goes for a walk with his toy monkey Pippo without the help of their dad. The book presents a real-life environment similar to ones that kids engage with on a daily basis. From description of Pippo, the playground and also restriction from getting out alone, children are able to relate the story to their home and school conditions.\

When reading aloud the story, most feedback from the children was emotional. Some instances like the description of the messy playground and Pippo made the children smile. Tom's mommy and daddy snoring without closing their mouths are presented in a humorous way and children couldn't hold their laughter. When Tom and Pippo fall into a mud puddle, the children were sympathetic and showed signs of nervousness and anticipation of what is going to happen next.

On the third visit, I read Brown bear, brown bear, what do you see? to those two kids. Before reading the book, I prepared the stickers of different animals and color pencils. Because they are familiar with colors, I asked them to use their favorite color to draw their favorite animal. That was so much fun! After the pre-reading activity, two of them could be engaged while I was reading and were eager to describe what they saw in the picture.
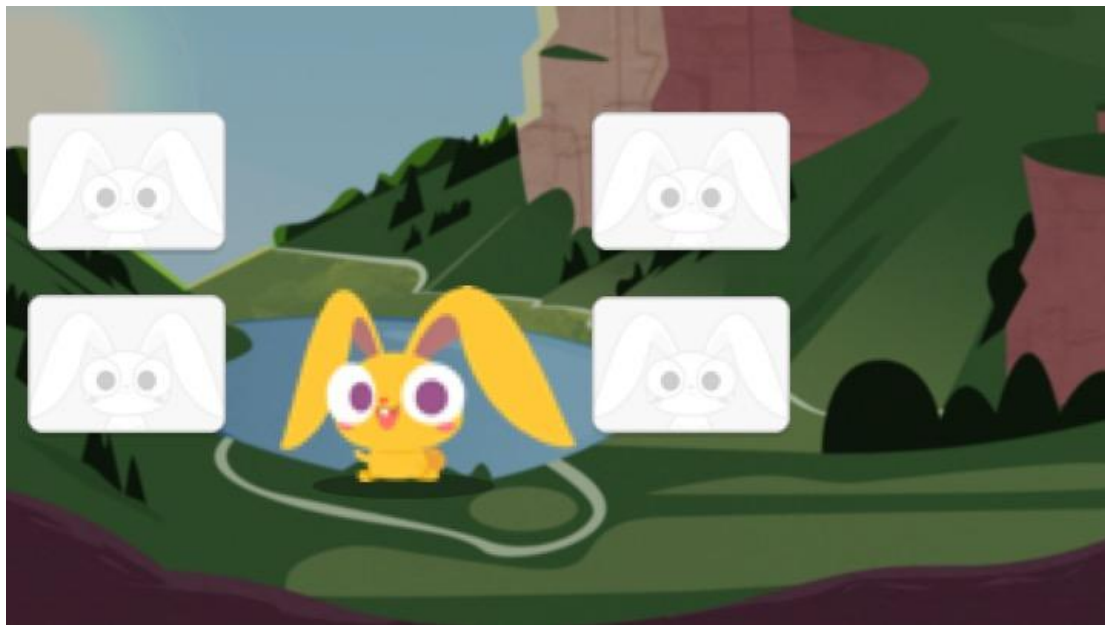
## Summary of reactions

Picture books are very important in conveying books' message to children (Lonigan,&Burgess, 2017). When reading to a 4-year old girl, most of the child's focus was on the pictures than what is written. At every new page, the girl asked questions about the image

without waiting to hear from the book what description is given to give detailed information about the pictures. The 6-year old boy on the other hand was able to easily link the pictures to the writings in the book. He was keen to listen to what has been written about the picture in order to better understand the story. The 6-year old girl was much distracted by the picture when reading the story than the 6-year old boy.

## Conclusion

In conclusion, reading aloud is of great importance in helping students to understand the story as well as building a child's learning skills. By reading aloud, a child's curiosity is enhanced as the child wants to know more about the story. It also helps in boosting memory as children were found to be able to remember most of the information that had been accompanied by pictures. However, reading picture books had a different effect between a 4-year old girl and a 6-year old boy. The girl relied mostly on pictures presented while the boy relied on both the pictures and writings to get the message.
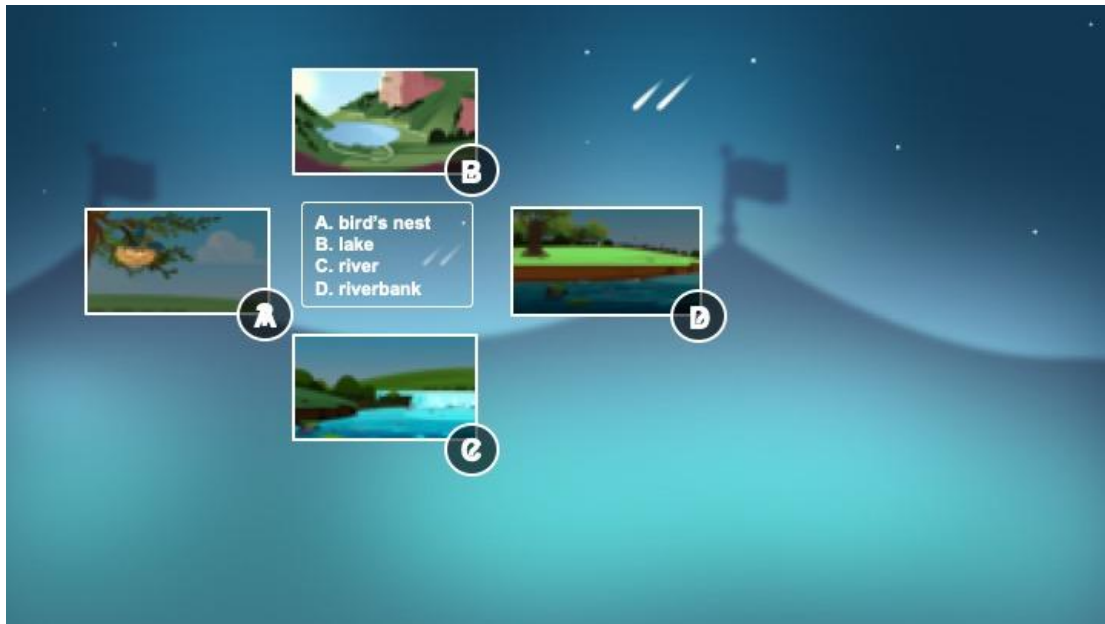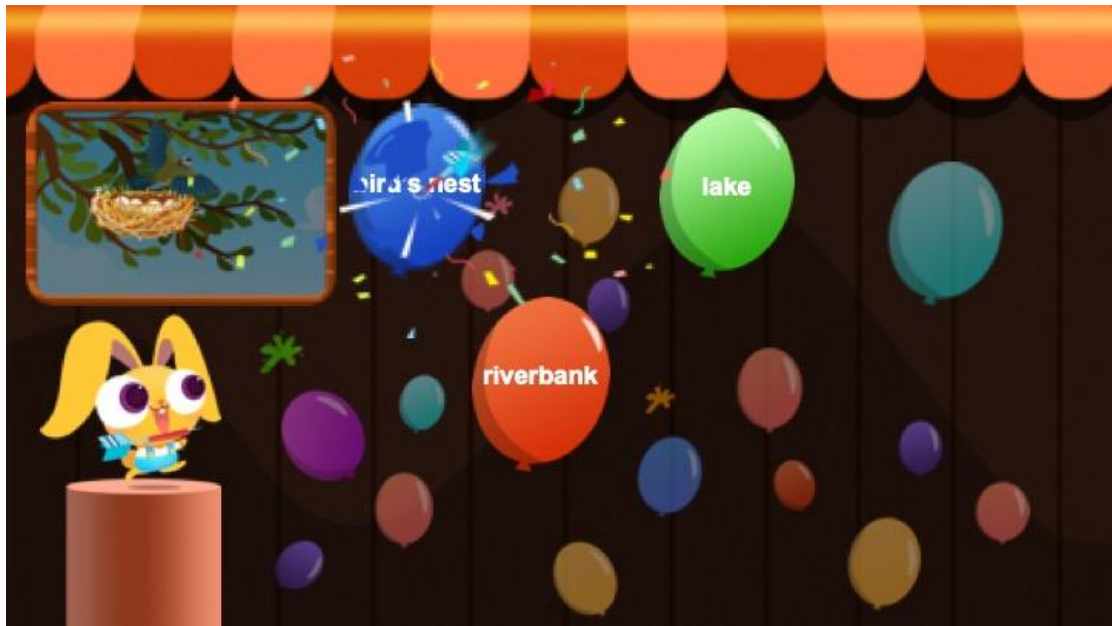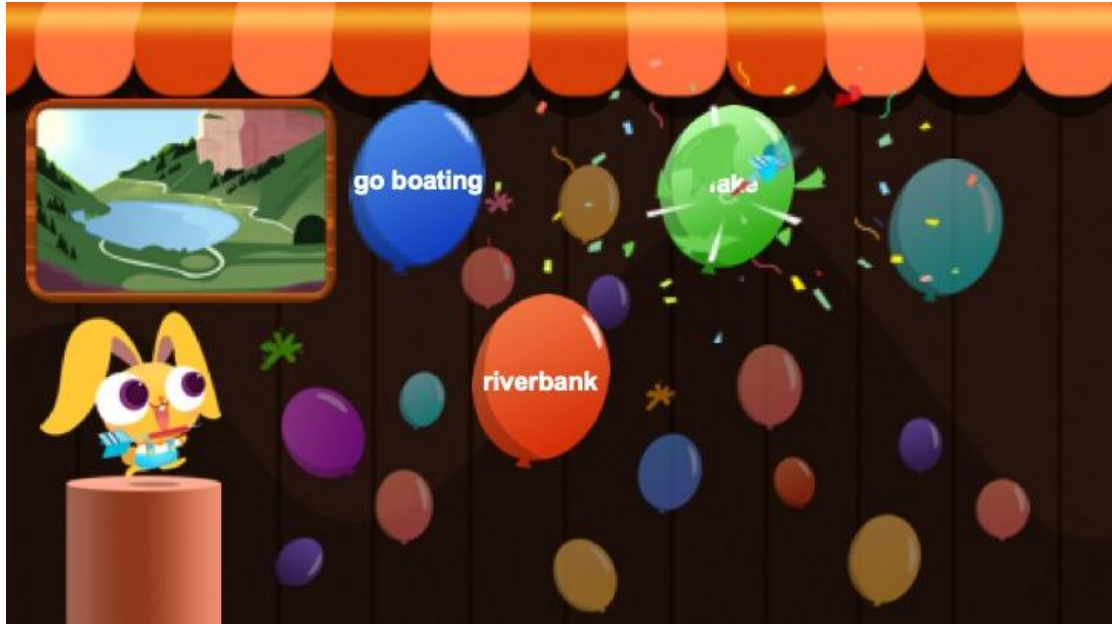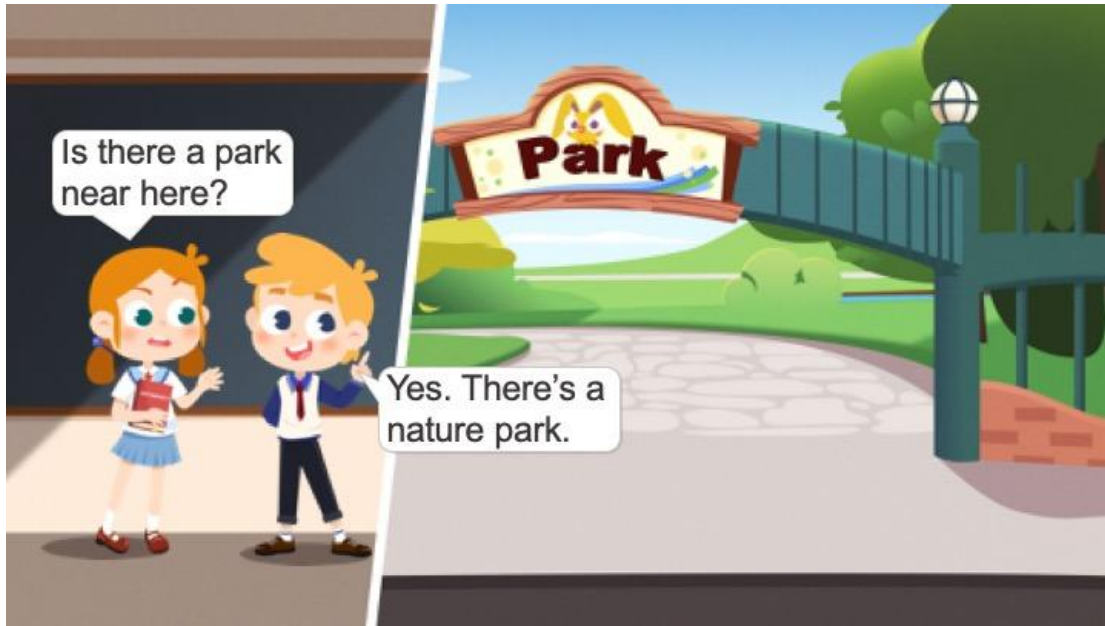
# Appendix E

A nature park — Where's he going? ?



**lake**
l-a-ke
There's a lake in the park.

**riverbank**

riv-er-bank

There are some trees on the riverbank.



A. bird's nest
B. lake
C. river
D. riverbank

Let's play



Is **there** a park near here?

Yes. There's **a nature park**.

birds' nests
there   they
a nature park

Are there any **lakes** in the park?

No, but there's a **river** in the park. There are also some boats on it.

river   lakes
catch them for food
go boating

Great! Let's **go boating**.



There are many **birds** on the **riverbank**. Where do they live?

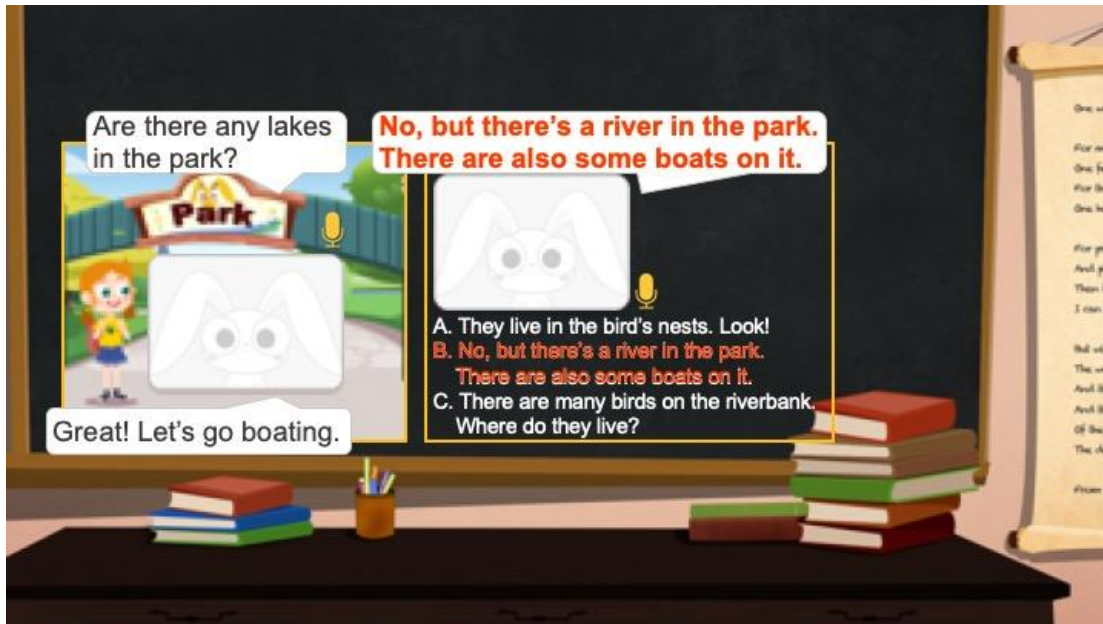They live in the **bird's nests**. Look!

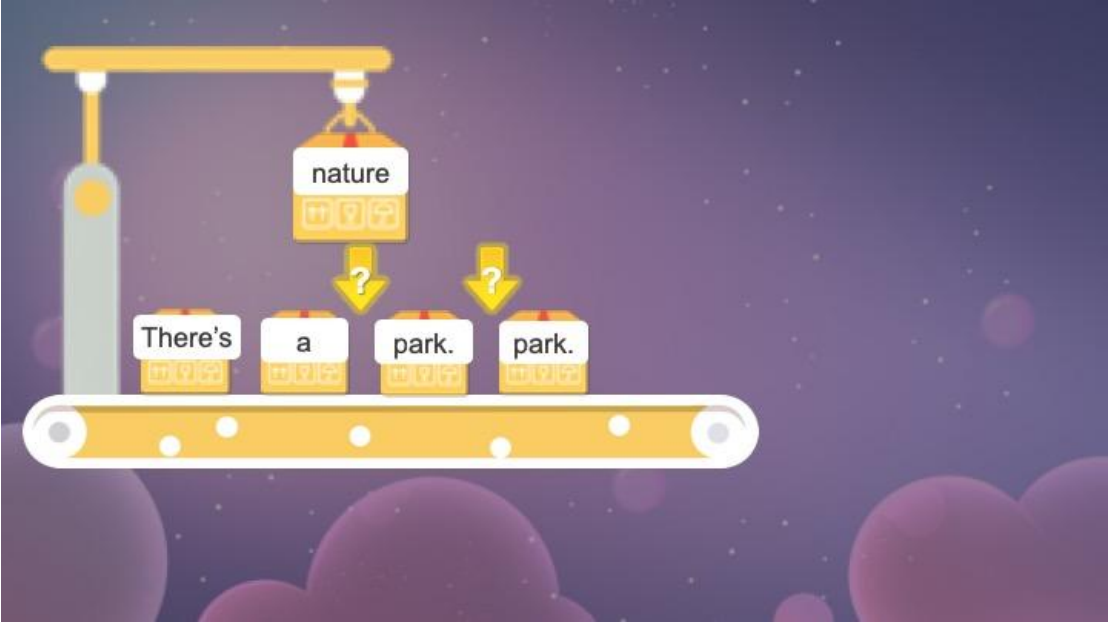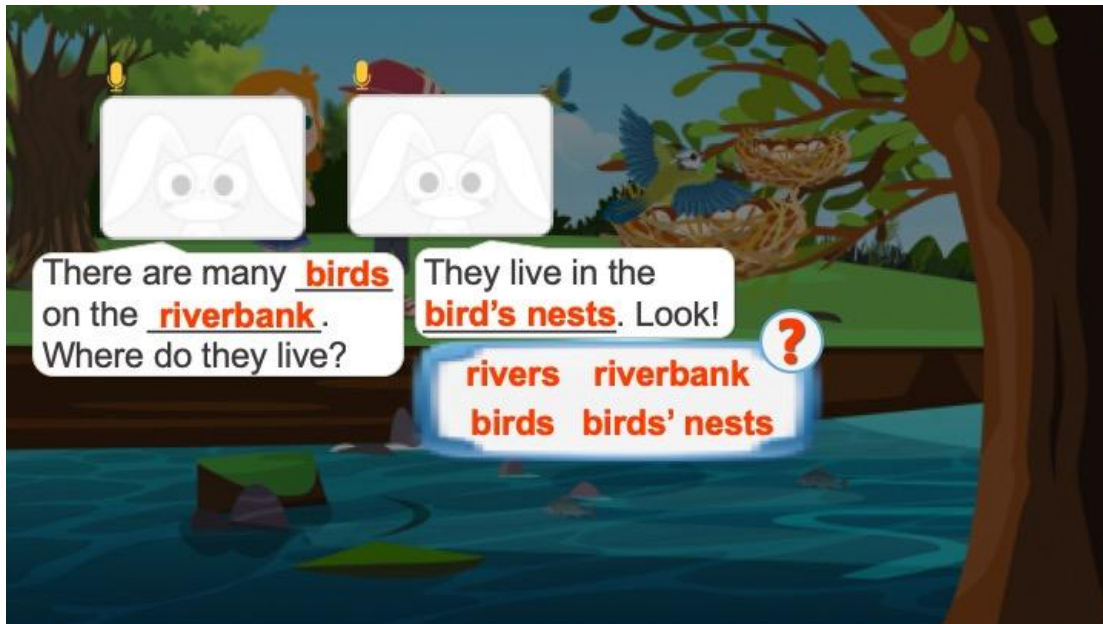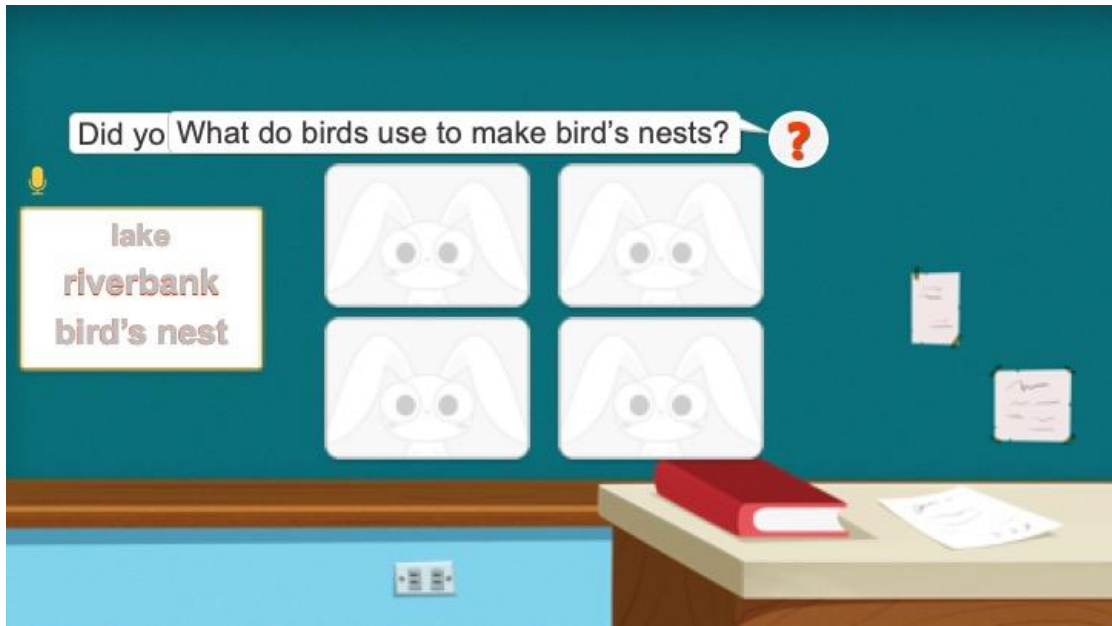rivers   riverbank
birds   birds' nests

## Let's review

lake    riverbank    bird's nest

Are there any lakes in the park?
No, but there's a river in the park. There are also some boats on it.
Great! Let's go boating.

# Appendix F

Final Case Study

## Introduction to the learner

The pseudonym of the interviewee, a Chinese woman, is Lucy. In the field of second language learning (SLL) research, sociocultural theories have been extensively referred to (Ohta, 1995). The description of sociocultural factors of her is from pre-interview and observation.

Lucy is 22 years old and has been studying English for approximately 18 years. Right now she is studying at Vanderbilt University, so she is still an English language learner. She loves watching TV shows and movies, therefore, she can learn additional English materials incidentally. Besides, the academic study is still a driving force and the motivation behind her English learning. However, during the interview, she said because of her personality, she is too shy to participate in the class discussion and she is trying to be more active and brave in the class.

In terms of cognitive background, she is good at memory. She told me when she was in high school, she can easily memorize the spelling of all complicated words in a short time. But she doesn't do well in the creative thinking and expressing herself, which she thinks is the biggest obstacle of her oral English development.

Her linguistic background is more complicated than others. She received bilingual education in kindergarten when she was 4 years old. After that, her English class was taught by Chinese teachers for 12 years. The teaching is mostly text and grammar based and she didn't have chance to practice her oral English. When she studied Spanish literature in Spain, she learned more about second language acquisition and practiced her English in Spain. Throughout her learning journey, she spent most of the time in non-English speaking countries and learned English with non-native speaker teachers.

### Description of the learner's oral language abilities

In this section, I will discussion of what Lucy did well and what she needs to improve on pragmatics, phonology, grammar and pragmatics based on the data and clear examples.

### Description on learner's pragmatics performance

I used Grice's Maxims to evaluate Lucy's pragmatic performance.

As for the maxim of quality, she shared lots of details and information about her English learning experience, hometown, and her studies in Spain. What she shared answered directly to my questions and make the conversation consistent and fluent. So she stuck to this principle.

As for the maxim of quantity, Lucy provided exceedingly detailed answers to a few questions, but for some (around 10%), she only responded with one word. For example, when I asked her "So why did you decide to study in Spain?". She shared with me a long story which included all the information I wanted to know. Whereas, when I asked her "Do you like studying in Spain?" She just answered "Yeah". Although this is a correct answer, she has the tendency to only answer "yes" or "no" instead of including details and providing enough information to all of the questions.

As for the maxim of relevance, she always mentioned things which were pertinent to the discussion. Based on her answers in the conversation as a whole, she responded with the relevant answers about English learning. She told me when she was in middle school, her classmates and her talked a lot of English learning, so she was really familiar with this topic and she felt comfortable while talking to me about this.

As for the maxim of manner, she made herself understood in a clear way. For some descriptive questions, she could have added information to help the interviewer understand herself better. For instance, when I asked her where Nanjing is, she only used one preposition of direction to explain it to me, but because of the unfamiliarity of geography in southern China, I still had no idea about the location of that city. Instead, when noticing I still didn't know the location, she should include more direction information and introduce some big cities next to Nanjing in order to make explain it more clearly and precisely.

### Strengths and things to improve on Pragmatics

Overall, Lucy adhered to four principles of Grice's Maxims. She tried to be truthful by providing me relevant information based on my questions. Thus she followed the maxim of quality and the maxim of relation well. As for the maxim of manner, in general, she could make herself clear, but she could improve on word choice for words to overcome obscurity as well as ambiguity and make her speech more concise. For instance, when introducing places, Lucy can include more accurate information about directions, distance, landmarks, and building projects. At last, on most occasions, she can elaborate on the answer and provide meaningful information but sometimes she could only respond with one word. Therefore, she should mind the maxim of quantity in her utterance.

### Description on learner's phonology performance

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I analyzed Lucy's phonology performance based on her rhythm, stress, fluency and pronunciation.

As for rhythm and stress, her speaking rhythm and word stress need to improve. In fact, when native speakers chat, they skip some sounds and speak with just a hint of the consonants. In sentences, the important words or syllables are stressed and spoken at an even and rhythmic pace. In the conversation, I noticed Lucy couldn't deal well with the word stress between 15 and 50. And sometimes Lucy stressed the unimportant syllables and words, making it difficult for me to catch the main point occasionally. The reasons lie in the differences between English and Mandarin. Mandarin is monosyllabic, which means each one character is one syllable. Because of this, Lucy has the tendency of paying the same amount of attention and emphasis on the syllables of English words. As a result, her intonation is not native-like and not very fluent.

As for fluency, sometimes Lucy paused a lot, which showed that she is not very fluent in English. One reason is, instead of using chunks to express herself, she treated each English word too carefully, which caused discomfort to listeners and sometimes caused confusion. Besides, in China, traditional English classes focus too much on memorizing formal English to help students pass written tests. And teachers don't train students to speak. That's why Lucy knows grammar rules, but sadly she couldn't connect those meaningful chunks together and deliver it fluently.

As for pronunciation, I noticed two tendencies of Lucy's oral English performance.

First, Lucy couldn't pronounce /l/ and /r/ very well and sometimes mistake one for the other. For instance, Lucy pronounced "well" as "where". It is not uncommon for Chinese students to have difficulties trying to pronounce these two sounds. Some students including Lucy, don't know how to put the tip of the tongue against the top of the mouth for /l/, and move it away for /r/.

Second, Lucy couldn't pronounce the "r" sound perfectly and sometimes inserted unnecessary "r" sound after the vowels. Mandarin has several "retroflex" sounds, like "r". Retroflex sounds are produced with the tongue curled back and it's different from English "r", depending on where the speaker is from. Lucy is from the south China, and her "r" sound pronunciation is different since she added a vowel after the "r". So instead of pronouncing "Rome" as /roʊm/, she pronounced it as / ɻoʊm/. The /ɻ/ sound is similar to initial r in English, but with a retroflex articulation. Also, she pronounced "idea" as "idear" because of the influence of Chinese dialect and overemphasis of American /r/ sound after vowels.

Strengths and things to improve on Phonology

Overall, Lucy did an excellent job in English pronunciation. I can understand her very easily and clearly because of the great coherence in her speech. In addition, as an advanced L2 learner, she avoided some common pronunciation mistakes of Chinese students, like the differences between /w/ and /v/, and /th/ sounds. However, she needs to improve the rhythm and word stress of her speech and also to pay attention to certain pronunciation mistakes discussed above.

<div align="center">Description on learner's grammar performance</div>

I analyze Lucy's morphologic and syntactic ability in the conversation and her written sample in order to describe her grammar performance.

As for morphologic ability, Lucy's mean length of utterance (MLU) for the oral language sample (transcript 2 and transcript 3) and written language sample was calculated by counting the number of sentences or utterances and morphemes. I counted the number of all morphemes and the number of lines. Using the data, I could decide the average MLU. In terms of the oral English sample, I counted each conversational clause in a sentence as a separate utterance. And as for written sample, I counted the number of periods in the passage to determine the number of sentences.

In the written sample, she produced 292 morphemes in 14 sentences (241 words). The overall MLU is 20.86. In the spoken sample, she produced 1532 morphemes over 208 utterances. The overall MLU is 7.36. Lucy's MLU in written sample is higher than that in her oral sample. Lucy has written more complicated and academic language and used more domain-specific vocabulary when writing the academic paper. In her written language. Lucy demonstrated strengths in making full of morphology to change the conversational English to academic English. For instance, by adding the suffix "al" to change the vocabulary form, she wrote "grammatical" instead of "grammar". In spoken language, Lucy used adverbs by adding "ly" in words such as "physically". She also used contractions in both spoken and written language, which made the spoken language more concise and less redundant. However, Lucy struggled with native language interference, and she sometimes used wrong verb tenses and wrong adjective forms. For instance, when she told the story in the past, she used the present tense instead of past tense.

As for syntactic ability, Lucy used lots of logical linking devices, which is the strength of her academic writing. Whereas, in the conversations, Lucy used less linking words. For instance, she is apt to use connecting words such as "however", "then" and pronouns to replace noun phrases as well as names, in written language but in

oral conversation, she has the tendency of being repetitive. The good habit of using linking words helps the cohesion of academic English.

<div align="center">Strengths and things to improve on grammar</div>

One of Lucy's strength on grammar is she can use lots of logical linking devices and contractions in her academic writing, which showed she had experienced some training on academic writing. Besides, Lucy demonstrated strengths in making full of morphology to change the conversational English to academic English.

However, because of the difference between Mandarin and English, such as different inflection and agreement, different articles rules, and different verb tenses, Lucy tended to mix up verb tensed, omit articles and use wrong word order. For instance, when she was telling a story to me, instead of using past tense to tell a story, she used the present tense unconsciously. This shows the deliberate grammar practice in conversation is necessary for Lucy.

<div align="center">Description on learner's semantics performance</div>

The context of the conversations I used for semantics analysis is conversation 3 when Lucy and I talked about movies. Lucy is a big fan of English and Spanish movies, and she is knowledgeable about this topic. This is a casual conversation instead of academic discussion, so conversational English is more common during the interview.

In general, because the topic is a daily conversational topic, the majority of words chosen by Lucy were general everyday words. In the meanwhile, I do notice that she used some complicated academic transitional words in her speech.

When it comes to the adequacy of word choice, most of word choice of Lucy's word choices are suitable for the topic. She used some informal words such as "wanna", "a lot" "really" when she talked with me. And because she was really familiar with this topic, she also used some content-based words, such as "plot", "ending", "character", which increased the adequacy of her word choice.

In terms of word knowledge, because Lucy is a relatively advanced language learner, she can perfectly understand the meaning of words about this topic. And when she shared and talked with me, she can use the solid and accurate meaning of the word.

As for other semantic features, she showed strength in professional words and showed the depth of word choice. Nagy & Townsend (2012) state that academic and discipline-specific vocabulary can be considered the most obvious aspect of ESP and the lack of this vocabulary is often identified as an obstacle to student success. Because

Lucy is really interested in movies and learned lots of movie appreciation skills, she learned quantity of domain specific words in this field. Therefore, when she talked about movies, she can use more accurate and professional terms to support her opinion. And it also increased the depth of her word choice.

According to usingEnglish.com analyzer, I can use certain statistics related to vocabulary to describe Lucy's semantics performance. Out of 1304 words, there are 334 unique words. 7.29% are counted as hard words. And the type-token ratio is around 25.6%, which shows Lucy has a low lexical diversity. During the conversation, I also noticed that Lucy used one word several times in a sentence, which made her speech tedious and redundant.

In addition, there are several features of academic language exhibited in Lucy's speech. First, Lucy's speech shows formality. I noticed Lucy used formal words and transitional words to express her feelings and state her points. For instance, when she explained the reason for her preference of watching movie, she used the sentence structure "The reason why … is because", which shows the formality in her speech. Second, precision and objectivity also showed in her speech. For instance, when she explained the preference of movies, she said "I prefer to watch movie by myself, because people always hold different opinions towards different movies." Third, Lucy's speech also showed the feature of complexity. She always used compound sentences with word count over 20 to explain herself, which is more complicated than conversational English.

<center>Strengths and things to improve on semantics</center>

Overall, Lucy did a really good job on semantics. One of her strengths is she can use really formal words and transitional words to express her feelings and tell stories. Besides, as for her word knowledge, during the conversation, I can see she has solid meaning of the word about the topic. And she can also use different topic words to describe her feelings and preference. For instance, when she talked about her favorite movies, she used different words to explain plot, actors, setting of the movie and comments from the audience.

However, based on the analysis, she lacked the diversity of word choice, especially when she used adjectives to describe feelings and preference. In the conversation, she always used "good" to describe the positive feeling, which made her utterances less intriguing. Besides, compared to her formal English, she rarely used idioms and conversational English. This is influenced by the traditional English teaching method in China where English teachers only focus on students' formal English reading and writing instead of learning and speaking.

**Overall assessment**

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The assessment I conducted on Lucy was the SOLOM rubric and Grice's Maxims. The purpose of the SOLOM is to subjectively assess a student's oral proficiency in the English language. This test measures the student in five different categories: comprehension, fluency, vocabulary, pronunciation and grammar. Each category is measure on a scale of 1 to 5, with 1 being the low end of the scale. Grice's Maxims can help me to analyze the interviewee's pragmatic performance. The conversational maxims, along with the cooperative principle, partly account for the strengths and weaknesses of the interviewee. The overall function of the SOLOM and Grice's Maxims is to place my ELL interviewer in the proper ELL English performance level.

Overall Lucy had good oral skills. On the comprehension section of the SOLOM, I assigned Lucy a four. When I asked her questions, she can catch up the meaning of all questions. There were a few questions that she seemed confused about and I had to clarify, but the conversation still went smoothly. On the fluency section, I also assigned Lucy a four. She answered every question quite fluently, and a few times when I noticed her searching for the right word to say. For example, Lucy started to tell me the storyline of her favorite movie "About Love". She stopped a few times to find the right word and even asked me to assist her.

As for semantics (vocabulary) aspect, I assigned Lucy a 4. She tended to respond to my questions with one word answers. When Lucy shared some narratives with me, I had a hard time understanding her word usage because she rephrased her words many times and it's too repetitive. And Lucy occasionally used inappropriate terms in the conversation because of lexical inadequacies.

As for phonology aspect, I believe Lucy's phonology skill is around a Level 4 overall according to SOLOM rubric. Lucy could understand nearly everything during the conversation and her talk was generally fluent, with occasional lapses. She is intelligible in pronunciation although occasionally she makes grammatical errors that do not obscure meaning.

Lastly, as for grammar aspect, I assigned Lucy a 4. She tended to mix up verb tenses when she was explaining a story to me. Instead of using past tense to tell a story happened in the past, she used a lot of verbs with present tense, which made the story less consistent and sometimes confusing.

When I added up the scores in each category, Lucy got a 20 which put her in the Level 4 category.

**Specific instructional suggestions for the learner**

Based on the analysis, I have some recommendations for Lucy's oral English improvement specific to pragmatics, phonology, grammar and semantics.

## Pragmatics

First, to overcome her timid personality, it will be helpful for Lucy to talk with more native speakers. Attending activities such as school parties and public speaking will help her develop her confidence and she will feel more comfortable when talking with others.

Second, to avoid wordy sentences and the overuse of redundant words, Lucy can practice rewording sentences and paraphrasing while writing and speaking and it's also advantageous to her if she uses a thesaurus. A thesaurus will help her avoid choosing something too obscure, therefore she can make use of the maxim of manner.

## Phonology

First, Lucy should learn the techniques for word stress and rhythms. She can imitate and practice the dialogues in English movies and TV series. Also, when interacting with native speakers, she can also pay attention to learn the natural speaking rhythms. The high quality input in and out of the class (authentic English materials) and intentional imitation are key points when Lucy practices her spoken English.

Second, instead of setting "improving the overall pronunciation" as a goal, it's better for Lucy to focus on certain phonemes first. After the pronunciation assessment with an experienced English teacher, she can change the wrong phonemes step by step. Also, Lucy can record her speech and conversation and replay them to keep track of her improvement and adjust the practice methods.

## Grammar

First, it's better for Lucy to learn knowledge of English morphology and the differences between English and Mandarin. By learning rules of prefixes, suffixes using grammar workshop books, Lucy can understand better about certain groups of words with similar morphemes and avoid mistakes. After learning the rules and differences between L1 an L2, Lucy can ask English tutors to organize deliberate grammar practice for her in order to strengthen the correct English grammar and then use grammar correctly and naturally in daily conversation.

Second, Lucy should usually proofread the written samples. Reading what we have written out loud, preferably to someone else, is an efficient way to evaluate whether or not we have used correct grammar. By reading the content aloud, it's easier for her to keep track of the grammar mistakes and intentionally avoid similar mistakes next time.

## Semantics

First, Lucy can practice the word choice in order to increase the diversity of language use in both conversations and academic writing. She can practice using different words to write a sentence in another way without changing the meaning. During the practice, she can refer to thesaurus dictionaries or paraphrase the sentence in her own words. This can improve her word choice and make speech more intriguing and less redundant.

Second, learning English idioms is also a great way for Lucy to make full use of the meaning of vocabulary in daily conversation. By watching TV shows or other authentic materials, Lucy can pick up idioms from contexts. She can also learn more the books on teaching idioms and practice it in daily conversation as much as possible.

## Critical reflection

Developing my understanding about linguistics is a dynamic process. Not only will I acquire the theoretical foundations of ELL learning, but also I will get the new insights from learning new theories and the teaching practice. There are a lot of takeaways from this assessment to help me to be a better teacher or educator.

The first thing I noticed is that sociocultural factors influence students' performance. Building a comfortable environment that encourages the interaction is important for the linguistic studies. Because of the influences of those factors, giving explicit explanation and description is essential to make the study more objective and plausible. Learning the analysis of sociocultural factors also helps me to learn reasons of ELLs' language performance and make reasonable evaluation based on their cultural, cognitive and linguistics background.

The second thing I learned is the structures and principles of analyzing ELL student's language performance. By learning and applying Grice's Maxims, SOLOM rubric, MLU in linguistics analysis, I can understand better about the individual needs of ELL students.

The profound meaning of the assessment and analysis is we can clearly know students' strengths and weaknesses in certain aspects. Therefore, I can develop appropriate additional help for students. For instance, to help students who are weak in semantics and grammar, I will teach English language vocabulary and structures according to the assessment. Based on my experience, very few teachers have had the formal pre-teaching or on-going training to be prepared to teach the meaning of English vocabulary and sentence structures. When I started teaching ESL, I will help my students to practice the sentence structures in the class oral English activities. Besides, to help students understand academic vocabulary better, I will work on analyzing students' cognates and creatively to elicit background knowledge from students in order to increase comprehension of the academic material.

Lastly, after analyzing the semantics performance of my interviewee, I am eager to learn more about teaching vocabulary to ELLs and try to compare the differences of literacy instruction between native speakers and ELLs. Research suggests that ELLs can indeed experience accelerated growth in vocabulary, but this requires systematic and long-term vocabulary instruction. (Carlo, August & Snow, 2005). For a number of years, vocabulary received relatively little attention in second-language instruction, with grammar being the major focus (Folse, 2004; Long & Richards, 2001).

In my class, I will leverage students' first language in order to eliminate their fearfulness. For instance, I will use students' first language to pre-teach vocabulary, preview the reading materials, provide background information prior to their reading in English and use their first language in reviewing newly taught or particularly challenging material. In addition, inspired by different activities in this class, I will use various kinds of materials to strengthen students' learning, such as video clips, visuals, gestures, word cards, graphic organizers and concept maps. Given the importance of vocabulary to success in reading, I will implement long-term, sustained efforts during my teaching process to improve my students' English performance.

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Appendix

| Figure 1 Pragmatic Data & Statistics | | | |
|---|---|---|---|
| | category | times | percentage |
| general information | Amount of interactions | 48 | / |
| | Amount of Q&A | 38 | 79.17% |
| quality | Truthful answers | 38 | 100% |
| quantity | The interviewee added more details to the answer (extensive information) | 5 | 13.16% |
| relevance | Relevant answers | 38 | 100% |

| Figure 2 Phonology Mistake Chart | | |
|---|---|---|
| Type of mistake | Times | Example |
| word stress | 1 | 50 and 15 |
| /l/ sound | 1 | well ➡ where |
| /r/ sound | 1 | Rome |
| R insertion | 1 | idea ➡ idear |

| Figure 3 MLU of writing sample | |
|---|---|
| Word Count | 241 |
| Mean Sentence Length | 16.07 |
| Sentence Count | 14 |
| Morpheme Count | 292 |
| MLU | 20.86 |

| Figure 4 MLU of speaking sample | |
|---|---|
| Utterance Count | 208 |
| Morpheme Count | 1532 |
| MLU | 7.36 |

| Figure 4 Lexical diversity | |
|---|---|
| Total word count | 1304 |
| Total unique words | 334 |
| Hard words | 7.29% |
| Lexical density | 25.61 |
| Fog index | 5.98 |

# Appendix G

**IPA assessment Lesson Plan**

Students:

My targets students are 8-year-old students in China. Their language proficiency is CEFR A1.
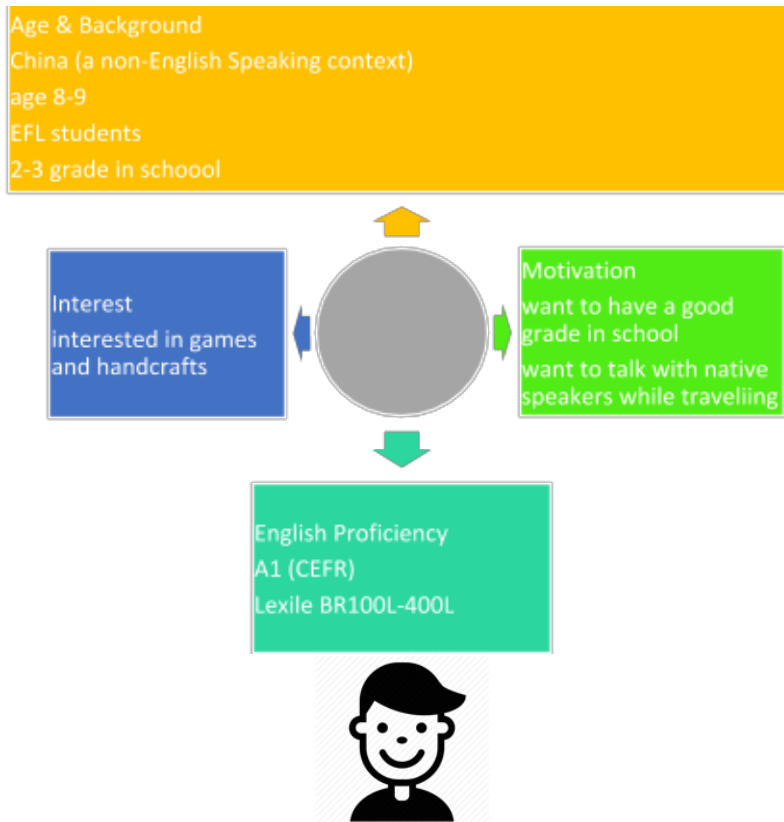


References for the language level
https://www.cambridgeenglish.org/exams-and-tests/cefr/
https://lexile.com
Target Knowledge:

| grammatical structures/ patterns | What do you see? I see … |
|---|---|
| vocabulary items | animal names colors |

**Authentic Text:**

Does a kangaroo have a mother, too?

Yes! A kangaroo has a mother. Just like me and you.

Does a lion have a mother, too?

Yes! A lion has a mother. Just like me and you.

Does a giraffe have a mother, too?

Yes! A giraffe has a mother. Just like me and you.

Does a penguin have a mother, too?

Yes! A penguin has a mother. Just like me and you.

Does a swan have a mother, too?

Yes! A swan has a mother. Just like me and you.

Does a fox have a mother, too?

Yes! A fox has a mother. Just like me and you.

Does a dolphin have a mother, too?

Yes! A dolphin has a mother. Just like me and you.

Does a sheep have a mother, too?

Yes! A sheep has a mother. Just like me and you.

Does a bear have a mother, too?

Yes! A bear has a mother. Just like me and you.

Does an elephant have a mother, too?

Yes! An elephant has a mother. Just like me and you.

Does a monkey have a mother, too?

Yes! A monkey has a mother. Just like me and you.


And do animal mothers love their babies?

Yes! Yes! Of course they do.

Animal mothers love their babies, just as yours loves you.

BY Eric Carle

**Interpretive Tasks**

- Key words recognition

  Find the animals names.

- Main idea

  Ask kids what the main idea of the passage is and ask kids whether they love their moms.

- Supporting details

  1. How many animals are mentioned in the passage?

  2. Do animal mothers love their babies? Yes or No?

- Word choice & Match

penguin   swan fox   dolphin elephant …

## Interpersonal Task

List all of the animals in the book. Give students prompts to ask them to share the opinions about animals. At the end of the discussion, each student summarizes about animals' characteristics to the group members.

Prompt 1 Tell me the different colors of the kangaroo/ cat/ horse and what they do.

Prompt 2 Talk about your favorite pet and describe what he/she looks like.

Prompt 3 What will you see if you are a kind of animal? What will you do to your mom?

Picture prompt:

| | | |
|---|---|---|
| bull | cow | calf |
| boar | sow | piglet |
| rooster | hen | chick |
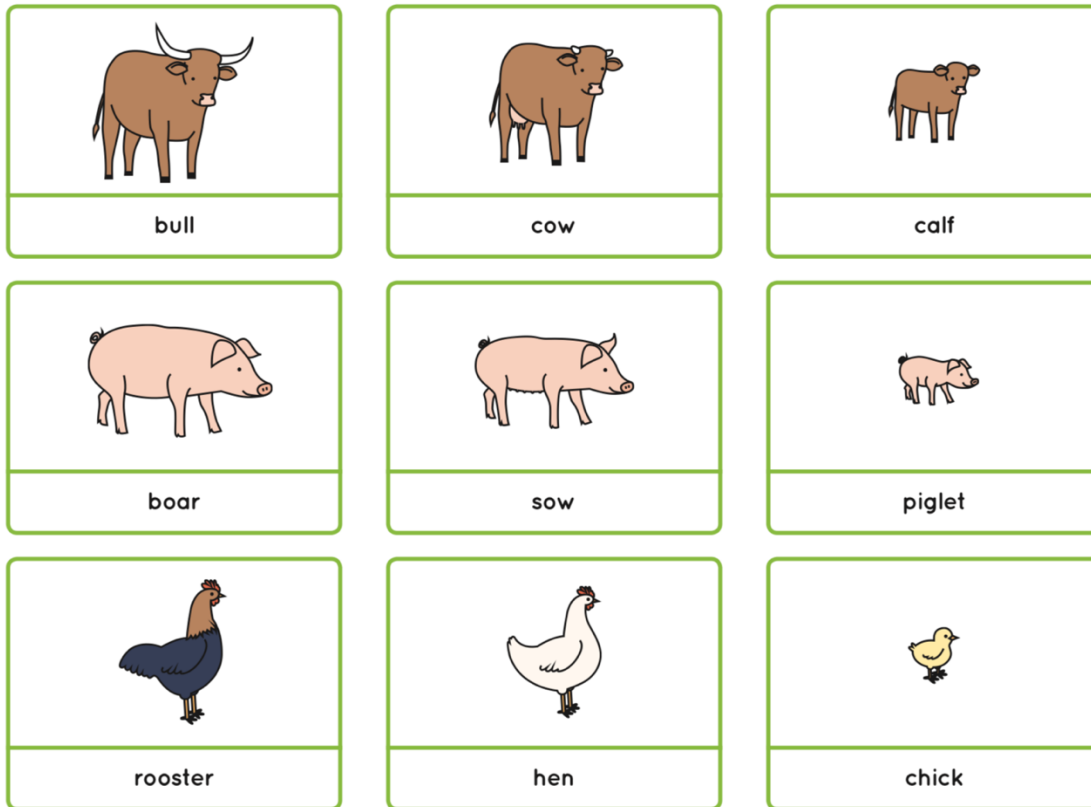
**Presentational Task**

Play the Description Game with students. The teacher gives descriptions of the animals and ask the children to name each animal.
For example,
This is an animal that flies in the air and has feathers on its body. – bird
This is a large animal that has soft fur and they say "meow" all the time. – cat

Ask students to draw the Mom of that animal and introduce the picture to the class.
The teacher will encourage students to use the question and answer pattern in the text.

Correction feedback:

1. Content: Students should include the animal names and the structure in the authentic text.
2. Fluency: Encourage student to practice in pairs before the oral presentation and the teacher write down the oral fluency.
3. Sentence structure: Encourage kids to use full sentences in their speech.
4. Grammar: If the teacher catches the grammar mistake, he can paraphrase it in the correct way and ask students to repeat.