CAPSTONE PORTFOLIO

Abstract

This paper is a reflection of all my knowledge of the TESOL field gained and distilled from my two-year learning experience at Vanderbilt University. In this paper, my vision of a qualified and excellent EFL teacher is stated in the first section, followed by exhaustive review of several artifacts created in the course of two years, which all demonstrate my dedication and acknowledgement to the four profession knowledge area (learner, the learning contexts, curriculum and assessment) and a total of six TESOL domain therein. Furthermore, I will discuss future instructional implications and how I will continue to enrich my knowledge of the field to become a better teacher.

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Teaching Philosophy

In the case of teaching EFL students, my teaching philosophy is based on the recognition of their complex multilingual backgrounds and the high expectation that they can achieve as much as their native-speaking peers can in various content areas including English language art. The recognition of the students' heterogeneous backgrounds and abilities is therefore foregrounded in the core belief that instructions should also be student-centered rather than solely be teacher-centered. Even though it is imperative for the teacher to develop curriculum and instructions based on their understanding of the language acquisition process of the students and to actively work with colleagues, families and the whole community to foster an optimal learning environment (teacher-centered), it is more crucial to contemplate the learning process from students' aspect as in what do they know prior to the new learning setting, how they learn and how do they view themselves in the process and to consequently formulate appropriate teaching plans (student-centered).

I strongly believe that us teachers should demonstrate agency by advocating and implementing what we believe to be the best instruction for ELL students. Since many ELL students gain that status because their language and culture are deemed as less dominant in the society, the clashes between languages and culture should be mediated through bilingualism or a pluralist approach in language instruction. It is corroborated by Jong (2011) and August et al. (2010), that students' cognitive flexibility would augment if bilingualism is present, which would certainly further influences their academic performances in various content areas not limited to language learning; that family cohesion would be enhanced through the communication with family members in L1, which would be underappreciated in an English-only environment and therefore is not favored in usage; and that self-esteem would be promoted and identity would be

clearer and honored if the student feel more comfortable in a L1-friendly ambiance. Therefore, I am inclined to enact additive bilingual models such as immersion or heritage programs and advocate them to the school district if they are not present. Since bilingual models are implemented in limited areas, I would build my teaching on English-only models that lean toward pluralist view (push-in model, content-based model, etc.) rather than models that promote segregation and devalue students' own prior knowledge (pull-out model).

Also, it is important for me to enact Culturally Responsive Pedagogy discussed in Gay (2010) in every aspect of our instructions. The main part of it that is focused on teacher agency is to provide genuine, authentic caring for my culturally diversified students. Such caring includes awareness of the diversity in culture and languages present, hence the need to urge myself to do research on students' cultural background and language features that might be similar or dissimilar to those of English. It also includes forming responses and actions that make students feel truly welcomed and cared for, hence the need to care about students' academic impediments as well as their mental and physical well-being. The final aspect of such caring is holding high expectation of their academic work including English Language where weaknesses might be prevalent, which means I should except the students to formulate work of high quality if they might have limit proficiency in English or don't seem to pay attention on homework or schooling. The Rationale for upholding culturally responsive pedagogy is that "caring is too pivotal in shaping the educational experiences and outcomes of ethnically different students to be taken for granted or left to chance." (Gay, 2010, p.69)

Another aspect on teachers' end that would serve ELL students is to engage in meaningful collaborations with colleagues, families and the whole community. Cooperating with colleagues to work on fix for problems observed in action and to improve on instructional ideas is necessary

to best formulate appropriate teaching plans for our students.   Moreover, I would foster relationships with students' families and the whole community as in regularly giving feedbacks on students' progresses and shortcomings, facilitating participation in teacher-parent conferences, urging community building, etc. Since "Building relationships with families means respecting them – their language, values, struggles, insights, culture and family structure," (Allen, 2007, p.94) it is also crucial to make sure they are heard and welcomed such as providing interpreter on site or translated scripts/bullet points at the teacher-parent conferences and manage to honor their opinions on various matters.

With regard to building on prior knowledge, the role of parents and community is also an integral part of my ideal student-based teaching approach. The aspects of what do students know prior to the new learning setting, how they learn and how do they view themselves in the learning process are closely intertwined, therefore we have to consider community literacy, learning process and social/cultural/lingual identities together. Grounded in the three excellent work of Moll et al. (1992), Igoa (1995) and Skerret (2015) that all explore ways to investigate the community or non-school literacies, an inseparable part of students' learning and identity formation, and subsequently leverage those literacies, I would use various methods to similarly build my teaching plans on my students' different cultural backgrounds and home languages. It will be extremely helpful to involve the parents and communities in conducting investigations such as household visit/interview and community tour. Considering that the disparities on the individual and cultural level (cultural customs/norms and idiosyncrasies) might impede the collection of useful knowledge of the student (the individual choose not to divulge details on personal hobbies to their parents), I would extend the investigation further to literacy logs, personal interviews, observations of interactions with friends or social media activities. Meanwhile, while their funds

of knowledge become clearer, their identities would be exposed voluntarily or spontaneously. "Identities can be communicated through the choice of language code but also through how people use language to express their values world views, and so forth." (Jong, 2011, 31) Besides the identities revealed involuntarily, we could accentuate the importance of recognizing their own identities and use two ways to elicit answers. One form is a presentation, delivered in groups consists of students with similar backgrounds, on a topic of their own choosing that reveals who they are or what they love (music, sports, movies, etc.). Another form is an artistic presentation (essays, drawings or oral expressions) under the title "Who I was, Who I am and Who I will be." I firmly believe students' capability to express themselves and it would demonstrate my confidence in them and valuation of their culture and identities. Also, just as Wei (2011) mentions that a boy who born in U.K. and can speak both English and Chinese identify himself as neither Chinese or British, self-expression would yield a more accurate result, Furthermore, combining all of the activities, I would gain knowledge how do they view their place in the society and the English learning environment and how they want to go in the future, which would help me formulate lesson plans.

Curriculum design includes overall design and detailed classroom activities. While we contemplate the overall curriculum, in accordance with school district regulations, we could make minor changes to make sure our students feel valued. I concur with the argument made by Daniel and Zybina (2018) that in choosing materials for the ELLs, we not only need to consider the appropriateness (reflecting high expectation) and relativity (reflecting students' "funds of knowledge") of the grade-level content, but also have to take into consideration those students' unique methods (writing difficult words in multiple languages, recognizing cognates across languages, translanguaging, etc.) applied to facilitate their own learning. I would divide my

curriculum into different themes, most of which are themes closely connected to ELL students based on the literacy investigation aforementioned as a "mirror" of their own identities and experiences and rest of which are themes that might sound strange to them as a "window" to the miscellaneous world culture and the dominant culture in the society they live in. It will also be helpful to once again involve the parents and communities, such as inviting one of the parents or community members as a guest speaker to give students a glimpse of their expertise relevant to the themes.

In terms of classroom activities, I opine it's imperative to set up the norm that I value the knowledge and language repertoire students bring to class and center on how they learn. Windschitl (1999) states that "students' background knowledge profoundly affects how they interpret subject matter and that students learn best when they apply their knowledge to solve authentic problems, engage in 'sense-making' dialogue with peers, and strive for deep understanding of core ideas rather than recall of a laundry list of facts." (p. 752) The kind of constructivism activities also relates to the idea of translation and translanguaging. Both Martinez et al (2008) and Goodwin & Jimenez (2015) emphasize the importance of translation experiences either in class or in non-school settings and why us teachers should take great advantage of those translation experiences to foster a metalinguistic awareness among multiple languages and easier and more profound understanding of the content, syntax, semantics and pragmatics pertaining to all languages. In terms of translanguaging, Lewis et al. (2012) states "translanguaging celebrates and approves flexibility in language use and the permeability of learning through two or more languages." (p.659) and it "accents that two (or more) languages are not just the result of bilingual education but the very nature of how a bilingual thinks, understands, and achieves." (p.667) I would combine these two pedagogical ideas into my classroom since they usually inevitably

accompany one another in activities. In the first presentation activity aforementioned pertinent to identity, I would ask students to discuss in groups using their home language (reason of paring them based on same languages or similar backgrounds) and complete a preliminary version in their home language. Then, with my help and their own discussion, the presentation will be translated into English. Such activities that feature both translation and translanguaging vary, contingent on the program model, racial composition of the classroom and content being taught. Another example would be analyzing different versions of translations on the same sentence or word into English or their home languages, which would allow the students to gain deeper understanding of the concept and also the grammatical features of various languages.

Moreover, it is imperative to contemplate the role of materials in both overall curriculum and in-class activities. As stated in the Nation & Macalister (2010), "As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning." (p.39) As also informed by Dornyei (2001), I strongly believe that we should use vigorous materials that not only set high expectation of their academic works but also provide a chance for our students to be exposed to contents that truly capture student's interests and needs. While the materials should be intriguing, they also need to be comprehensible and challenging at the same time. Grounded in Krashen's theory of i+1 input and Vygotsky's theory of Zone of Proximal Development, we should never provide materials that are relatively easy for most of the students. We should instead provide materials that are slightly above student's language level and are able to work on with proper scaffolding from the teachers and peers. Such materials would urge the students to improve continuously rather than treading waters in familiar grounds that they already excel at.

Succinctly, my philosophy of teaching is forged under the belief that students should be recognized for their complex and rich knowledge pertaining to their identities, cultures, and linguistic repertoire. Us teachers should leverage those knowledges and our own theoretical understanding of sound pedagogies for ELL students and form a student-based teaching plan to maximize their academic growths. With the philosophy in mind, I will examine how I apply it in real life through analysis of various artifacts under four professional knowledge areas.

Artifact Analysis

Professional Knowledge Area 1: Learner

Learner is at the front and center of any forms of education practices, as the ultimate goal of education is for learners to achieve their goals, set either by themselves, teachers or larger entities such as national guidelines. Learning inevitably concerns the learner, hence the importance of considering various factors essential to learning such as background, motivation, strategy, capability, language acquisition mechanism and more.

TESOL Domain 4: Identity and Context

Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

This domain concerns learner's background and motivation and goals that relate to the theories in the fielding with regard to funds of knowledge and Culturally Responsive Pedagogy such as Moll et al. (1992). Learners come into an educational setting with different backgrounds not limited to linguistic backgrounds but also cultural and educational backgrounds. "Not all English learners lack background experiences and academic language; some students may have

rich experiential backgrounds and sufficient academic language in their native language."
(Echevarría et al., 2017, p.72)

It is imperative for teachers to recognize the relevance of such complex factors that strongly influence learning and form a comprehensive picture of our learners while planning, instructing and assessing. Gay (2010) and August et al (2010) corroborate the theory that valuing students' home language and promoting self-esteem and identity would ameliorate cultural detachment, building rapport and facilitate academic and linguistic growth. As we understand the learning context as teachers, we can gain a more profound understanding of their motivations and goals, which is beneficial for us to make according plans to better help learners to achieve what they are expected to.

Artifact A. *EFL Student Background Assessment Analysis* (Appendix A) examines in details the sophisticated background of M, an EFL student in the U.S. attending graduate school. The paper is based on two surveys provided prior and an interview with more depth in exploring the student's background through her own recount. The first part of the paper analyzes the student's personal backgrounds including acculturation, cultural context, educational context and linguistic context. The second part discusses the environmental context including learning environment, school environment and community. It demonstrates my recognition of the importance of the domain and connection to my philosophy of teaching since relevant theories aforementioned are also evident therein.

Even though the paper lacks instructional implications that would put all of the information into practice, the detailed recount of the background clearly displays my intention to not undermine the importance of such factors in future planning and instruction. For example, I wrote "M thought that keeping the tie with her home culture is essential in her own life to not lose her own identity

when trying to master the dynamics of two different cultures, especially when she is exposed in the foreign cultural environment." The recount informs that in possible planning for the instruction for her, I would try to expose her to materials from her home cultures.

Other than the sheer documentation of M's background, I also developed comment that make me understand more how she adapts and how I can be of more help: "M is highly adaptive under various circumstances and her high level of acculturation will be a valuable source to accommodate to environment to acquire new linguistic and academic knowledge." It is based on her lighthearted attitude and recount of experience in the interview and by stating this, I make the connection between backgrounds and how they shape learning.

While this domain concerns the learner's background and its impact on learning, the following domain delves into the actual learning process and other impactful factors such as strategic and cognitive ones.

TESOL Domain 6: Learning

Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

"A transnationally aware approach is a social justice demand but also a professional response as educators." (Skerret, 2015, p.109) Considering the complex background of learners, learning has increasingly encompassed more grounds as it is not limited to school setting anymore. Generally, for linguistically diverse students, it takes a considerable amount of time to acquire a second language and it is more beneficial to immersed in a bilingual environment as attested by countless scholars in the field.

In the classroom setting, we have to consider various theories such as constructivism, i+1 theory and Zone of Proximal Development. Learners need comprehensible input but not too easy hence rendering the lesson unproductive, real tasks to solve and appropriate scaffolding to facilitate their growth and fulfill their potential.

We also have to consider out-of-classroom settings where learning could also take place. As the world grows more connected than ever, we cannot ignore literacy practices outside school setting such as suggested by Skerret (2015). Texts, social medias and other practices should be taken into consideration when us teachers try to design plans to help our students.

Artifact B. *Final Reflection and Implications* (Appendix B) is a recount of my practicum experience and composing lesson plans in which strengths and weaknesses are identified as regard to how I use knowledge of learning to support language learning of my students. Even though most of them are based on in-classroom learning mechanism, asking students to share mythology stories from their culture was a move trying to utilize out-of-school literacy.

It is clear that I understand the importance of learning theories in my classroom as I wrote "we should encompass various competences, not limiting to just linguistic competence", "One approach could be building background accentuated by many theories including funds of knowledge and culturally responsive pedagogy" and "The final is to provide ample opportunities for meaningful, beneficial and constructive interactions, in L1 and L2". As I navigate through these different learning theories mentioned in this paper, I managed to apply these theories to actual instruction and serve my learners. Moreover, these theories are evidently tied to this domain and my philosophy of teaching.

Artifact C. *Chinese Community Literacy Investigation* (Appendix C) is a paper that focuses on out-of-school literacy, investigating artifacts and texts found in the Chinese community

in Nashville area. It analyzes the literacy in three aspects: food culture, bilingual/monolingual texts, and coexistence of simplified and traditional Chinese. Based on the textual evidence, instruction implications are discussed accordingly in the paper, which exemplifies how I use out-of-school literacy to support learners.

For example, I wrote: "Based on a simple interview with a customer (from mainland China) at the K&S World Market, traditional Chinese characters may pose some difficulties for recognition due to the fact that traditional Chinese characters are 'decommissioned' there, and vice versa." This is a summary of actual utterances, and based on it and my own experience I reach a conclusion that "people from mainland China could indeed recognize most but not all traditional Chinese characters since they are more intricate and unfamiliar in form. Hence more imperative the necessity of selecting appropriate materials for the according students." This is a perfect illustration of how I use knowledge of non-school literacy to inform my instructional practices. These examples throughout this paper also tie to my philosophy of teaching as I recognize the importance of home language as is accentuated therein.

When we contemplate instruction that derives from learner and learning theories in this section, it is the teacher's duty to make them into reality, which comes the next Professional Knowledge Area.

Professional Knowledge Area 2: The Learning Contexts

While learners and learning themselves are essential in the education field, it is also crucial to consider where they take place, hence the learning context. The learning context is how teachers transform their knowledge into reality, deliver quality instruction to learners, support and facilitate their learner's academic growth on all accounts. As teachers take action and develop agency, it becomes another center of language learning.

TESOL Domain 2: Instructing

Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

This domain concerns two aspect of learning contexts: creating environment that supports purposeful learning and facilitate meaningful classroom interactions, both related to a vast amount of pedagogical theories, some of which are also tied to the previous domain.

For creating supportive environment, the foremost to consider is scaffolding. No matter it is contingent scaffolding such as providing extra explanations during a task or it is designed scaffolding such as providing clear or slower directions for an activity, scaffolding is how teachers use those in-class moments to form a friendly atmosphere that make it easier for learners. Also, as one theory to create supportive environment, Translanguaging should be integrated as corroborated by various research that it is beneficial and promotes student confidence and make them feel valued in classroom.

With regard to promote classroom interactions, it is essential to establish a norm where students are accustomed to classroom discussions and fluid classroom dynamics. "Stressing the important role of language in the development of higher order thinking, contemporary theory and research suggest that classroom communication needs to become more dialogic." (Reznitskaya, 2012, p.446) Zwiers & Crawford (2011) also mentioned the importance of structuring meaningful and academic conversations in classroom and thus creating norm that facilitates constant interactions and fluid power dynamics.

Artifact D. *The "Mythology" Lesson Plan* (Appendix D) is an instructional plan for a 45-minute English language class for Chinese 12th grade EFL student. The topic is mythology stories, anchored by a mentor text "The Myth of Daedalus and Icarus". The main objectives of the lesson

are for the learners to be able to identify the main themes of the story and explore mythologies in their own culture and recognize similarities and differences between different mythologies from different culture.

In the activity "What's your story", I clearly provide various scaffolding such as "Provide sentence stems such as Once upon a time…, It's a story of … that could be helpful", "Draw a T-chart on the board" and "Give hints (one similarity could be the presence of deity or similar creature of great power, one difference could be the values it represent)". However, despite the good intention to give students autonomy on what story and in what forms they are going to tell in front of the class, scaffolding for the activity still seems inadequate since the students would be bewildered and put on the spot to come up with a story that they might not be familiar with. Moreover, I encourage translanguaging in all the activities in this lesson plan as I value their cultural background and encourage using student's L1 to support each other when they are confused. This aligns with the tenet of creating supportive environment in this domain.

I also devised various activities to promote meaningful classroom discussion. The activity "pick a side" asks the learners to showcase their agreement or disagreement on a debate statement relevant to mythology. I also wrote in the lesson plan that "Remind students to be respectful in their discussion, try to contribute in a mutual dialogue, try to provide examples for their stances", whose purpose is to establish a dialogic space for the students to develop academic conversations skills such as clarifying and providing examples for arguments. Furthermore, in the lesson, various discussion activities with different modes such as free sharing and structured discussion are evident as well, which tie to this domain and the importance of classroom proper activities in my philosophy of teaching.

After discussing how teachers use their knowledge to create a supportive environment, it inevitably comes to discussing how teachers create materials and curriculums to match the learning contexts.

Professional Knowledge Area 3: Curriculum

Curriculum is the necessary instrument in the band of education as teachers decide how to play it by manipulating learning contexts. Though curriculum could be formed as constraint, it is the ground of pedagogies as it encompasses a wide domain, as small as single lesson plan and as great as national curriculum guidelines such as the Common Core. Despite everything, it is about planning the appropriate content for learners.

TESOL Domain 1: Planning

Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

This domain concerns motivation and goals. "As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning." (Nation & Macalister, 2010, p.39) Dörnyei (2001) also accentuates various motivations driven by materials, tasks and teaching methods, and for us teacher we should keep in mind that the curriculum we design (in narrow or wider definition as aforementioned) "should be presented so that the learners have the most favourable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language." (Nation & Macalister, 2010, p.39)

It is also essential for teachers to have the learner's goal in mind when designing curriculums. The process should be student-centered as suggested by Wiggins & McTighe (2005) and Echevarría et al. (2017) that backward design is the most beneficial as your design

will be what the students truly needs instead of using materials and forming plans accordingly. When the goal or demographics of your learner shifts, we should also tweak the plan and content so that it won't be a blind one-fit-all pedagogical approach.

      Artifact E. *The Curriculum Design Project* (Appendix E) is a sample curriculum of three units designed by my classmate and me. The course in our project is intended to provide intensive reading enhancement for international students (ELLs) who are preparing for entry to the U.S. colleges and universities. As was explained in the previous part, motivation and goal are the core of this project, which also relate to my philosophy of teaching when I mentioned the same theme of motivation.

      The project set clear goal based on the student's actual need. I stated: "Upon the completion of this course, students are expected to gain comprehensive understanding towards the academic reading requirements in the U.S. colleges and universities, history and culture in the U.S. society. Ideally, students will also be able to adopt/formulate (their own) reading strategies that align with higher levels of reading comprehension." The goal of the students informs our decision of including different topics that are relevant and important in the U.S. society, such as academic integrity, immigration, gender equality, LGBTQ rights, etc. It also informs our choice of including teaching reading strategies and requiring high-order thinking questions which all align with the backward design.

      We also wrote in the guideline that we should "tweak the materials if students demonstrate lack of interests in actual instruction" and "tweak the materials to be more relatable based on students' cultural and linguistic backgrounds". The choice of topics and activities and our guidelines clearly showcase our attention on motivation as they are not only in accordance with the learner's goal but also topics that they are familiar with and likely to be keen on. For

example, the reading in lesson one in Unit One *What's the Value of Higher Education* should be a motivative reading piece since the students are about to step in higher education.

Since we discussed why and how we should include materials and content into curriculums, it's high time that we discussed what we should include.

TESOL Domain 7: Content

Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language courser is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

"We are trying to get our learners to develop linguistic fluency, not just the accuracy that so consumed our historical journey." (Brown, 2007, p.42) This domain concerns Communicative Language Teaching. Instead of fixating on drill practices and accuracy of vocabularies and grammars, we should focus on all the components of communicative competence suggested by Celce-Murcia et al. (1995) and other scholars. The classification of competence differs by scholar, however, what we teachers should keep in mind is teaching only the superficial facet of speaking, listening, writing and reading is not enough and we should go beyond that to include features such as organizational structure (coherence, cohesion and more), rhetoric, pragmatics, etc. Using materials based on the theory, we should equip the students with the skills necessary for "use the language productively and receptively in unrehearsed contexts outside the classroom." (Brown, 2007, p.42)

Artifact F. *The Complex Text Video* is a demonstration of a section of a literature class that showcases how I integrate different features of communicative competence into actual instruction. The class is to analyze the short story *Tell-Tale Heart* (1843) by Edgar Allan Poe. The objectives of the class are for the students to be able to explore and identify the themes evident in the short story and think more deeply and critically towards it; summarize the plot and analyze themes/ideas evident in the short story, recognize and investigate some literary devices used by the author and develop their opinions on the relevance of the short story.

The whole segment doesn't contain drill practices and are reflection of how I integrate communicative language teaching. For example, I slightly guide the students to discover themes evident in the story by asking question about the title that reveals important information. By contemplating on the title and the plot, they can try to find out some relevant topics that would be the basis of major story themes which are something I intend for them to find out for themselves. Later on, I guide them to notice different level of language features in the story such as diction, organizational features and rhetoric. It clearly demonstrates that I try to encompass more than the mere inclusion of four basic skills but rather expand it to include more features that are relevant and useful in real-life circumstances.

Though designing content for learners are essential in learning, it cannot be successful without proper and accurate assessment to put it to test and understand the strengths and weaknesses of our learners so we can tweak the materials.

Professional Knowledge Area 4: Assessment

Assessment is an ongoing process that encompasses a much wider domain than tests. (Brown, 2004) As an essential tool in teaching used to demonstrate strengths and understand weaknesses in students' academic knowledge (both language and content), assessments could be

as small as contingent responses or corrective feedbacks in a classroom and also as big as final examinations or high-stake standardized tests. Despite its flexibility in forms, all assessments provide information that is valuable to current and future learning.

TESOL Domain 3: Assessing

Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

This domain concerns three aspects of assessment: the process of assessment (method), the instructional implications based on the assessment and the constructive washback of learners. It relates to the theory of "assessment as, for and of learning" proposed by Gottlieb (2016) that addresses the role of assessment. Not only the teachers but also the administration officials and the learners themselves are involved in the assessment process.

"A good teacher never ceases to assess students, whether those assessments are incidental or intended." (Brown, 2004, p.4) Teachers are constantly using various kinds of assessments to investigate their learner's needs and progress. In order to capture the whole picture of our learner's capability, we should not rely on a single restricting form of assessment such as standardized tests. "Assessments proposed to serve as triangulating measures of competence imply a responsibility to be rigorous in determining objectives, response modes and criteria for evaluation and interpretation." (Brown, 2004, p.25)

Moreover, when we are trying to assess our learners, we also have to contemplate the practicality, reliability, validity, authenticity and washback implicated by the assessment. It is paramount to ensure that the assessment is reliable and valid with degree of authenticity. Also it is imperative that the assessment generates enough information about student's performance so that teachers can make decisions on meaning instruction and students can gain beneficial washback from it.

Artifact G. The *Final Case Study Report* (Appendix F) paper examines in depth the language development of an EL student. Based on the examples collected from an EL student, Leo, who attended graduate school in U.K.*,* I composed the paper in three parts. The first part is an introduction of the subject's cultural and linguistic backgrounds. The second part, the main body of the paper, concerns learner's Language Abilities and instructional implications accordingly, in which five facets are explored in detail: pragmatics, phonology, grammar, semantics and overall competence. The last part concludes the paper with a critical reflection on the method used and consequent limitations. As I use assessments to assess a student and inform instructional decisions, the TESOL Domain and my philosophy of teaching are evident in both the process and the product*,* particularly in the ways that funds of knowledge and communicative competence guide my assessment implementation and feedback.

In terms of assessment methods, a combination of collecting both two oral and three written examples is used. The oral examples are two separate interviews with Leo conducted through Skype app and audiotaped for further reference and the three written examples are essays Leo wrote in the past which he deemed satisfactory. I don't rely on a simple form of assessment to assess the student's capabilities. By combining the in-the-moment (elicitation of language samples in interviews) and long-term (samples from different times of student's academic life) assessment,

the analysis presented in the paper are more comprehensive in nature. It gives me opportunities to identify weaknesses during our interview and gives Leo to showcase his linguistic excellence in the examples he chooses.

In the aspect of instructional implications, I wrote recommendations of teaching practices based on a relatively exhaustive analysis on the most important features of communicative competence proposed by Celce-Murcia et al. (1995). Phonology, grammar and semantics is associated with linguistic competence and pragmatics discourse competence mentioned therein. I wrote: "the lack of proficiency in voiceless/voiced recognition and lenition is partly attributed to the dearth of instruction of phonotactics features of the English language… I opine that a systematic instruction of the phonology system concerning phonotactics and explicit instruction to differentiate sounds in a phonological system using IPA chart or other forms will be also beneficial to Leo." It clearly shows how teachers use assessment as a pedagogical tool in practice because I clearly connect assessments to linguistic competences. As the methods I used measure what is supposed to measure (Brown, 2004) and are research-based, adequate information from a valid assessment is collected to inform teaching. Instruction advices I gave such as translation exercises and "expanding existing schema" are also tied to my philosophy of teaching, in which attention to the translation practices in Martinez et al. (2008) and Goodwin & Jimenez (2015) and to the idea of exploring fund of knowledge in Moll et al. (1992) are given.

As for washback, while I provided constructive advices for how Leo could progress academically, what is lacking therein is the feedbacks and instructions "on the spot" and the fact that I didn't make much effort to involve him in the assessment other than being a participant such as guiding him through the beneficial washback of the oral interview. Since the assessment is not

conducted in an educational setting (classroom or school), it is understandable not to have the kind of contingent and in-the-moment feedbacks.

I also wrote in the reflection: "analyzing a small portion of a learner's language samples could be dangerous as it might make it sounds legitimate to justify overgeneralization. It is imperative for us teachers to recognize that they are more than the mere representation of their oral and written examples. It reminds me of ELL students' rich background and knowledge and their uniqueness in language mastery and personality alike." It correlates with my philosophy of teaching as the main tenet therein is valuing students' prior knowledge and identity, which is corroborated by various researches such as Moll et al. (1992), Windschitl (1999) and Gay (2010).

With all the different artifacts inspected in this section, it is only proper that the paper is concluded in a section offering a bigger picture, examining learning and practices as a whole and discussing future considerations.

Applications to Practice: Implications and Future Considerations

This final section will examine some of strengths and weaknesses of how I apply my philosophy of teaching into practice and some challenges I encountered. Also, considerations of future practices and my dedication to improve myself as a teacher will be discussed.

TESOL Domain 8: Commitment and Professionalism

Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

In Retrospect

As the two years of learning at Vanderbilt University goes by, I have created numerous artifacts that showcase my capability as a TESOL teacher such as research papers, lesson plans, etc. I also have had the chance to put theories into practices in my practicum and various assignments. In the process, while I certainly saw my philosophy of teaching enacted in reality, I saw lacking thereof in several aspects as well. Furthermore, even though sometimes it could be a successful teaching practices, hurdles and challenges still exist to be overcome.

One major theme in my philosophy of teaching is the idea of utilizing and valuing student's diverse cultural and linguistic background, concerning theories such as fund of knowledge and Culturally Responsive Pedagogy. It is where I lay heavy focus on in most of my artifacts aforementioned and others not included in this paper. For example, Artifact A (Appendix A) and Artifact C (Appendix C) demonstrate how I connected my teaching philosophy to real life as I examined in those artifacts closely of my student's cultural and linguistic background, and offered insight into how we should construct our instruction based on the complicated influence of home culture and L1. I suggested for the student in Artifact A to be exposed to more materials connected to Chinese materials as she would not feel disconnected, and for the potential students in Artifact C to be exposed to translation activities and proper materials which ignite interests and sense of belonging (food, different forms of Chinese characters, etc.).

Also, it is also challenging to apply this tenet of my teaching philosophy as I cannot possibly speak every language that could be present in the classroom. This is definitely a challenge that TESOL teachers anticipate all the time and with multiple ways to resolve. For example, in my practicum, since I cannot speak Spanish, I would ask the students to turn to their peers (who have a higher level of English language proficiency and share the same L1) for help.

Another major tenet of my philosophy of teaching is the properness of curriculums and materials. As they should be comprehensible while challenging and motivative with according scaffolding, they should also encompass a wider range of language skills beyond the mere instruction of grammars or vocabularies. This is also what I try to incorporate into my practice as I demonstrated in Artifact D (Appendix D), E (Appendix D) and F. In all of these artifacts, I designed various activities to address various language skills, such as the "pick a side" activity in D to practice academic conversation skills suggested by Zwiers & Crawford (2011) and practice reading, summarizing and writing skills throughout the lesson. I managed to provide motivative materials in Artifact E as most of the readings are relevant in student's daily life such as the reading: *What's the Value of Higher Education.* I also try to make materials more comprehensible as I provided a simplified version of *The Tell-Tale Heart* in Artifact F so the students could compare and developer deeper understanding of why the original version is deemed a masterpiece.

What seems to be inadequate in the artifacts is my attention for more proper scaffolding, which is always a challenge as you will have students with different level of English language proficiency. While differentiation is important, you also have to make sure that it is not overdone so that more proficient learners lose interests as it becomes boring over time. One possible solution would be setting an office in class for students who need more support suggested by Roseberry-McKibbin (2018).

The Road Ahead

As we ponder the past, we must also look forward as we contemplate what we will encounter and how we will overcome challenges aforementioned and new ones. As a committed TESOL teacher, I shall continue to grow and enrich my knowledge of the field by first following global scholarly publications such as TESOL Journal and Education Week online and also local

publications depends where I decide to work for new trends and theories in the field; and then remain in touch with professors who are predecessors in the field and capable of providing constructive feedbacks and insights on my future work; and finally work with my colleagues on the problems arising in the classroom, exchange ideas and improves ourselves in the process. Moreover, there will be some challenges I would like to work on through actual practice by testing various possibilities and through ways mentioned above.

One challenge I want to work on in my future practice is how to structure the classroom to be more dialogic as suggested by Reznitskaya (2012). It is important to set the classroom where teacher-talk is not the dominant part of the lesson, thus empowering fluid classroom dynamics. As students talk more and gain more autonomy, their motivation is enhanced and more likely it will foster their academic growth. The challenge would be the balance between teacher-talk and student-talk since teacher-talk could be necessary evil such as corrective feedback, modeling, vocabulary instruction. I will strive to contemplate about the questions and consult research papers thus finding the subtle balance in real-life instruction.

Another aspect I would like to work on is another important sort of balance between what have to be taught and what should be taught. With limitations and regulations stipulated by various levels of entities such as school, school district, national guidelines and the overwhelmingness of standardized tests, you have to teach the students what is required. However, the contents are not necessarily what the students need or should be taught. I will strive to figure how to navigate through the complex learning context and become a teacher that could better serve my students.

In succinct, as the portfolio is a documentation of how I grow as a TESOL teacher in the two year at Vanderbilt University, it also resembles the embarkment of a lifelong teaching career dedicated to self-improvement and better serving future students.

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Appendix A

EFL Student Background Assessment Analysis

To assess the complex contextual factors that contribute to an EFL/ESL students' success or failure in both content and language domain in school, I conducted an interview with one of my friends Ms. M in the U.S. who would be classified as an EFL student. Her name will remain anonymous as I will refer to her as Student M in this paper. Prior to the interview, I asked her to complete two surveys adopted from Herrera et al. (2007), shown in Appendix A (Herrera et al., p.102) and B (Herrera et al., p.111) with her responses in Appendix C. The surveys are chosen for her to have a chance to reveal her identity and values in private, which could be further explored by follow-up questions in the interview. The purpose of the interview is to then shed light on the environmental context and her cultural, linguistic, educational background through her own recount. Combined with the findings from the surveys, a basic background assessment could be formed from our productive conversation.

Student Personal Background

M is currently a student pursuing master degree in applied statistics at Columbia University in New York, one of the most populated and diverse cities in the U.S. She moved to the U.S. with two Chinese roommates in August, 2019 and is expected to graduate in December 2020. Despite the ongoing pandemic, she plans to apply for an OPT and possibly a work visa later and stay in the U.S. for at least three years. She shared her reasons for choosing to move to the U.S. for education and possible further stay: she believes that U.S. higher education system is one of the best in the whole world so she will definitely benefit from pursing a master degree here; moreover, she thinks schools in Canada and Australia are less renowned and is skeptical of the reputations of many schools in the U.K. and of how much knowledge she'll actually absorb in light of the short time span of a master program in the U.K. It is clear that M shares a relatively positive view on American education system, which could also be corroborated by her response to question 13 in Survey 1. She explained the reason why pursuing a master degree in the U.S. is one of the most important events in her life: "I was kind of lost about my career path when I finished my bachelor degree back in China. Now my courses here at Columbia give me clarity and prove to be more helpful than my four-year undergraduate studies."

While M is unambiguous on how her life will unfold in the following couple of years, her vision of a general future also makes her an interesting soul since her "ambitions" in education obviously doesn't match her goals in life. From the responses to question 14 in Survey 1 and prompt 1 in Survey 2, a noticeable word "ordinary" is used to describe her envision of herself. She told me in the interview that her life creed is live a normal and happy life without the fixation to make big achievements. With no doubt, M is a student who knows what she wants for the present and the future, which is a trait that would be valuable to all sorts of learning.

Acculturation

When assessing a CLD student as coined by Herrera et al. (2007), we must inevitably take acculturation level into consideration. It is the first time that M stays in a foreign country for

over a year and possibly several years longer, so I brought up the question of whether she had any cultural shock, sense of alienation, strong frustration, or resentment during her stay in the U.S. till the present day. Even though it is common for newcomers to have such experience, her hard "no" and lighthearted attitudes throughout the conversation convinced me otherwise. She pointed out that seeing familiar faces (she has many classmates from China) helps to navigate the new environment and even made slightly humorous remarks on how her American peers like to chitchat when they're only partners for a presentation in class, which is an entirely different experience from what she had back in her home country China.

Based on one of the acculturation models suggested by Herrera et al. (2007), She falls into the Adoption/Adaption Phase where she can manage to function authentically within both cultures. For the U-curve Hypothesis, it is indicated by the interview that she is currently between Humor and Home level. A conclusion could be drawn that M is highly adaptive under various circumstances and her high level of acculturation will be a valuable source to accommodate to environment to acquire new linguistic and academic knowledge.

Cultural Background

Even though M seems to be acculturated into the American society in a short period of time and at a high level, she still ties herself closely to Chinese culture in various ways. She commented that the only frustration she experienced was the want of authentic Chinese food here, even New York presents a miscellaneous choice of international food. However, it is completely normal to miss foods or family back in their hometown when people are far away from it. Also, her sentiment of "In a fleeting moment, I felt like I was back in Shanghai among concretes and skyscrapers" while walking in New York city indicates her psychological connection to her own culture.

From her responses to the two surveys, she reveals one of the fundamental pillars of Chinese culture that is family. She deemed filial piety as the most important thing about her culture and the person that influences her the most is one of her family members – father. Her other responses also point to several themes that are pivotal in Chinese culture: auspiciousness, health and longevity, time-honored traditions. She demonstrated a strong tie with her home culture are clearly influenced by famous Chinese philosophers like Confucius: "Don't do unto others what you don't want done unto you." The personality she sees herself and shaped by her father as being not competitive also correlates with a quote from another philosopher Lao Tzu: "The highest good is like water. Water gives life to the ten thousand things and does not strive."

With an evident contrast between a collectivism Chinese culture and an individualism American culture, the dissimilarities are what most people are struggled with. Despite her affiliation to a collectivism culture, M told me that she could also relate to American culture that supports personal choice and independence. Therefore, M thought that keeping the tie with her home culture is essential in her own life to not lose her own identity when trying to master the dynamics of two different cultures, especially when she is exposed in the foreign cultural environment. "I don't really feel the necessity to do those celebration traditions for many

Chinese festivals when I was back in china. But now, those 'rituals' seems extra important. They are what I clench to so that I won't lose myself."

Educational Background

Before coming to the U.S., M completed all of her education in Shanghai, China. Through elicitation in the interview, I acknowledged that her family is well-established and always want the best education for her. Therefore, she had no interrupted or fragmented literacy and content subject education. Her family accentuate the value of learning English as a foreign language so they send her to Shanghai Foreign Language Primary School for grade 1-5 and Shanghai Foreign Language School for grade 6-12. Both schools have a special focus on language learning and a high reputation of delivering quality English language instruction in Shanghai. Since all of the English language classes are taught in English since grade 6, M benefited from being familiarized with the instructional language of the target language and the educational norm of such English-speaking classrooms with occasional Chinese discussions between peers. This experience paved the way for her undergraduate program at Beijing Foreign Studies University majoring International Trade and Finance and master program here in the U.S. Most of her courses in the bachelor program such as English language, Spanish language, and Corporate Finance are taught in English, so with her prior experience she can readily navigate the new learning environment at the university level. All of her potential academic success here in the U.S. could be attributed to her educational experience throughout her life.

Linguistic Background

As an EFL student that boasts a complex cultural and educational background, M's linguistic background is just as complex. Her first language is Chinese and is also fluent in the dialectical variation Shanghainese. Her second language is English and she identifies herself as a fluent speaker with a proficiency level of C1 based on the Common European Framework. For Spanish, she shows uncertainty in determining her proficiency, but generally she thought of herself as a basic user in terms of speaking and listening (A1) and an intermediate user in terms of reading and writing (B1).

Despite the complexity of her language proficiency of various languages, she responded to my question pertaining the relationship between language and culture in a simple way. "language is the vessel of culture. They're codependent. Without one, the other won't exist." Her idea fully demonstrates her capability of critical thinking and developing profound understanding of the intricacy between language and culture as a CLD student. I then asked what's her own motivations of learning foreign languages. She said: "To be honest, I'm not a gifted language learner. It might sound like a cliché, but I just want to be able to talk to other people when I travel to a foreign country." With a clear motivation in mind, M could gear toward a positive attitude toward L2/L3 language learning.

With regards to functions of L1 and L2 in her life in New York city and at Columbia University, M rarely uses Chinese (L1) since English is the instructional language at Columbia and is mainly used to communicate with American peers and professors. However, she always speaks Chinese with her roommates and Chinese classmates outside classroom. She also

mentions that Chinese is commonly spoken in Chinatown in New York. Interestingly, her knowledge in Chinese also comes into play in the company she interns at. She would translate some conversations between the company management personnel and some Chinese research facilities. In spite of the status of Chinese as her mother tongue, she told me that she won't speak Chinese initiating a conversation unless she is certain that the other person speaks Chinese as well because it is impolite to assume other people's linguistic identity, especially a stranger. This obviously showcases her ability to have a clear understanding of her own linguistic identity and to be sensitive to others'.

Environmental Context

Considering the huge differences between a university setting and a K-12 school, some criteria in the tables of school context assessment developed in Gottlieb (2016) and Herrera et al. (2007) are not applicable. Students at university level are expected to have a relatively high level mastery of English language, so language instruction is no longer a priority or even a part of the curriculum. However, it can still be determined whether the environment is beneficial or detrimental to EFL students.

Learning Environment

According to M, the educational norm in the U.S. university is different from that of Chinese university (at least the one she attended). She has now become acclimated to the new normal: more interactions among peers and between students and professors, diversified forms of assessment, the necessity to talk with professors about problems you have trouble understanding. Even though extra scaffolding is not provided, M thought that she had a clear idea of what's expected of her in various courses by reviewing syllabus, assignment rubric and professors' explanations. "High expectations are set for all students." (Gottlieb, 2016, p.12) Professors deem that international are as competent as their native English-speaking peers.

School Environment

"The optimal educational environment should be a dynamic school where there are opportunities for students to learn, grow, and thrive." (Gottlieb, 2016, p.9) As was discussed in the previous section, M holds a fairly positive view on Columbia University since she feels like it helps her grow academically and guides her to a clear career path. Columbia provides international students with a variety of workshop sessions on topics that are crucial to their life here in the U.S. such as Visa application. Moreover, for language services, Columbia offers a bunch of ESL courses and courses for other languages. Academically, it is suffced to say that M would definitely thrive in the environment.

In terms of cultural diversity, M regards Columbia as a safe place that encompasses a myriad of cultural practices. She told me that she found no traces of discrimination based on gender, race, sexual orientation, etc. and Columbia celebrates diversity also by organizing events such as food fest where you can find different delicacies from all over the world. I would score 4 in Resource 1.3 under the statement "Multilingualism and multiculturalism permeate the air, from signage to murals to conversations in the halls." (Gottlieb, 2016, p.12)

Community

As for the statement "The linguistic and cultural resources of the community and family members are an extension of the school." (Gottlieb, 2016, p.12), I was told that there is a student union established by and for Chinese students at Columbia University. They would organize galas and special festival dinners, welcoming all sorts of students to participate. Community building for Chinese students at Columbia is not constrained to events host by the student union, but also extend to online communities such as Wechat groups. Noticeably, M found that community building available there is limited to Columbia campus and there's no such organizations or groups to outreach the local Chinese community in New York city. Community is the collective form of tens of or hundreds of souls that share the similar or same root. Especially for CLD students, finding a community that they feel comfortable about will facilitate their academic and linguistic growth at an exponential rate.

Appendix A

Survey 1

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Figure 4.1   Assessment Artifact: Identity Survey

IDENTITY   Name_____   **Block** |

Make a list of ideas that are important to you personally or culturally.

1. What roles do you play within your family? In the baby of the family
at school? the student
at work? Dont have a job
among your friends? In the joker I make them laugh.

2. How do you change your appearance for different roles?

3. [redacted] me [redacted] body

4. [redacted]
     MEXICO

5. What celebrations are unique to your culture?
     The day of the dead

6. Does your native culture wear any special clothing or folk costumes?
     cowboy stuff and sometimes ponchos.

7. What animals or plants carry special meaning in your culture? What do they
symbolize? Cactus's they carry water for us in the
     desert.

8. Photocopy, Print from the Internet or Sketch a piece of artwork from your native
culture. Explain why it was made or how it was used.

9. Briefly describe a tale or folklore story from your native culture.
     Bloody mary killed her kids and at night you here calling for her kids

10. List some cultural beliefs that are important to you.
     Jesus, Virgin Mary, working hard, living a good life

11. Describe some music instruments or songs that are unique to your heritage.
     Trumpet, acordian, maracies.

12. What personal qualities do you strive for? What are your outstanding personality
traits or character strengths? How do others see you?

13. What have been some of the most important events in your own life?
     My tia died, when I saw my grandma & grandpa, when my consin
     also married.

14. How do imagine yourself in the future? In your dreams? Goals?
     Working hard, having my own house, and passing.

15. What is your proudest moment in life so far?
     [redacted]

17. What one event or person influenced you most in life? why and how?
     My uncle he more like a father to me telling me to finish school + always be
     able to me

18. What activity or hobby would you like to spend more time doing?
     Playing baseball + working more herd for soccer.

Appendix B

Survey 2

- The most important thing about me is _____.
- The most important thing about my name is _____.
- The most important thing about my family is _____.
- The most important thing about my language is _____.
- The most important thing about my culture is _____.
- The most important thing about my school is _____.
- The most difficult adjustments for me have been _____.

Appendix C

Survey 1

1. With family: the one be taken care of
   With school: student
   At work: Intern. Be responsible for my own project and like to help others if possible
   Friends: Good listener
2. I dress casually with my family or in school, most of the time I wear hoodies and jeans. I will dress up a little bit when hang out with my friends. And I will wear formal clothes at work, eg, shirts and pants.
5. Spring festival. We set off firecrackers and receive red pocket from elderly relatives.
6. We have a traditional costume called Qipao, but seldom wear it in daily life.
7. Chinese dragon/Long, it is a legendary animal which symbolize good luck and bright future.
8. Along the River During the Qingming Festival(清明上河图) It is a more than 5 meters long painting, illustrating the daily life in the capital city in Song dynasty.
9. In Chinese legend, the human being is made by a goddess called Nuwa using yellow earth with the shape of people.
10. 己所不欲 勿施于人。Don't do unto others what you don't want done unto you.
    Believe in science
11. Chinese zither, Guqin
12. Personal quality: Optimism. My outstanding personality: extroverted
13. Important events: go to an elementary school which allow me to be recommended for admission for both secondary and high school without fierce competition.
    Take a master's degree in USA.
14. I think I will be an ordinary people, working as an analyst in a big company. There is not much stress and competition at work.
15. No such time?? Hardly remember, maybe got the first price in mathematics when I was a kid.
17. My dad. He influenced my personality, so I don't like to compete with other and I am quite satisfied with the status quo.
18. Watching TV series, playing table tennis.

Survey 2

1. I don't have a big dream/goal
2. It means beautiful cloud in the sky
3. healthy
4. Time-honored
5. filial piety
6. BFSU is not that good, I hardly learn anything useful there regarding my future career path. But Columbia is great.
7. Since elementary school, I am good at subjects in liberal arts than science. But now, all of my courses are related to math, stats and computer science.

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Appendix B

Final Reflection and Implications

Upon looking back at this semester, this course and the practicum experience have helped to think critically about actual instruction for ELL students. In this reflection paper, I will list some learning goal I have for improving instruction, according approach to achieve them and some emerging questions. I will also use the SIOP self-evaluation rubric in Echevarría et al. (2017) to identify strengths and weaknesses in my practicum and artifacts for this course.

Based on the SIOP rubric, I set my learning goals in three areas: lesson preparation, making lesson accessible and interaction. My goal for lesson preparation is to refine my lesson design to be more beneficial for my student's academic and language growth. Two approach I used is the idea of backward design in Wiggins & McTighe (2005) and communicative competence in Celce-Murcia et al. (1995). The backward design accentuated that we should consider how the student learn and what they could achieve instead of basing our lesson on materials, which also relates my idea of forming a student-centered classroom in my philosophy of teaching. Moreover, in our lessons, we should encompass various competences, not limiting to just linguistic competence (syntax, morphology, phonology, etc.). Discourse, strategic, actional and sociocultural competence are also essential to student's learning.

In the lesson plan assignment for this course, my content and language objectives are somewhat chaotic, and they become clearer and following more closely to the two approaches in the complex text video. While in both assignments, I tried to use supplementary materials and use meaningful activities, such as the rewritten version of the *Tell-Tale Heart* and constructing a T-chart for similarities in different myths. However, I still have the question of how to balance focus-on-form and focus-on-meaning in my lesson since they are equally important, which is something I will be continuing contemplating in my future practice.

My second goal is to make my lessons more accessible to my students, which comes in many ways. One approach could be building background accentuated by many theories including funds of knowledge and culturally responsive pedagogy that are also stated in my philosophy of teaching. It could promote student identity and motivation thus helping them grow academically. Another approach elaborated in Echevarría et al. (2017) is scaffolding, including slower speech rate, various model of representation, teaching strategies, etc.

In my lesson, I tried the first approach by asking student to come up with mythology stories on the spot. Even with good intention, it lacks sufficient scaffolding. However, in the practicum, students were similarly asked to share stories while they had time to do some research for a week, which was a better scaffolding move. In the complex text video, it is more evident that I used more scaffolding moves, such as highlighting key vocabularies, slow down my speech rate, use modeling and visuals, introducing high-order thinking questions in clearer ways.

The final is to provide ample opportunities for meaningful, beneficial and constructive interactions, in L1 and L2. The first approach, associated with various theories such as translanguaging, is to not underrepresent and overrepresent both L1 and L2 in the classroom. Inclusion of L1 could promote meaning making and negotiation. The second approach is on cultivating academic conversations proposed by Zwiers & Crawford (2011). Creating cooperative conversations in class using skills such as elaborate and clarify and support ideas with examples and moving toward a more dialogic classroom will grant more ownership to the students thus improving their learning.

In my practicum, I always encourage my students to use L1 to explain something if their peers have trouble with concepts or words in English. In the lesson plan, I also try to point out the necessity to not reprimand the use of L1 in discussion activities. Moreover, in the lesson

plan, I try to incorporate more discussion activities and grouping configuration so they could

practice academic conversation skills. Even though the complex text video is asynchronous,

ideally in a synchronous session, I would also provide ample opportunities for students to discuss

themes and literary devices in the *Tell-Tale Heart.* Questions I still have are how do we make

sure the students won't use L1 excessively and how do support students when we are not familiar

with the L1.

     In succinct, I have learned, experienced and grown a lot this semester, and I will continue

to hone my skills in providing better instruction for ELL students as I move forward.

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Appendix C

Chinese Community Literacy Investigation

"Based on the recent U.S. census statistics, the percentage of Asian population has been growing in the Middle Tennessee area as a result of robust economic growth and major corporate relocations. The Chinese population is estimated to be over 10,000 in the Greater Nashville area with several thousands of Chinese professionals working in Vanderbilt University and its affiliated Medical Centers as well as other universities, research institutions and multi-national corporations operating in the region." ("HOME," n.d.) Statistically, the Chinese population in Nashville area constitutes a tiny portion of the whole population with only 2.4% of Nashville residents speak Asian language ("Nashville," 2019) which still includes other language not spoken by the Chinese community such as Japanese and Korean. Nonetheless, the need of ELLs emerging in the Chinese community should not be overlooked.

Chinese speakers in the Nashville area technically aren't in part of an authentic concentrated neighborhood as Chinatowns located in major cities in the U.S. However, with population density in proximity to Vanderbilt University and a sporadic pattern in general, Chinese literacy is still to be found in a variety of online and offline sites contributing to the diversity of Nashville city. These sites include restaurants, schools, churches, shops, markets and organizations: Golden Coast and Best Work Chinese near Vanderbilt with signs and menus available in Chinese, Nashville Chinese School and Huizhong Chinese School in the Vanderbilt vicinity, Lucky Bamboo China Bistro and K&S World Market along Charlotte Pike, another K&S World Market on Nolensville Pike, Chinese Baptist Church in south Nashville, Greater Nashville Chinese Association, Vanderbilt University Chinese Students and Scholars Association, Chinese Arts Alliance of Nashville, etc.…

Literacy examples observed during the investigation which would contribute to a teacher's understanding of the community and thus formulating correspondent instruction plan to facilitate students' English learning process could be divided into three major categories: food culture, bilingual/monolingual texts and coexistence of simplified and traditional Chinese.

Figure 1 Chinese (Bilingual) Signs of K&S World Market and Chinese Baptist Church

As an essential presentation of Chinese food literacy, the K&S World Market offers a profusion of Chinese language mostly in food packaging of a wide range of bona fide Chinese food and snacks, ranging from spices, sauces, ingredients and unique vegetables (bok choy, Chinese eggplant, etc.) to instant noodles, dumplings, wontons, etc.…. In juxtaposition to the various Chinese restaurants and Bubble Tea shops, they are all indicators of Chinese notorious obsession on food, which certainly form a culture that should not be neglected in facing Chinese ELLs.

Yet where flyers and notices written in other languages such as Spanish are prevalent along the Nolensville Pike area, the lack of Chinese newspaper and the dearth of other forms of literacy are noticeable, which was compensated by various online literacy in newspapers, websites, and posters. The online literacy and the texts on the food packaging begets another intriguing phenomenon in Chinese literacy observed that features the second and third category aforementioned. The mixed use of monolingual

Figure 2 Bilingual and Monolingual Texts on Dumpling Packaging

(Chinese-only) and bilingual texts and relatively arbitrary switching between simplified and traditional Chinese are self-evident shown by the images in all four figures. In Figure 1, "K&S World Market" is in the monolingual form of simplified Chinese, while the "Chinese Baptist Church" in bilingual form of both English and traditional Chinese. The texts on the packaging inside the red circle are monolingual simplified Chinese texts in Figure 2, while the others are all bilingual texts including both simplified and

Figure 3 Poster of Duan Wu Festival Event Hosted by Greater Nashville Chinese Association

traditional Chinese characters. Figure 3 presents clear bilingual texts in English and traditional Chinese. The website of Nashville Chinese School is offered in English and traditional Chinese; Tennessee Chinese News' website features both simplified and traditional Chinese, while the website of Chinese Baptist Church is designed in traditional Chinese only with few exceptions of the inclusion of English on names, job titles and transportation information. Even though intertwined with each other, two major categories reflect on entirely different aspect in ELLs' learning process.

The Chinese-only texts may lead to a feeling of home

Figure 4 The Home Website of Nashville Chinese School, Tennessee Chinese News and Chinese Baptist Church (in this order from top to bottom)

which would foster or restore confidence. Bilingual texts are

associated with code-switching and transfer. Familiarized

with the according English vocabulary using matched

Chinese word knowledge would be beneficial. Moreover, analysis of translations between Chinese

and English texts could be used to the students' advantage to deepen the content knowledge and

also to further cultivate metalinguistic awareness. As Jong (2011) suggests, bilingual proficiency

would result in positive cognitive functioning and build metalinguistic awareness (p.36), which

will certainly facilitate the students in understanding sentence structure, grammar and other

metalinguistic features.

The decision of using simplified or traditional Chinese is connected to personal proclivities

and regional traditions. Whether traditional or simplified Chinese characters are more familiar to

the students and thus favored in written form (e.g. Chinese students of Taiwan/Hongkong origin

tend to use traditional Chinese characters, while students from mainland China tend to use

simplified Chinese characters.) should be considered in instruction material since it could be

utilized to boost the student's identification with their respective specific regional Chinese culture.

To justify the assumption, August et al (2010) corroborate the positive connection between valuing

students' home language and promoting self-esteem and identity by providing various research

results conducted by multiple scholars (p.147-148). Furthermore, based on a simple interview with

a customer (from mainland China) at the K&S World Market, traditional Chinese characters may

pose some difficulties for recognition due to the fact that traditional Chinese characters are

"decommissioned" there, and vice versa. Judging from my own experience, it's mostly the case

that people from mainland China could indeed recognize most but not all traditional Chinese

characters since they are more intricate and unfamiliar in form. Hence more imperative the necessity of selecting appropriate materials for the according students.

Suffice to say, the literacy (food culture, bilingual/monolingual texts and coexistence of simplified and traditional Chinese) discussed above could be an influencing factor in nurturing code-switching ability, transfer from L1-L2 and identity. Therefore, leveraging students' community literacy through creative and constructive pedagogy to bridge their L1 and L2 achievement gap is imperative. Windschitl (1999) states that "students' background knowledge profoundly affects how they interpret subject matter and that students learn best when they apply their knowledge to solve authentic problems, engage in 'sense-making' dialogue with peers, and strive for deep understanding of core ideas rather than recall of a laundry list of facts." (p. 752) Drawing from all or two of the three categories, a myriad of instructional activities could be used to augment the students' performance in both L1 and L2.

In the poster (Figure 3), the traditional Chinese festival "Duanwu Jie (端午节)" is translated into "Duan Wu Festival", which under normal circumstances the preferred translation term is "Dragonboat Festival." As a traditional festival to have signature food Zongzi (a pyramid-shaped dumpling made of glutinous rice wrapped in bamboo or reed leaves), it is easily connected to the food culture. Teacher could prepare materials in English and Chinese with separate focus on history, origin, stories, or customs of the festival firstly to enrich the students' knowledge on the Chinese culture therefore helping them understand the significance of "Dragonboat" and secondly to nurture their linguistic skills by requesting translations from Chinese to English and English to Chinese. The exercise could be done either through the teacher's guidance or through pairing or grouping with other students in a task-based instructional environment.

The constructive translation exercise could be placed in and integrated into a more task-oriented classroom. Bubble Tea is at the center of Chinese food culture and the powder-based bubble tea (mixing flavored powder with water instead of using authentic tea and milk) is originated from Taiwan where traditional Chinese characters are preferred. Another variety of bubble tea is tea-based (using authentic tea and milk), popular in mainland China where simplified Chinese characters are the norm. Due to the fact that the phonetics of Chinese is immune to morphological variants, teachers could customize the materials to strengthen their students' identity, contingent on the composition of the classroom. It could be a debate between two groups or a group investigation into how bubble tea was created and how the business works either synchronically or diachronically. Either way, each student is expected to use their home language to devise an outline or complete a small report before translating it into an English speech or paper with the incessant help of the teacher.

Succinctly, based on my observation of the literacy in food culture, bilingual/monolingual texts and coexistence of simplified and traditional Chinese, I opine that by integrating themes pertain to food culture into translation or other exercises that upholds Constructivism belief, focused on both bilingual and monolingual texts and both simplified and traditional Chinese, we teachers could truly elevate Chinese ELLs' academic performances in both L1 and L2.

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Appendix D

"Mythology" Lesson Plan

Topic: Mythology	Class: 12th grade, 45min	Date: 10/6/2020
Content Objectives: 1. SWBAT identify the main theme of the story "The Myth of Daedalus and Icarus". 2. SW explore the mythologies in their own culture and be able to recognize the similarities and differences between different mythologies from different culture.	Language Objectives: 1. SWBAT recognize foreshadowing in the mentor text 2. SWBAT summarize the main theme of the story. 3. SWBAT retell a mythology story from their culture. 4. SWBAT compare and contrast some of the similarities and differences between different mythologies from different cultures	
Key Vocabulary: While… On one hand…on the other hand… On the contrary… Instead… Similarly… Once upon a time… It's a story of …	Materials (including supplementary and adapted): Paper Copies (1 per student): 1. The Myth of Daedalus and Icarus (Appendix A.pdf)	

Higher-Order Questions:

What are some similarities and differences among various mythologies from different cultures? Why?

Section:	Activities:
Introduction	**Pick a Side! (8 min)** 1. Greetings and reveal to students that today's topic will be "mythology" (write on the board) 2. Clarify that we will be reading a story from the Greek mythology and they will have chances to share stories from their culture's mythology. 3. Ask for a volunteer to tell the whole what he/she think is mythology 4. Tell students we're going to have a warm-up activity "pick a side!" 5. Put a statement on PPT or board: "Mythology is one form of religion." Ask students to think about whether they agree with the statement or not. If not step to the right, if yes step to the left. 6. Ask students to find someone from the opposite side to discuss why you think you agree or disagree. (4min) • If students are unevenly distributed, group them in three or four depending on the situation

Reading	• Remind students to be respectful in their discussion, try to contribute in a mutual dialogue, try to provide examples for their stances
	• Students are allowed to use Chinese to say things they could not express in English (as little as possible)
	7. Ask students to share what they discussed (4min)
	• Could be free sharing, students volunteer to share their heated discussion
	• If not, pick someone to start and ask if other students have something to add to the argument or students on the opposite side have something to rebut the argument
	8. Now let's read a real mythology story! (Hand out Appendix A)
	Silent Reading (7min)
	1. Give an overview of the background. ("*Daedalus, a skilled craftsman and inventor, has been trapped on Crete to prevent his knowledge of the Labyrinth from spreading to the public. Because the king controls all sea vessels, Daedalus and his son, Icarus, attempt to escape by way of flight.*")
	2. Remind students that they are supposed to read on their own and they will have plenty of time to interact with peers later.
	3. Remind students that there are annotations they can refer to
	4. List some difficult vocabulary on the board/PPT, illustrations also for someone who may need extra support (such as the picture for "panpipe")
	5. Patrol the room and provide support if necessary
Story Analysis	**What is the story? (10min)**
	1. Group students in three or four (at least one student per group to be of high proficiency level)
	2. Tell them to discuss two questions: (4 min)
	a. Are you surprised by the ending?
	b. What kind of clue you find might tell you what could happen in the end?
	• Underline those clues
	• Ask peers for help if they have trouble understanding the story or vocabularies
	3. Ask each group to share their findings. (4 min)
	4. Explain that those clues are foreshadows, a writing technique common in narrations
	• Cite examples of familiar stories to demonstrate the point (depending on the literacy sources students are exposed to, it could be novels, fairy tales, tv shows or movies, etc.)
	What does the story tell us? (5min)
	1. Brainstorm as a whole group what's their takeaway from the story
	• Free sharing
	• Put down thoughts (paraphrased if necessary) on the board
	• Encourage different opinions (some could say it's a story of human arrogance to defy nature, others might say it's a story of a foolish young man who thinks he knows better)
	2. Now ask students to think about stories from their culture's mythology.

Production	**What's your story? (15min)**
	
	 1. group students into several groups based on their cultural background
	
	 2. each group is given a blank poster. Each group is expected to retell a story from their culture's mythology. (5 min)
	
	    • Provide sentence stems such as Once upon a time…, It's a story of … that could be helpful
	
	    • Students are given full autonomy on how they are going to use the poster (could be drawings, words/phrases, etc.)
	
	 3. Each group choose someone or speak in turns to share with the whole class what the story is. (5 min)
	
	 4. Draw a T-chart on the board. (two columns, one "similarities", one "differences")
	
	 5. Now tell students to contemplate on the stories they told and hear and the mentor text, what some similarities and differences they could find.
	
	    • Provide sentence stems such as: While…; On one hand…on the other hand…; On the contrary…; Instead…; Similarly…
	
	    • To talk about as much as they could find and fill the t-chart
	
	    • Give hints (one similarity could be the presence of deity or similar creature of great power, one difference could be the values it represent)
	
	    • Encourage students to expand on their explanations by providing examples

Summary	**Quick Summary!** 1. Teacher summarizes the class and expresses that he/she looks forward to the next class

Appendix E

EDUC 6560: Curriculum Design Final Project
Course Title: EFL Intermediate-High Reading Course
Yuting Liu, Yun Jiang

Course Overview:

This course will provide intensive reading enhancement for international students (ELLs) who are preparing for entry to the U.S. colleges and universities. Upon the completion of this course, students are expected to gain comprehensive understanding towards the academic reading requirements in the U.S. colleges and universities, history and culture in the U.S. society. Ideally, students will also be able to adopt/formulate (their own) reading strategies that align with higher levels of reading comprehension, but they will be individually assessed based on their reading performances prior to the enrollment of this class.

General Guidelines:

1. Demonstrate ample respect for Students' cultures and languages
2. Encouraging students to translanguage
2. Tweak the materials if students demonstrate lack of interests in actual instruction
3. Tweak the materials to be more relatable based on students' cultural and linguistic backgrounds
4. Provide proper corrective feedback in time, both in-class activities and assignments.

Unit One: Academic Integrity in the United States

Lesson One: Higher Education in the United States
Essential Questions:
1. Why do you want to come to the U.S. to pursue your college degrees?
2. How can the article help us achieve better understanding towards the development of U.S. higher education?
3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:
1. Develop understanding of the developmental trajectories of the U.S. higher education.
2. Be able to use two reading strategies in class and future implementation: **Leveraging Prior Knowledge** and **Inferring Meaning**.
3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.
4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. Advanced Preparation
    a. Reading: *What's the Value of Higher Education* by Dr. Johnneta Cole
    b. Students will have to find one fact about the U.S. higher education that they think is interesting and bring it to class.
2. **Pre-Assessment/Open-up Activity**: Students can move around and share this fun fact with their peers and the teacher can join their discussion to pre-assess what knowledge they have already gained from the U.S. higher education. Blank posters will be provided for students to write down the fun facts that they have collected and shared.
3. **Input of the Day**: Students will have access to the online article *What's the Value of Higher Education* (Cole, 2018).
    a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they can discuss in small groups why they chose America to be the place for them to pursue college degrees.
    b. **Language**: Then the teacher will introduce two reading strategies - **Leveraging Prior Knowledge** and **Inferring Meaning** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of prior knowledge and inferring meaning in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.
    c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:
1. Journal Reflection (Collected after a whole unit):

a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures

b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.

2. Reading article(s) for next week.

Lesson Two: Academic Dishonesty
Essential Questions:
1. What kind of actions are classified as academic dishonesty?

2. How can the article help us think critically towards academic dishonesty occurred in universities?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:
1. Develop understanding of the importance of Academic Dishonesty in the U.S.
2. Be able to use two reading strategies in class and future implementation: **Using Context Clues** and **Rereading**.
3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.
4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. **Advanced Preparation**: Students will have to read *Academic Dishonesty: An International Student Perspective* prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) after finishing the reading.
2. **Pre-Assessment/Open-up Game**: Prior to the instruction, students will watch several PowerPoint slides that display cases affiliated with academic dishonesty in the U.S. universities, and the teacher will give students 3-5 minutes to discuss in small groups whether they consider each case as a violation of academic honesty. After coming back as a whole class, students can express their own thoughts and ideas and the teacher will tell students how those cases were finally judged/remained as unresolved. The big idea is to understand how much knowledge in terms of academic dishonesty does students have in looking forward to pursuing a successful academic life in the U.S.
3. **Input of the Day**: *Academic Dishonesty: An International Student Perspective* (Simpson, 2016). Students will have access to this journal article about academic dishonesty from the specific perspective of an international student.
    a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they will grasp the basic understanding of how academic honesty, the key concepts of which may be different from their home countries, is valued and generated in the U.S.
    b. **Language**: Then the teacher will introduce two reading strategies - **Using Context Clues** and **Rereading** - based on this article. Students will have to find unknown

vocabularies/confusing parts and structures to practice their use of context clues and rereading in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:

1. Journal Reflection (Collected after a whole unit):

a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures

b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.

2. Reading article(s) for next week.

Lesson Three: An Introduction to Referencing Systems

Essential Questions:

1. How the appropriate use of referencing systems will help us avoid the potential violation of academic integrity?

2. How can the article help us think critically towards academic referencing systems?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:

1. Scaffold students' awareness of appropriately implementing referencing systems into their academic work.

2. Be able to use two reading strategies in class and future implementation: **Visualization** and **Summarization+Prediction**.

3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.

4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:

1. **Advanced Preparation**: Students will have to write a short APA/MLA/Chicago Manual of Style/IEEE/AMA style paper with cover page and at least one reference cited both in text and reference page (there is no limit on the chosen of topics), they will submit the articles for me to individually make further comments and suggestions.

2. **Pre-Assessment/Open-up Game**: Before this session begins, the teacher will give back students their short referencing style papers. Students will then share their papers within the breakout groups about the mistakes they have made and they can make joint efforts to correct the mistakes and meanwhile learn from them.

3. **Input of the Day**: Students will have access to the journal article: *Spanish Achievement in a Maintenance Bilingual Education Program: Language Proficiency, Grade and Gender Comparisons* (Medina, 1993).

a. **Content**: Based on the article, the teacher will explicitly tell students how in-text and regular citations are differently formatted and how academic referencing can upgrade the level of credibility of the author's work.

b. **Language**: Then the teacher will introduce two reading strategies - **Visualization** and **Summarization+Prediction** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of visualization and summarization/prediction in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:
1. Journal Reflection (Collected after a whole unit):
a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures
b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.
2. Reading article(s) for next week.

Unit Two: Multiculturalism in the United States

Lesson One: Racial Segregation
Essential Questions:
1. What impact does the abortion of racial segregation have on consequent U.S. history in terms of cultural diversity?
2. How can the article help us think critically towards the abortion of racial segregation in the U.S.?
3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:
1. Develop understanding of the incomparable influence of the abortion of racial segregation in U.S. history.
2. Be able to use two reading strategies in class and future implementation: **Leveraging Prior Knowledge** and **Inferring Meaning**.
3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.
4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. **Advanced Preparation**: students will have to watch *History of the Civil Rights Movement* (available at https://www.youtube.com/watch?v=URxwe6LPvkM) and read *Plessy Nears Its End* (The New York Times, 1956) prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) from the video and the article.

2. **Pre-Assessment/Open-up Game**: Students will be shown a brief timeline regarding segregation and consequent Civil Rights Movement. They will share their own takeaways from the video (also a brief history of the Civil Rights Movement) they watched and discuss in groups of the potential impact of the abortion of racial segregation. The big idea is to have students understand that the abortion of racial segregation preludes the Civil Rights Movement that inaugurates an era of social upheavals striving for equality and cultural diversity.

3. **Input of the Day**:*Plessy Nears Its End* (The New York Times, 1956). Students will have access to an article that recounts the societal status 6 years after the abortion of racial segregation in the U.S..

> a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they will grasp the basic understanding of several court rulings and important events in the era of racial segregation in the 1950s.

> b. **Language**: Then the teacher will review two reading strategies - **Leveraging Prior Knowledge** and **Inferring Meaning** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of Leveraging Prior Knowledge and Inferring Meaning in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

> c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:

1. Journal Reflection (Collected after a whole unit):

> a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures

> b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.

2. Reading article(s) for next week.

Lesson Two: Immigration I: Melting Pot

Essential Questions:

1. Is immigration detrimental or beneficial in the case of the U.S.?

2. How can the article help us think critically towards the U.S. as a Big Melting Pot?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:

1. Develop understanding of immigration as a continuous heated topic throughout U.S. history.

2. Develop understanding of both advantages and disadvantages brought by immigration in the U.S.

3. Be able to use two reading strategies in class and future implementation: **Using Context Clues** and **Rereading**.

4. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.

5. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. Advanced Preparation:
 a. students will have to read *The Great Melting Pot* (Kevin et al., 2017) and *No Salad Bowl: America is Still a Melting Pot* (Auerback, 2019) prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) after finishing the reading.
 b. Students will prepare a list of arguments on both sides of the question "Is immigration detrimental or beneficial in the case of the U.S.?" and bring it to class

2. **Pre-Assessment/Open-up Game**: Students will be randomly divided into two groups and have a short debate on the question "Is immigration detrimental or beneficial in the case of the U.S.?" They have 5-10 minutes to prepare their arguments in their groups through sharing their thoughts and lists prepared in advance. Then the teacher will host the debate including a 2-minute opening statement for each team, 5-10-minute free debate and a 2-minute closing statement for each team (there will be no winning side). The big idea is to have students think about pros and cons of immigration in the U.S. context and stimulate their critical thinking skills.

3. **Input of the Day**: *The Great Melting Pot* (Kevin et al., 2017) and *No Salad Bowl: America is Still a Melting Pot* (Auerback, 2019). Students will have access to two articles that approach the concept of the U.S. as a Melting pot from slightly different angles.
 a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they will grasp the basic understanding of the complex situation of immigration and the diversified racial/cultural composition in U.S. society.
 b. **Language**: Then the teacher will review two reading strategies - **Using Context Clues** and **Rereading** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of context clues and rereading in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.
 c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:
1. Journal Reflection (Collected after a whole unit):
 a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures
 b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.
2. Reading article(s) for next week.

Lesson Three: Immigration II: Refugees
Essential Questions:
1. Is Refugee influx detrimental or beneficial in the case of the U.S.?

2. How can the article help us think critically towards the refugee resettlement situation in the U.S.?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:
1. Develop understanding of refugees as another enormous fraction of immigration population in the U.S..
2. Be able to use two reading strategies in class and future implementation: **Visualization** and **Summarization+Prediction**.
3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.
4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. **Advanced Preparation**: Students will have to read *The Wretched and the Beautiful* (Yu, 2017) prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) after finishing the reading.
2. **Pre-Assessment/Open-up Game:** Students will be shown a U.S. refugee resettlement fact sheet (available at https://www.unhcr.org/en-us/resettlement-in-the-united-states.html). They will discuss in their groups the potential beneficial or detrimental impact of refugee influx for 3-5 minutes and share their thoughts with the whole class. Then the teacher will lead a discussion on "from which perspective will refugee resettlement reshape the U.S. society?" (For example, how the public k-12 educational system should react to this phenomenon and how can this country facilitate them to accommodate/assimilate as soon as possible)
3. **Input of the Day**: *The Wretched and the Beautiful* (Yu, 2017). Students will have access to a science fiction that is a metaphorical tale on the topic of accepting or devaluing refugees regarding their intentions (intentional asylum seeking or facing a situation with no other option).

   a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, by comparing the fictional story to the real society, they will deepen their understanding of the refugee resettlement situation in the U.S. even worldwide.

   b. **Language**: Then the teacher will review two reading strategies - **Visualization** and **Summarization+Prediction** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of Visualization and Summarization+Prediction in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

   c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:
1. Journal Reflection (Collected after a whole unit):

   a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures

   b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.

2. Reading article(s) for next week.

<u>Unit Three: Embracing Equality</u>
Lesson One: Equality of Educational Opportunities
Essential Questions:
1. In your opinion, what does it mean to have true equality of educational opportunities for all citizens?

2. How can the article help us think critically towards equality of educational opportunities in the U.S.?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:
1. Develop understanding of the importance of equality of educational opportunities in the U.S..
2. Be able to use two reading strategies in class and future implementation: **Leveraging Prior Knowledge** and **Inferring Meaning**.
3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.
4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. **Advanced Preparation**: students will have to read *In Public Education, U.S. Needs to Pursue Equality* (Fan, 2018) and *Your Right to Equality in Education* (ACLU Department of Public Education, n.d.) prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) after finishing the reading.
2. **Pre-Assessment/Open-up Game**: Invite students to notice the different perspectives offered by the two articles and ask students to discuss in groups which aspects of educational equality they think should be prioritized in their own country or generally in the world. After discussing for 5-7 minutes, the teacher invites several students to share the arguments and ideas that came up in the previous discussion. The big idea is to have students expand their focus away from the U.S. context and to their own country, which is a stimulating activity for them to leverage their prior knowledge.
3. **Input of the Day**: *In Public Education, U.S. Needs to Pursue Equality* (Fan, 2018) and *Your Right to Equality in Education* (ACLU Department of Public Education, n.d.). Students will have access to these two articles based on two perspectives on the same topic of equality of educational opportunities in the U.S..
    a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they will grasp the basic understanding of what people in the U.S expect to get from educational equality, which might be slightly different from their own countries.
    b. **Language**: Then the teacher will review two reading strategies - **Leveraging Prior Knowledge** and **Inferring Meaning** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of Leveraging Prior Knowledge and Inferring Meaning in reading comprehension. Notice that here it will

be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:

1. Journal Reflection (Collected after a whole unit):

   a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures

   b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.

2. Reading article(s) for next week

Lesson Two: Gender Equality (Women Rights)

Essential Questions:

1. How do you envision the idea of gender equality being implemented in modern days (workplace, etc.)?

2. How can the article help us think critically towards gender equality in the U.S.?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:

1. Develop understanding of the importance of equality of educational opportunities in the U.S..

2. Be able to use two reading strategies in class and future implementation: **Using Context Clues** and **Rereading**.

3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.

4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:

1. **Advanced Preparation**: students will have to watch *Know your worth, and then ask for it* (Casey Brown, 2017) and read the transcript of the whole TED talk (both available on https://www.ted.com/talks/casey_brown_know_your_worth_and_then_ask_for_it?language=en) prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) from the video.

2. **Pre-Assessment/Open-up Game**: Students will watch an excerpt from a famous speech *Women's Rights Are Human Rights* by Hillary Clinton. Then the students should talk in small groups to share their own knowledge of a representative female figure that makes a huge contribution to mankind. Then when students come back as a whole, they will briefly share who these remarkable women are. Meanwhile, the teacher will lead a discussion of some of the discriminations, challenges and struggles these women faced that derived from their gender. The big idea is to have students think about the evident discrimination women suffered throughout the human history even till today and reflect on how we could do better next time.

3. **Input of the Day**: *Know your worth, and then ask for it* (Casey Brown, 2017). Students will have access to a TED talk that condemns the wage inequality derived from gender discrimination in the U.S..

   a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they will grasp the basic understanding of the situation that a lot of women encountered in the modern day and the urge to promote gender equality.

   b. **Language**: Then the teacher will review two reading strategies - **Using Context Clues** and **Rereading** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of context clues and rereading in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

   c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:
1. Journal Reflection (Collected after a whole unit):
   a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures
   b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.
2. Reading article(s) for next week

Lesson Three: LGBTQ Rights
Essential Questions:
1. How can we work together to promote LGBTQ equality not only in the U.S. but also in the whole world?

2. How can the article help us think critically towards LGBTQ equality in the U.S.?

3. How you plan to use the reading strategies we have addressed in this class in your future reading practices?

Content/Language Objectives:
1. Develop understanding of the importance of LGBTQ equality in the U.S..
2. Be able to use two reading strategies in class and future implementation: **Visualization** and **Summarization+Prediction**.
3. Develop the ability to summarize materials and link prior knowledge to facilitate reading comprehension.
4. Develop fluency and critical thinking skills through active peer discussion

Lesson Schedule:
1. **Advanced Preparation**: Students will have to read *Same-Sex Marriage and Other Moral Taboos: Cultural Acceptances, Change in American Public Opinion and the Evidence from the Opinion Polls* (Morini, 2017, p.3-6) prior to class. Meanwhile, they are welcomed to think about what is/are their takeaway(s) after finishing the reading.

2. **Pre-Assessment/Open-up Game**: Students will read a simple graphic in *A global snapshot of same-sex marriage* (Masci & DeSilver, 2019) Then the students should share in small groups their own knowledge of how LGBTQ rights have been valued/devalued in their own country. Meanwhile, they are also encouraged to discuss their own thoughts on LGBTQ rights generally. Then when students come back as a whole, they will briefly share the group discussion and all students could compare and contrast the status of LGBTQ rights in various countries. The big idea is to have students think about a big and relevant picture of LGBTQ rights worldwide and then they could dive into the U.S. situation.

3. **Input of the Day**: *Same-Sex Marriage and Other Moral Taboos: Cultural Acceptances, Change in American Public Opinion and the Evidence from the Opinion Polls* (Morini, 2017, p.3-6). Students will have access to a journal article that elaborates on the ordeal of the passing of nationwide same-sex marriage in the U.S..

    a. **Content**: Students can share their major takeaway(s) from this reading with the whole class, this will approximately take about 8-10 minutes. In the meantime, they will grasp the basic understanding of the progresses and outcomes achieved in U.S. history regarding LGBTQ rights.

    b. **Language**: Then the teacher will review two reading strategies - **Visualization** and **Summarization+Prediction** - based on this article. Students will have to find unknown vocabularies/confusing parts and structures to practice their use of Visualization and Summarization+Prediction in reading comprehension. Notice that here it will be a think-aloud process for students to conveniently share their reading comprehension processes with the rest of the class.

    c. **Debriefing**: future implementation of both content and language objectives of the day.

Homework:

1. Journal Reflection (Collected after a whole unit):

    a. Choose one piece of reading material (articles, speech transcript, segments of novels/short stories) (topic of your choosing) and mark down unknown vocabularies/confusing parts and structures

    b. Briefly record how you use the two strategies learned in class to overcome the challenges you marked in part a.

2. Reading article(s) for next week

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Appendix F

Final Case Study Report

Part I. Introduction

A. Learner's Background

Leo, a close friend of mine, is a 23-years-old Chinese boy living in U.K. currently. He is a graduate student at UCL majoring culture management. He was born and raised in Tianjin City located in the northern part of China, hence his fluency in Chinese (Mandarin and Tianjin dialect) as L1. According to him, he acknowledges Mandarin as his main medium of communication with most of the people he meets and Tianjin dialect with most of his family members and friends who come from the same city. Since he is in U.K. now, he mostly speaks English, but he still uses Chinese to stay connected with his friends and families back home.

Stipulated by Chinese education policy, his English learning began at third grade in elementary school in China. During elementary school and middle school, the medium of instruction for English language was mainly Chinese, while in high school mainly English with occasional explanations in Chinese. He completed his undergraduate study as an English Language and Literature major (mediums and methods of instruction vary based on different courses) at SISU.

B. Sociocultural Factors Influencing English Language Proficiency

Leo certainly presents a complicated linguistic background growing up. Therefore, various sociocultural factors might strongly influence his English language proficiency. The most evident factor is the deficiency of genuine communication with fluent speakers of English, which might significantly limit his oral performances. Another influential factor might be his positive or

negative identification with the culture behind the language, as is suggested in the Sapir–Whorf hypothesis that language is the culture. Moreover, the diversity and limitation of the instruction he received throughout the years cannot be overlooked since they were his main way of acquiring English language knowledge (e.g. Failure to receive instruction on certain grammatical structure might lower his written performances in various ways).

Part II. Learner's Language Abilities & Instructional Implications

A. Overview

The following section is the core of this paper, where specific analyses of Leo's language abilities are presented. Since instructional implications are inevitable closely related to the learner's language skills, they are provided following each of the four analyses that focus on different linguistic aspects of language in this sequence: Phonology, Semantics, Grammar and Pragmatics. After four subsections of specified language ability analysis, the final parts of this section are an overall assessment of Leo's achievement in his second language acquisition and a brief summary of instructional recommendations.

For the sake of this case study, two oral examples and three written examples are collected. The two oral examples are two separate interviews with Leo conducted through Skype app and audiotaped for further reference, one 18 minutes and another 11 minutes. The three written examples consist of two informal short essays on familiar topics and one formal paper as a requirement for one of his literature courses in the undergraduate program.

In the Phonology and Pragmatics Analysis, only oral examples will be examined as they are connected to Leo's spoken language such as pronunciation and register. While in the Semantics

and Grammar Analysis, both oral and written examples will be analyzed since lexical meanings and metalinguistic features could be found in both language forms.

B. Phonology

    Analysis.

The following analysis is based on the 18-minute interview. This analysis intends to access Leo's overall English proficiency with more specific focus on phonology performances during the interview.

The overall phonological skills of Leo are satisfactory in that he presents clear and intelligible articulation of words throughout the interview. On a suprasegmental level, Leo demonstrates his mastery of stress, intonation and pacing. While on a segmental level, Leo's strength in phonological skills in general notwithstanding, weakness is also found in several areas of the English phonology system. The first noticeable strength in specific of Leo is in the application of "elision" in his utterances. Yule (2017) defines elision as the process of not pronouncing a sound segment that might be present in the deliberately careful pronunciation of a word in isolation (p.49). In phrases such as "and me" and "but that's", Leo intentionally omits the pronunciation of the underlined letters, which contributes to a naturalistic and efficient way of speaking among native speakers. Meanwhile, in some phrases such as "I've been", "impractical", "most of" and "see that I", Leo shows weakness as he applies generalization of the elision rule (omitting the pronunciation of the underlined letters) to these structures, which becomes overgeneralization.

As could be observed from the above examples, the pronunciation of consonant "t" varies in relation to position. The voiceless/voiced consonant is where Leo demonstrates both strengths

and weaknesses. Leo is capable of differentiating the sound of a voiceless consonant and a voiced one in utterances as he pronounces "there" (/ðeə/) and "thing" (/θɪŋ/) accurately. However, when the phoneme is placed in the middle of the word such as "withdraw" (/ wɪðˈdrɔː /), he might get confused and mispronounce the /ð/ for /θ/. Another noticeable and recurring difficulties Leo has is in recognizing lenition in several similar word structures. Katz (2016) states that the agreed phenomena of "lenition" include Degemination, Debuccalisation, Voicing, Spirantisation and Flapping (p.46). In the case of Voicing, where Leo's mistakes are salient, the process of lenition usually concerns a consonant cluster in the onset position (*star*) or two adjacent consonants found in two syllabus (*prospect*). As allophones of the voiceless /p/ and /t/, the actual sounds heard in utterances bear resemblance with the voiced /b/ and /d/. Leo mispronounces the lenited sound in "e*x*am" and "ex*c*use" as the unchanged voiceless sound /k/. It is understandable that Leo may have trouble distinguishing the sound of /ð/ and /θ/ due to the fact that his L1 Chinese doesn't include these sounds. Moreover, the lack of proficiency in voiceless/voiced recognition and lenition is partly attributed to the dearth of instruction of phonotactics features of the English language.

In terms of vowel pronunciation, Leo showcases his ability to provide accurate utterances of various vowel sounds. However, still in several words he tends to move the original back vowel to an alternative front vowel. For example, he pronounces "could" (/kʊd/) as / kjd /, "you" (/juː/) as /jiː/ and "much" (/mʌʧ/) as /maʧ/. These are indicators of his lack of learning in the IPA chart or in the essence the specific phonology features of the English language.

Instructional Implications.

Drawing from all the analysis, I opine that a systematic instruction of the phonology system concerning phonotactics and sound differentiation will be helpful. "Sounds with similar articulatory or perceptual properties tend to have similar phonotactic distributions." (Linzen, 2017)

With the explicit instruction on similar language patterns will help Leo to gain sufficient knowledge to apply appropriate generalization on various structures and develop metalinguistic awareness. Moreover, explicit instruction to differentiate sound in a phonological system using IPA chart or other forms will be also beneficial to Leo as he will obtain specific knowledge to pronunciation in aspects of place and ways of articulation.

C. Semantics

Analysis.

The following analysis is based on an oral excerpt (see Appendix 1) from the 11-minute interviews and a short excerpt from Written Example 2 (see Appendix 2). The interview is in the form of a casual conversation on the topic of Leo's school life in the U.K., and the short essay is a non-academic writing piece on a familiar topic that is shopping.

In order to analyze the lexical diversity within oral and written samples, the measurement of type-token ratio (TTR) is introduced. TTR is the calculation result of the number of types (different words) divided by the number of tokens (total word count). The 388-word oral example in Appendix 1 contains 174 different words, hence a TTR of 44.85%, while the TTR calculated for the written example in Appendix 2 is 57.89% as 154 different types are present in 266 tokens. It is self-evident that "a high TTR indicates a large amount of lexical variation and a low TTR indicates relatively little lexical variation." (Williamson, 2009, p.3) Even though the TTR of the written example is not significantly higher than that of the oral example, just by 13%, it still indicates that Leo uses a larger amount of varied vocabularies in the written form. While "that the type-token ratio of speech is less than that of written language is typical," (Williamson, 2009, p.3)

the small margin is yet an indicator of Leo's weaknesses in commanding his vocabulary repertoire to further diversify his written language.

The low TTR in the oral example could be justified by Leo's unattended speaking proclivity of repeating his words for twice or even more. The repetition of short phrases such as "most of" and "we will explain" certainly dilutes the number of types found in the example. Moreover, the inevitable reoccurrence of copulas, pronouns and articles are another factor that might lower the type-token ratio of not only the oral example but also the written one. Leo does a fair job in his written example, even though it would be more lexically diverse if Leo could try to avoid using identical structures and words in one paragraph such as "it seems that" and "it is because". One suggestion would be to replace the second one with another similar phrases or just simple change voices or sentence structure.

Besides variety, accuracy is also crucial in showcasing one's ability to master semantic skills. The notion of accuracy in semantics is tied to three concepts: denotation, connotation and collocation. Leo undoubtedly demonstrates his mastery of these aspects in both of the language examples. However, he also makes similar mistake that symbolize his indisputable shortcoming in differentiate similar words with different denotations and collocations. In the oral example, Leo make use of not only simple vocabularies such as "job" or "think" but also more academically complicated words such as "obscure" and "dissertation". The denotations of these words are appropriate in the sentence and collocations such as "life expanse" rather than "life cost" are accurately uttered in his speech. In the written example, precise application of denotations and collocations notwithstanding (e.g. "the modern psychology is utterly baffled by the category"), the most noticeable feature is using connotations. As a satirical essay, Leo describes objects that are associated with positive feelings (e.g. oven, juice extractor) in a negative way (e.g. noise, cleaning

work) to considerably amplify the sarcasm intended in his writing. Nonetheless, in both examples, Leo exposes his difficulty on distinguishing words that have similar denotations but entirely different collocations. For instance, as Leo tries to express his fondness for the weather in the oral example, "climate" or simply "weather" would be more appropriate than "the environment" which usually refers to the natural world. Another example would be the word "inexplicable" in the written example, which is usually used to describe things not people. "Enigmatic" would be a better choice or he could simply add "whose action" after the dash. Obviously, Leo is capable of recognizing these words that are more proper in usage, but "using vocabulary productively in writing is seen as a more difficult task for a learner than recognising a word in a text." (Coxhead, 2016, p.68) Furthermore, since Chinese characters are highly logographic and English letters highly alphabetic, the enormous disparities between two languages make it impossible to find cognates, and differences of two culture also make it hard to transfer known conceptual denotations to another language.

Instructional Implications.

Drawn on the analysis above, considering improving lexical diversity and accuracy in denotation, connotation and collocation, translation and synonym activities would be most helpful for Leo to further master his semantic skills. In Lavoie et al. (2014), authors accentuate the importance of including both contextualization and decontextualization in vocabulary teaching, which is exactly the effect brought by translation and synonym activities. Analyzing different versions of translations on the same sentence or words into English or Chinese would allow Leo to gain deeper understanding of the concept and expand their vocabulary in describing similar things. Explicitly teaching synonym would also give Leo opportunity to familiarize himself with the various denotations and collocations, separately and contextually.

D. Grammar

The following analysis is based on a 215-word excerpt (see underlined paragraphs in Appendix 1) from the 11-minute interview (Interview 2) and a 216-word excerpt (see underlined paragraphs in Appendix 2) from a short essay (Written Example 2).

Morphology Analysis.

In order to access Leo's morphological ability, a method similar to Mean Length of Utterance is introduced to count total morphemes in an example. In the oral example, the coefficient of morpheme count divided by total word count (290/215) is roughly 1.35, and in the written example, the coefficient calculated (270/216) is 1.25. Apparently, both examples demonstrate complexity of their morphological features. "Morphologically complex words also tend to be made of root words or affixes that are less familiar." (Goodwin, 2015, p.511) Words such as "environment" and "university" with unique etymology are used in the oral example, and "luxuries" and "plausible" in the written example, that enrich the complexity of both examples. Also, Leo shows his mastery in various inflectional and derivational morphemes in both examples and use them to enlarge the morphological variety observed therein. For instance, "generally" and "general" in the oral example, and "used" and "usage" in the written one. However, there's still room for improvement as both examples use various words repeatedly which could be better delivered by using affixes or suffixes to diversify his writing vocabulary.

Syntax Analysis.

While Leo demonstrates a strong command of his syntactic skills, several significant areas of evident mistakes indicate his weaknesses in syntax. Undoubtedly, Leo properly uses some techniques such as ellipses (omission of "that" and "it's") in the oral example and passive voices

in the written one. However, in the area of linking devices, zero-making and agreement, Leo's weakness is evident.

Linking devices, also known as connectives, "both clarify how readers should understand the relationship between ideas they have already encountered in a text and also orient readers to upcoming information." (Crosson, 2013, p.193) It could be clearly observed that Leo makes an effort to include various connectives to form a coherent and cohesive delivery, such as the usage of "first of all", "on the other hand", "as a result" and common conjunctions like "but". But in the oral example, a profusion of repetition of the same connectives render his oral delivery monotonous. In the written example, more serious mistakes are made as he uses the connective "despite" to start an independent clause instead of a subordinate clause linked to the last sentence and he doesn't use a connective behind the comma in "…still buy them, it seems that…" that causes comma splice.

In many cases, zero making of the articles is imperative as to denote the specificity of the reference made by an author. Leo put an extra "the" in many sentences in the first and second paragraphs of the written example, where specific reference is unnecessary. The issue of articles could also be linked to the idea of "agreement". Yule (2017) states that the role of number, person, tense, voice and gender in describing language structure becomes clearer when we consider them in terms of agreement. (p.92) In both examples, Leo violates a myriad of agreement rules pertinent to number, person, tense and voice. Sentences such as "Their targets varies [*sic*] from" and "a classes [sic]" clearly demonstrate violations of agreement of number and person. Also, such as the anaphoric pronoun in "it has not been used" is in disagreement with the antecedent "these items" in the same sentence. Agreement of voice is broken in the lack of a copula in "items often used

only once" and agreement of tense is breached by the inappropriate application of present progressive in "shoppers are just having…taste…"

Instructional Implications.

In terms of morphological ability, even though the coefficient of the oral example is slightly higher, both examples feature complex words, and the written example is abundant of nominalizations while the oral one is in dearth of those. I would recommend for Leo to attend to and take notes of the various nominalizations present in a variety of highly acclaimed public speech as an assignment and combine it with the productive instructional activities introduced by Goodwin (2015) to promote both oral and written excellence.

In aspects of syntactic ability, aside from the nuanced strengths and weaknesses aforementioned, the ability to construct complex sentences varies in oral and written examples. Leo's written essay tend to include more complicated structures such as the last sentence in the example. It consists of a main clause and a coordinate clause linked by conjunction "but" and a subordinate clause led by "because" is embedded in the main clause, and a noun clause and another subordinate clause led by "as long as" in the coordinate clause. Whereas, the oral example is full of simple structures, and some sentence like the last one is still no match for the intricacy of the sentence structures in the written one. Moreover, Leo tends to have problems regarding the use of infinitives and gerunds to formulate a more complex sentence, as he confuses the infinitives and gerunds with other grammatical structures such as in "visit some museums…and to…combined [*sic*]…" A universal recommendation to Leo would be explicit grammar review, since his many mistakes are caused by his lack of engrained knowledge of various basic grammar rules. Approaches such as the explicit-inductive methodology conducted by Ní Dhiorbháin (2017) will

be a good pedagogy to improve his recognition and application of the dubious grammar system of English in various oral or written tasks.

E. Pragmatics

Analysis.

The following analysis is based on the 18-minute interview. Contrary to a casual friend-to-friend interview, it is made clear before the interview the procedure thereof and what is expected of the interviewee. The interview consists of two major parts, the basic background questions and situational conversation elicitation. Leo is expected to answer the questions in the first part with brief and clear utterances, and in the second part to form a meaningful and appropriate dialog with me in several situational conversations derived from the prompts that is shown beforehand to Leo.

The first part of the interview comprises five questions on name, native language, time of English learning, self-assessment of English language ability and a description of a typical English classroom in Leo's home country (China). Generally, Leo demonstrates the ability to adhere to the Grice's Maxims as he provides clear and structural responses to the questions. He answers to the third question: "I've been learning English for about…like…seven years…six or seven years." Since it is a formal interview, he understands the degree of formality hence the choice of uttering a full sentence. The answer also adheres to the maxim of quality and manner as he uses pragmatic markers "like" to indicate his hesitance on the exact years he's been learning the English language and thus providing an answer he believed to be true; as he doesn't include additional information such as "since kindergarten" which is an inference considering we are friends and raised in the similar education system, thus providing a clear and brief response.

The second part is evaluated based on five situational conversation, more complicated than those of the first part. While Leo still emanates adequate capability to adhere to the Grice's Maxims, he encountered several challenges in a more complex situation. In situation 1 where Leo is supposed to reject his professor's kind referral to a PhD program in a distant city, his first response in the dialog is as follow: "Well, it depends if you have scholarship for me. Haha!" Dawson and Phelan (2016) defines the action of flouting a maxim as making an utterance seemingly to violate a maxim but allowing the listener to comprehend its meaning by shared maxims or existing implicature. Leo flouts the maxim of quantity as he didn't enclose any clear explanation of why the decision of applying for a PhD program entails the existence of a scholarship, however it is inferred based on shared common sense and I understand that he's engaging in a cooperative conversation. Later in the dialog, he further develops his rationale for rejection when he elaborates how he want to have work experience and earn money currently. Nevertheless, Leo becomes a little infelicitous by violating the maxim of quantity and manner as he fails to address the concern of moving to another city and includes too much redundant details of his "workaholic" inclination. In situation 3 where Leo is supposed to inform the person politely that he cannot lend the money because of his own emergency, he showcases strong ability of adhering to the Grice's Maxims. He starts with "Oh sorry," offers a clear and succinct explanation why he cannot do this "My house loan is also due tomorrow," and further makes a suggestion "Maybe I could lend you some money tomorrow if that works for you." The answer is self-evidently in strict accordance to the maxims in that it manifests his capability to comprehend the situational context of the conversation and to utilize pragmatic skills to formulate an appropriate answer.

As is observed in the audiotaped interview, I concluded two factors that could be attributed to the participant's ability to maintain a socially acceptable conversation. Firstly, the

lack/abundance of schema contributes to Leo's inability/ability to interpret the situation and formulate corresponding appropriate responses. Schema refers to conventional knowledge structure that exists in memory (Yule, 2017, p.167). Since Leo fails to acknowledge the fact that most of the PhD programs offers fellowship, he derails his focus from addressing the difficulty of moving to a different city. However, when Leo recollects his knowledge about bus station in Situation 4, he uses schema to construct an answer to suggest the other person to go to the kiosk for help rather than cutting the line. Secondly, the situational and social context strongly influence his pragmatic skills. He feels nervous and is obliged to give a formal and proper answer to every question and prompts as per requested before the interview, thus neglecting provided details and social cues in the conversation is understandable.

Instructional Implications.

Considering the fact that Leo is currently in U.K. immersed in an English-speaking environment, he is recommended to engage more socially and academically, namely make friends with people who speak English more frequently, produce meaningful conversations, and participate in classroom discussions and one-on-one discourses with professors and classmates on academic topics. Moreover, expanding existing schema by drawing knowledge from all fields would be useful to not only elicit pragmatic awareness and application but also fuel one's full potential to be a part of the society where conversations constantly take place.

F. Overall Assessment

In detailed analyses of Leo's phonological, semantic, grammatical and pragmatic abilities, Leo emanates great strengths in all four areas while exposing several weaknesses that need to attend to through instruction. Under The Common European Framework of Reference for

Language (CEFR) framework for overall second language acquisition assessment, Leo also performs well on the rubric.

CEFR is an international standard assessing a person's language proficiency on a scale from A1 as basic users to C2 as proficient users. The language proficiency is evaluated in three aspects: understanding, speaking and writing. Speaking evaluation is further developed into a separate rubric with detailed explanations. According to CEFR Table 3 Qualitative aspects of spoken language use (Council of Europe, n.d.a), Leo's oral English language proficiency falls in between the level of B1 and B2. Based on five aspects (Range, Accuracy, Fluency, Interaction and Coherence) pertinent to spoken language, the assessment corresponds with Leo's ability to use sufficient vocabulary to express himself with some intentional hesitation to organize his thoughts and utterances on familiar topics and his ability of mostly accurate diction and usage of sentence structures. Leo demonstrates strong capability in forming comprehensible and diverse sentences with cohesion and coherence, using various devices such as connectives like "but", "and", "so", etc. Succinctly, Leo is an independent user of English language with sufficient command of the language to engage readily and properly in a conversation. Under the understanding and writing section of the original framework, Leo falls in the level of B2 based on the skills he demonstrated in the previous analysis and my personal relationship with him (e.g. deep knowledge of his language skills when we had the same course in our undergraduate program). He clearly is able to

> understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar…read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints…understand contemporary literary prose…write clear, detailed text on a wide range of subjects related to my interests…write an essay or report, passing on information

or giving reasons in support of or against a particular point of view. (Council of Europe,

n.d.b)

G. Brief Summary of Instructional Recommendations

In the previous subsections, instructional recommendations are made with regard to four different aspects. Considering Leo's decent language abilities in respective areas and overall, it is important to acknowledge his achievements in his second language acquisition and attend to several areas that he is still struggling to master. We should encourage him to communicate more with native speakers to cultivate confidence and completely comprehensible or even native-like pronunciation; we should use various explicit teaching activities to further facilitate his understanding of semantics and grammatical structures. We have learned what Leo missed in his own language education, and that's our role to fill in the blanks.

Part III. Critical Reflection and Conclusion

Throughout an exhaustive process of collecting data, composing analyses, applying theoretical knowledge to identify strength and weakness of an English learner, I think the most important benefit that comes out of it is to give me an opportunity to apply my knowledge to actual practice which will possibly be helpful in my future career as an ELL teacher. The theories and pedagogical ideas related to ELL such as mean length utterance, type-token ratio, phonemic awareness, etc. alone are invaluable, and by incorporating them into forming instructional plans for the learner they become more valuable in guiding my future work.

However, there are limitations to this case study that should and cannot be overlooked. Analyzing a small portion of a learner's language samples could be dangerous as it might make it sounds legitimate to justify overgeneralization. It is imperative for us teachers to recognize that

they are more than the mere representation of their oral and written examples. It reminds me of ELL students' rich background and knowledge and their uniqueness in language mastery and personality alike.

Succinctly, reviewing Leo's linguistic acquisition and providing according instructional recommendations is beneficial to my own learning in understanding ELL theories and pedagogies, and lay a solid ground for my future application on ELL students.

Appendix 1

Oral Example (excerpt)

L: Well…I like the… …the environment here. I mean the air is fresh, and though it's been rainy in the U.K., but generally speaking, the weather is good and as for…as for my daily life…it's just…people here are friendly and it's very convenient for me to…to buy a lot of things, to blend in and…teacher…my professors are very friendly and classmates are also very helpful.

L: That's a very good question. Warwick…University of Warwick is… …it's… … First of all, it ranked high in the world university list. And it's famous for its cultural studies on the one hand. And on the other hand, it's not based in London and life expanse here is not that high.

L: Now I'm studying international cultural polity [*sic*]…policy… international cultural policy. I'm now taking three classes a week. And for one and a half hour a classes [*sic*].

L: I'm now taking a …it's called a theory class to allow you have a fundamentally narmic [*sic*] understanding of how cultural policy feel. And the other one is more like…is even more general. And it's just called the international cultural policy class…course. And during that course, we will explain, we will discuss and explain some of the basic notions of cultural policy and we will visit some museums, art galleries and to…combined learning theory and facts.

L: Well. I guess most, apart from the theory. Most of the… most of the things in the cultural policy…policy courses are very interesting. Theory can be a little bit obscure but I could handle it.

L: Maybe I'll go back to find a job in china. And I'm not sure what position I'll be in, but, yeah, I think, probably I'll go back to china.

L: Of course, I will apply for a job which is related to cultural policy. And perhaps a cultural…an [sic] cultural…perhaps an organization that deals with cultural issues. Maybe some art gallery in china? Or some cultural organization in…tomorrow never knows. I haven't really decided yet

L: Well… I have to work…work through this winter holiday for my theory dissertation. So, probably I'm not going out for a trip or something. Yes. Basically staying in the library, staying in…on campus. Something like that.

Appendix 2

Written Example 2

Not all the shoppers could afford luxuries like that. Some shoppers, on the contrary, prefer to buy things that they use only once. Oven, juice extractor, the home-use hotpot.

People could use an oven to cook extraordinary food. It looks easy, but the procedure could bore them to tears. It also sounds good to have a glass of fresh orange juice for the breakfast, but the noise and cleaning work could ruin the morning. As for the home-use hotpot, it would be so nice for the family sitting around the table and enjoying the meal. Despite that no one would do the preparation and the dish cleaning.

As a result, these items often used only once. It remains the unsolved mystery of why people would still buy them, it seems that they never learn from others, or even themselves.

The third class of people—is the most inexplicable of all. They have no particular interests. Their targets varies [*sic*] from luxuries to cheap items—perfumes, notebooks, candles and shoes. But it seems that this kind of shoppers just buy them home for decoration rather than usage. And there is no evidence to show that it is because the defect of the object. Some people believe that it was because these kind of shoppers [*sic*] are just having special taste for their house decoration, but a more plausible theory is that there are chances for these items to double themselves—as long as it has not been used.

Honestly speaking, the modern psychology is utterly baffled by the category. However, poverty makes us the most normal person in nowadays world.

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