Capstone Portfolio

English Language Learners Program

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March 2016

Abstract

The Capstone Portfolio demonstrates my understanding of language acquisition and pedagogical knowledge for teaching English Language Learners (ELLs). Grounded on theoretical frameworks and empirical evidence, I reflect on the coursework I did during the graduate study at Peabody College and envision myself as a future teacher.

This portfolio consists of three sections: 1) philosophy of teaching, 2) TESOL domains and standards and 3) bridging theory and practice. Section I discusses the teaching philosophy that I believe to be critical for language learning based on the Interaction Hypothesis. In Section II, I explain my interpretation of the seven TESOL standards and domains, namely Planning, Instructing, Assessing, Identity and Context, Learning, Content, and Commitment and Professionalism. I present one to three artifacts for each domain and analyze how these artifacts are connected with the domains and standards from the perspectives of learning and learners, the learning environment, curriculum and assessment. The last section talks about the kind of teacher I would like to be in the future considering the insight I have gained through this ELL program. Moreover, I anticipate possible challenges in my future classroom and think of how I can address them. Continuous learning and professional development will also be an important part of my career plan, and I will grasp every opportunity I can to hone my teaching expertise. I conclude this portfolio by briefly reviewing what I have learned and the biggest takeaway from the two-year study at Peabody College.

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Interaction is an essential part for learning. Recalling my experience of learning English, I recognized, understood and practiced how to put words within the right sentence structure and what expressions I should choose on different occasions through communicating with others. Among my classmates, those who take an active part in interacting with people using their L2 usually make more rapid progress in second language learning.

The significance of interaction also comes from research and theories. In his sociocultural theory, Vygotsky defines the Zone of Proximal Development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (1978, p. 86). There is a "gap" between what learners can achieve on their own and what can be reached with the assistance of external resources. Interaction and collaboration with peers and teachers mediates the learning process, pushing learners to go through and progress in the next level of cognitive and linguistic development. Communicative competence, as the theoretical underpinning for the communicative approach in language teaching, is composed of grammatical competence, sociolinguistic competence, strategic competence and discourse competence (Hymes, 1966; Canale & Swain, 1980; Canale, 1983). Learners need not only structural language knowledge but also pragmatics knowledge to communicate appropriately and effectively in a particular context. Without interaction, it is rather difficult for them to understand how different language forms and elements function in a certain discourse. The instructional model Sheltered Instruction Observation Protocol (SIOP) also underlines the benefits of interaction for deeper comprehension of text, oral language development, brain stimulation, reduced risk, more processing time, and increased attention (Echevarria, MaryEllen, & Short, 2012).

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My philosophy of teaching is mainly grounded on The Interaction Hypothesis, which covers comprehensible input, interaction and output as its three major parts.

Comprehensible Input in Language Acquisition

Input, to be more exact, comprehensible input as one of the major parts of the Interaction Hypothesis (IH), is derived from Stephen Krashen's Input Hypothesis (1981, 1985). Krashen believes that "people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input in" (1985, p.4), and he defines comprehensible input as "the necessary and sufficient condition" (p.4) and "the essential ingredient" (p.4) for second language acquisition. To be comprehended, the input must be rich enough and provide forms and rules. The affective filter concerns more with the emotional and mental aspect of language acquisition. Lowering the affective filter means that learners will be more active in receiving the comprehensible input and applying it in communication. That is to say, they will be much less afraid of making errors and be more confident and motivated while trying to produce the new language (Krashen, 1985; Weaver, 1996). Despite the importance of comprehensible input in language acquisition, the exact role it plays is still in dispute among scholars. Long, one of the most influential figures in this hypothesis, admits the necessity of comprehensible input but states that such element alone is insufficient for second language learning.

How Does Interaction Trigger Acquisition?

Interactional modifications. Long argues that for the input to be effective and understandable, it must go through conversational adjustments when the speakers try to solve problems in communication (1981, 1983). He did a series of studies in the 1980s about the conversations between native speakers and non-native speakers of English. The research specifically looked into how the former made their meaning clear and intelligible to the latter, and came with the conclusion that conversational modifications (which are later used more

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often as "interactional modifications") facilitated comprehension in a greater and more consistent way than other means. An example of interactional modifications would be that the speaker elaborates and further explains the meaning if the interlocutor did not get it at first. Such adjustment proves to be more constructive than other alternatives like simplification in that it preserves the linguistic complexity (or the grammaticality) of the original input (Long, 1996). Other studies have also found strong positive connections between interactional modifications and comprehension, and interactive input (modified input during interaction) and comprehension. Besides, interactional modifications and interactive input also improve language acquisition to a considerable degree (Ellis, 1991, 1994). One possible presumption is that the two influence acquisition through their impact on comprehension though more empirical support is needed.

  Negotiation for meaning. In his crucial work in 1996, Long underlined the essential role of negotiation for meaning in interaction. Speakers negotiate via different means in an attempt to understand others' words and make themselves understood. "Negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the native speakers or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (Long, 1996, p.451-452). To interpret this process, noticing, or to be more exact, the noticing of the gap between the learner's output and the target-like language (by a native speaker or a proficient second language speaker) is the important determinant of whether the learner will turn input into intake and internalize it into the linguistic system (Long, 1996). The noticing is also to notice a hole in the learner's interlanguage (a unique linguistic system combing characteristics from both L1 and L2) when he/she is trying to express (Swain, 1998), and new syntactic or lexical features in the target language (Gass and Mackey, 2007). In other words,

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"a learner's attentional resources (or selective attention) are directed to problematic aspects of knowledge or production" (Gass and Mackey, 2007, p.186).

Negative evidence. Negative evidence (corrective feedback), which refers to the incorrectness of the learners' utterances, involves a large amount of meaning negotiation and modification. Negative evidence is found to be a potential facilitator in L2 acquisition (Ellis, 1991; Long, 1996) and is associated with input in a way that "input with negative evidence is crucial for the occurrence of acquisition" (Gass and Mackey, 2007, p.183). It prompts the practice of noticing and realizing the problematic patterns, figuring out the problems, seeking possible solutions and testing personal language hypothesis by attending to further input (Gass and Mackey, 2007). Implicit feedback, an effective type of feedback, focuses on the meaning of the expression and consists of a number of negotiation strategies. Such negotiation in turn, will promote comprehension of input and draw learners' attention to the form-meaning relationship (Gass and Mackey, 2007).

Interaction process in a nutshell. To sum up the interaction part, speakers try to modify their initial input during interaction, especially when there is a communicative problem taking place, and such modifications enhance the comprehension of input and further lead to positive effects on language acquisition. Interactional modifications bring about negotiation for meaning, during which the attention of the mismatch between learners' output and the L2 input they receive plays a big role. Besides, the learners might also notice some other questionable or difficult forms and structures through the comparison of the language they produce and what the target language is like. Corrective feedback can be applied as a section within or after a specific activity, a strategy for correcting errors, or a part of the conversation during the interactional process. Indeed, this is when meaning negotiation is intensive and learners make an effort to alter their initial output.

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Output in Language Acquisition

Output is another essential and necessary condition for language acquisition and "by focusing on output, learners can play more active and responsible roles in their learning" (Swain, 1995, p.126). There are three functions of output, namely the noticing function, the hypothesis testing function and the metalinguistic function (Swain, 1995, 1997). The first two overlap with the characteristics of meaning negotiation and negative evidence to some extent. The noticing function underscores the noticing of the gap between the learners' linguistic capacity and what the target language is like so that they become more attentive to the subsequent input (Nassaji & Fotos, 2011). The hypothesis testing function is primarily about the opportunities of examining the learners' language hypothesis (how to use the structures, patterns and words to express meaning) and getting new insights through output. The metalinguistic function refers to thinking about language via output, building the learners' awareness of reflecting on their language use and helping them internalize linguistic knowledge (Swain, 1997).

The Interaction Hypothesis highly values the kind of output modified through interaction for better communication, and "learners need to be pushed into producing output that is concise, coherent, and appropriate in order to develop full grammatical competence" (Ellis, 1991, p.286). Modified output and pushed output are closely connected with interaction and elevates learners' linguistic ability to a higher level when they try to produce a more native like L2 by adjusting and revising the original output. On the other hand, the sort of output for the sake of practice without any particular goal or justification has much less impact on language acquisition (Gass and Mackey, 2007).

How does the Interaction Hypothesis look like in the Classroom?

To implement the Interaction Hypothesis in my classroom, I will adopt the task-based instruction (TBI), in which students complete a specific task using the target language

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knowledge. The tasks are meaningful and "generally bear some resemblance to real-life language use" (Skehan, 1996, p.20) such as speaking to a sale representative, doing an interview, planning a trip and renting an apartment. Students need to come with a result or solve a problem in collaborating with others, during which they try to express and clarify themselves and understand others, in other words, interaction and meaning negotiation are incorporated and embedded in the communication. TBI puts meaning as the priority and advocates engagement and participation in the activities.

I will use task-based instruction to promote learners meaning negotiation, interactional modifications, and language awareness. This approach also balances the form and meaning of language as it draws particular attention to the form, which is often unnoticed and ignored by learners, without losing the primary focus on meaning (Long, 1996). When learners notice the problematic language structures and word usage in their output, they will be more attentive to the correct expressions in the comprehensible input. It is through the opportunities to "hear meaningful input, produce the target language in response to the input, and receive feedback on learner production" (Nassaji & Fotos, 2011, p.107) that my learners are able to form the awareness of and finally internalize new linguistic knowledge.

To produce better learning outcomes, I will embed a two-way exchange of information in the task. In such a task, students have to share and combine each other's information in order to accomplish the assignment, and the two-way exchange takes place to fill the informational gap and work out possible solutions for the problem. In one of my task-based activities, each group member will have an exclusive piece of information about a crime like the motives, alibis, location, methods, evidence and other proof possible, and they will have to cooperate with each other to identify the real suspect. In such a way, valid information is pooled together and frequent negotiations are inevitable for reaching the final conclusion.

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Section II   TESOL Domains and Standards

Domain: Planning

Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

Planning is the essential prerequisite for teaching. Teachers plan by considering the two crucial questions in mind: Who are our students and what are they expected to achieve in the lesson? The way I interpret this standard is that teachers design the lesson in a "backward" manner, that is to say, by first thinking of the specific understandings and goals that the teacher and students are going to strive for, and then devising the kind of assessment to be collected as evidence for learning as well as instructional activities aligned with the goals (Wiggins & McTighe, 2005). Besides, learners have different learning styles and characteristics, and for ELLs in particular, they are varied in language proficiency and content knowledge. Therefore, it is necessary to modify plans for their needs to generate better engagement and learning outcomes.

The artifact (*Artifact A*) for this domain is the lesson plan "The Trouble with Television --- How do you persuade others?" for my first practicum lesson. This is a Grade 8 ELL English Language Arts class with about 15 students whose language proficiency is intermediate in average. They are required to be exposed to the mainstream curriculum and the article "The Trouble with Television" in their textbook would be a good example to learn about the knowledge of persuasive writing.

Learners, learning and curriculum. I started planning the lesson by reviewing the text and what knowledge and ability learners need to acquire after the learning. This text is in a textbook tied with the Common Core Standards and with a focus of reading skills and analysis for each unit and set of selections. The focuses for the section of "The Trouble with

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Television" are fact and opinion and types of appeals for persuasive writing (nonfictional text), which are embedded in the grade-level curriculum. I selected the Grade 8 Common Core Standards for informational text reading correspondent with the focused skills for reading the text, which contained analyzing the central and major ideas of a text and its development by citing textual evidence. To specify the learning goals, I incorporated the Common Core, the requirement of the curriculum, the core knowledge and skills from the text, students' backgrounds and traits and their class routine to determine the content and language objectives for this particular lesson.

In terms of promoting learning and helping learners meet these objectives, I inserted multiple opportunities for them to practice and also for me to assess their learning progress. For example, students will complete the graphic organizers and worksheets after the instruction, and they will also share their thoughts in groups and in the whole class about how they identify the key concepts, how they analyze the text and how they evaluate the opinions and evidence. After prioritizing the learning objectives and evidence for examining their learning, I designed the instructional activities by thinking about the questions of what knowledge they need to know, how I present the knowledge and what materials and resources I need for these activities. Since the students are English Language Learners with limited target language proficiency, they will need explicit explanation and description of terms and concepts and see how such concepts are employed in real language examples. The lesson plan provides adequate examples for them to recognize, explore and summarize how different components and techniques are used.

The learning environment. To create a supportive and positive environment for learning, the lesson plan embodies multiple media and devices such as the video clip, slides, overhead projector, paper handouts, audio recording and pictures for conveying information. There are also types of interactions including pair work, group work and the whole class

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work for active involvement of students. I also took into account learners' prior knowledge and experiences and how I could build background to bridge the past learning to new learning (Echevarria, Vogt, & Short, 2012). For instance, in the warm-up section at the beginning of the lesson, a short video clip about the addiction to watching television will be played and students are asked to share their personal experiences of watching television with the question prompts. Since watching TV is a familiar life experience for the students and they all have interesting stories and views on this topic, this activity is effective to activate their schema (Alvermann, Phelps, & Gillis, 2010) and link prior knowledge. Additionally, the question prompts are related to the content of the text (e.g. "what are the benefits and disadvantages of watching TV?") and the focused skill of the lesson (e.g. "How will you persuade someone of the advantages or disadvantages of watching TV"), assisting learners to transit from their past experience to the new learning.

      Assessment. This lesson mainly implements formative assessment using the graphic organizer, worksheets, poster making, writing task to inform the teacher how well students comprehend the knowledge and apply them in actual tasks. Apart from such visible kind of assessments, there are also the informal ones consisting of group discussions, reporting the results of discussions and sharing ideas of how much they know about the concepts beforehand. All of the assessments are ongoing and allow learners to demonstrate their learning in a variety of ways and to provide feedback to the teacher for modifying and adjusting the instruction for their particular levels and needs (Anderson, 2007; Perie, Marion, & Gong, 2007). The planning of assessment comes from the important notion of differentiated instruction in teaching. For assessment with regard to differentiated instruction, different levels of scaffolding, modeling, explaining and provision of resources should be offered to our students with variances in culture, language, cognitive development and traits. Take the poster making activity in this lesson plan as an example, for less proficient students,

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the teacher can provide several models of the graphic organizers, list guiding questions of

what can be included in the poster, and let students choose which model is more effective for

showing their understanding of the text. Overall, the ultimate intention of the various kinds of

formative assessments and differentiation of conducting the assessments is for active learner

engagement and the ideal learning results.

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Domain: Instructing

Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

I understand the domain of instructing from the New Literacy perspective, which integrates the sociocultural theory and with a focus on "what literacy events and practices mean to users of different cultural and social contexts" (Street, 2003, p.10). People's various interpretations of literacy are shaped by their different cultural, political and social experiences and the contexts they are in (Alvermann, Phelps, & Gillis, 2010). Furthermore, readers read with purposes, making their literacy experiences more meaningful and significant. The "new" in "New literacy" can refer to multiple forms of literacy as well as tools and technology developed in the recent decades. They together support and engage learners in purposeful reading and help them develop important cognitive skills and strategies (Handsfield, 2009; O'Brien, 2006).

The artifact (see *Artifact B*) Three-genre Lesson Plan is a major assignment I created for the course Reading and Learning with Print and New Media. This is a unit plan divided into three lessons with two or three periods for each lesson. The topic of the unit is individual identity, and the topics for each lesson are concepts and features of identity, factors of identity and cultural identity. The lesson is intended for middle school social studies class and can be adapted to either ELL or non-ELL.

Learning and learners. Adolescence is a critical period for individuals to form the awareness and knowledge of self-perception, social relationships, culture variety and important issues in society. The topic of identity and the three dimensions of concepts, factors and cultural aspect of individual identity help learners to understand people from multiple perspectives, discover the factors influencing one's traits and development, and

explore the relationships between self, groups and the society. For ELL students, most of them just move from their home countries to a brand new environment with unfamiliar cultural norms and language. They struggle to find a balance between their past identity and the new identity, and feel confused of exactly who they are from time to time. This lesson helps them to recognize and identify themselves through different activities and instill confidence in them for their cultural identity. Hence, purposeful learning will take place since the topic is closely connected and of great significance to learners' life. Besides clear content knowledge objectives for each lesson, learners will also learn and practice language and higher-order thinking skills such as explaining symbol-meaning relationships, drawing conclusion and evaluating opinions in the areas of speaking, listening, reading and writing.

The learning environment. One of the outstanding features of this lesson is the incorporation of different genres and the effective use of multimedia. The genres consist of short novels, poetry, informational texts and the non-conventional type like pictures, paintings and videos. Learners can read, watch and listen through the channel of multimedia. As what has been mentioned before, multiple types of literacy and the reasonable use of educational technology can create positive learning environments for supporting and engaging learners to reach the desired learning outcomes. The adoption of multiple genres and multimedia also accommodates learners' different learning styles and informs them by different means.

A respectful and engaging learning environment is also achieved through interactions with varied task focuses and group configurations. Learners express their understandings of identity and also listen to other peers' views, and they are expected to respect and value different ways of thinking. In the third lesson of cultural identity, they will learn the misunderstanding and stereotypes of culture identity and how to break those stereotypes to create mutual respect for people of diverse cultural and language backgrounds.

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      Curriculum. The topic of individual identity is derived from one of the ten themes in National Curriculum Standards for Social Studies developed by National Council for the Social Studies (NCSS). The standards serve as a framework, a holistic lens, and a set of principles for selecting and organizing content appropriate for social studies courses and can be adapted to state, district standards and school curriculums (NCSS). I adopted the National Curriculum Standards to construct an overarching idea of what subtopics and questions I could contain in the unit plan, and then specified grade-level language skills that learners need to attain and practice using the Common Core Standards. By building on The National Curriculum Standards and Common Core Standards, teachers can implement instructional activities with purpose and create proper assessment for collecting learning evidence.

      Assessment. There is a major writing task in the end of each lesson for learners to synthesize information and present ideas in an organized and logical way. Each lesson period also has a response exercise and a group activity in a variety of forms such as group discussion, jigsaw, presentation, essay writing, poetry making, comprehension question, pair share and graphic organizer to allow learners demonstrate knowledge and understanding through multiple and innovative means. The pre-instructional assessment at the beginning of each period aims to activate learners' schema, review knowledge in the previous lesson or bridge new learning.

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Domain: Assessing

Standard 3: 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.

Assessment is about collecting and analyzing students' command of knowledge and skills in one or several areas of learning and such data is used to provide more effective and appropriate future instruction. Assessment can be formative or summative, formal or informal, authentic or standardized, and they serve different needs and purposes in terms of learners' performance. Teachers should conduct and combine the results of various types of assessment to have a multidimensional understand of students' learning and make more informed decisions.

The artifact (see *Artifact C*) I present for this domain is a Struggling Reader Case Study I did for one of my final course projects. This is a one-on-one analysis project with a secondary student who is struggling with school-based reading. I collected the student's background information and presented my knowledge of her through anecdotal records, description and reflection. The assessment tools included a reading interest inventory, Adolescent Motivation to Read Profile (AMRP) and Qualitative Reading Inventory (QRI). The tutoring recommendations and sessions were grounded on the results and interpretations of the assessments.

Learners and learning. My learner is in Ninth Grade of public high school. Her first language is English and was identified as "below the average and at risk" in reading

assessment. I gathered some of her background information from the informal conversations we had for each visit. Concerning interpersonal relationships, she has some friends in the school and shares a close and positive relationship with them. In the family, she is the eldest child of her parents with two younger sisters and one younger brother, which gives her a sense of responsibility to take care of her siblings. Her biggest interest is music. She likes all kinds of music and can list the concrete names of her top five favorite songs and artists. This passion of music could be used for engaging her in reading activity.

One biggest takeaway from this case study is getting to know our learner as a unique individual and a "whole" person. Apart from the language and academic performance, they have their own traits, hobbies, strengths, ideas and thinking patterns. Building a mutually respectful and trustful relationship with our learners is an important prerequisite for understanding them as unique individuals and breaking the barriers to communication. I realized that my learner was actually eager to talk and share her particular views, which totally changed my first impression of her being quiet and detached from communicating with people. I also got to know the challenges she encountered in reading such as staying focused and comprehending meaning. We can combine such valuable background information with assessment results to construct a more individualized and applicable learning plan for our learner.

The learning environment. My learner disliked school reading, finding it boring and complex especially when she entered higher grade levels. The reading activity at home was usually about magazines, text messages and words on television without much extensive book reading. However, I did find two noteworthy examples of her home reading experience. She often read to her little sister and talked about the books with her such as the one written by her favorite author Dr. Seuss. Her aunt is the family member who had a great passion for reading especially the big-chapter and deep books and liked to talk about them. Nonetheless,

this potentially positive element on forming her awareness and interest in reading did not seem to be very influential and my learner would sometimes "gets mad at her".

Assessment. The reading interest inventory consists of several simple survey questions about the learner's reading experience and hobbies in daily life. The survey was intended to be filled by the learner and she answered the questions with a few simple words, which did not reveal enough information. Adolescent Motivation to Read Profile (AMRP) was a major assessment I carried out for this project. The first section is composed of 20 multiple-choice questions for a quantitative analysis of self-concept as a reader and value of reading. My learner got a relatively high score for the former and a lower score for the latter. The second section is a conversational interview covering the topics of narrative and informational reading, reading concept and school reading, interpersonal relationships and reading, reading problems and strategies, particular reading experience. I kept records of her responses to the open-ended interview questions and extracted critical information to target the major challenges for her reading and work out possible instructional plans.

Qualitative Reading Inventory (QRI) examined the learner's actual reading performance. It is a mini standardized reading test requiring the student to read the text and answer related questions. I tested her with three grade-level reading articles and scored her performance according to the standards and formulas given in the rubric. By and large, she did quite well for word identification which mainly focused on the decoding skill. In contrast to her identification of the word-sound relationship, she earned a much lower score for reading comprehension specifically in the areas of concept questions, prediction, retelling and comprehension questions. She had a hard time comprehending the meaning and finding the main ideas of the texts. During the assessment, I involved my learner in determining the genre and topic she liked to read to ensure that her interest and familiarity with the text would not be a big disturbing element for the results.

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   Curriculum. From the assessment and conversational interviews, I concluded that my learner had major problems of making meaning, processing information, making use of effective strategies, concentrating and lack of motivation in school reading. Based on my knowledge of her, I recommended that she start with the overlapping area of her interests and the topics in school reading. For example, music is her biggest hobby so that she could read articles or books about musical history and try to observe important figures, events and features of certain period of history from these texts and then expand her reading to other themes in the historical age. I also informed her of the significance of reading with purpose, which would help her catch the gist of the text. For reading and cognitive strategies, I began to instruct her on asking questions before, during and after reading and making three types of connections (text-to-self, text-to-text and text-to-world). These strategies worked well for her and she could move beyond to practice more challenging texts in future study.

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Domain: Identity and Context

Standard 4: 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.

ELL learners bring with them a large number of "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, Amanti, Neff, & Gonzalez, 1992, p.133), which are referred to as "funds of knowledge". Teachers should understand how such funds of knowledge are shaped by their communities, cultural norms and language and how they continue to shape learners' identity and learning experiences. In stead of a deficit model (Moll & Diaz, 1987; Taylor & Dorsey-Gaines, 1988), teachers should capitalize on learners' diverse cultural and language backgrounds and implement them as valuable resources in teaching and assessing.

Artifact D is a reflection paper I wrote for investigating a multicultural community in Nashville. I saw artifacts, symbols, texts and pictures representing different cultural heritages and reflected on how these could influence a learner's identity formation and learning traits and how teachers could incorporate such knowledge into the curriculum and instruction.

Learners, learning and the learning environment. During the community literacy field trip, I visited three places which were the representatives of Asian culture, Latino culture and Kurdish culture. Despite of the differences in languages, artifacts and the ways objects were presented, they all preserved typical features of their cultural heritages while

absorbing some elements in the new living environment such as new food, a new language and a new way for communication and negotiation. Our learners live in the context that requires them to adapt to a kind of unfamiliar cultural norms and life styles and at the same time still to be attached to their heritage culture.

Such complex context has a great impact on the conceptualization of individual identity and learning particularly for young ELL learners. They may experience a great discrepancy between school environment and home environment. For example, schools set different learning criteria, expectations and rules from what they were used to at home and in their home country. Some of the values, beliefs, learning strategies and thinking might be different from what they were taught at home. And they may suffer identity lost and confusion as their limited English proficiency makes it hard for them to socialize into the new environment (de Jong, 2011). All these could affect their learning negatively, and teachers must understand the dilemmas and frustrations learners have and work out solutions to help them affirm their identities and achieve learning goals.

Curriculum and assessment. Informed by the knowledge of context and identity, teachers need to adopt the approach of culturally responsive teaching, which enables learners to connect the new learning to their prior knowledge and cultural experiences (Scherff, & Spector, 2011). Incorporating transnational and community literacies (Jiménez, Smith & Teague, 2009) into the instruction and curriculum is a great example of the culturally responsive pedagogy. After conducting the community research and exploration, the teacher can collect and bring the samples of students' cultural heritages (objects, texts, pictures, etc.). Students are supposed to examine, discuss, study and present the information and stories behind these samples by taping on their knowledge of language, social practices, history and geography and also by talking to their family members to know more about their native culture.

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For assessment, one point we have to keep in mind is the purpose of the assessment. If the assessment is to determine and identify the learner's L2 proficiency, then the assessment can be conducted only in the target language. If the assessment is for the overall language ability (including L1), then the learner might be better assessed with both of the languages to have a more comprehensive picture of his/her linguistic repertoire. If the assessment is for content knowledge, it can also be designed and administered in both languages because the learner might know the concept well only in one language. Moreover, assessment should be flexible, multi-facets and ongoing to capture the learner's progress and challenges encountered in pursuing both language and content objectives. This calls for authentic and informal assessment for complementing standardized assessment to observe and evaluate the learners' language use for various functions.

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Domain: Learning

Standard 6: 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.

Teachers view language acquisition from multiple perspectives such as the components of linguistic system (phonology, morphology, syntax, semantics and pragmatics), receptive and productive skills of language (listening, reading, speaking and writing), language use for different functions (basic communicative language and academic language) and understand how variables in learners' cognitive, linguistic and sociocultural backgrounds inform various learning outcomes. Teachers also identify learners' current stages of language acquisition grounded in theoretical frameworks and empirical evidence. The knowledge of language and acquisition process will be used to make informed decisions of how to support language learning for the age group of adults in particular.

Artifact E is a Non-Native English Speaker Case Study I did for the course Educational Linguistics and Second Language Acquisition. I collected information of the learner's background information and evaluated his language abilities in the aspects of phonology, morphology, syntax, semantics and pragmatics with the resources of oral and written samples. The current stage of second language acquisition was assessed using several measures and models. The last part included instructional recommendations based on the gathered information and data. *Artifact F* is the handout of a presentation I did for the same course. In the presentation, I examined three major studies on the factors that could affect adult second language acquisition (SLA) and came out with several implications for teaching.

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      Learners, learning and the learning environment. The learner is an adult native speaker of Chinese who was born, raised, went to school and worked in China. He had a passive experience and low motivation of learning English. Since English was a compulsory course in middle school and high school and the class was test-oriented, he had no choice but to complete endless exercises, quizzes and exams in order to earn high scores. The class mainly adopted the grammar-translation method (Richards & Rodgers 2001), with which language was learned through lectures of grammar knowledge, translation between L1 and L2, sentence structure analysis, drills and exercises. Little emphasis was given to speaking and listening, and the class focused on vocabulary and grammar structures demonstrated in the reading materials and practice of sample test questions.

      The learning environment outside of the classroom offered little exposure to the second language. The use of the first language was in an absolutely dominant position and the only chance that he had contact with English was probably doing English homework and listening to the cassette attached to the textbook. However, I did find some examples that might facilitate his language learning. After entering college, he sometimes liked to watch English movies and listened to English songs. Despite the fact that he would concentrate more on the Chinese translation of the scripts and the plot without caring too much about the English expressions, this could still be a good starting point to simulate his interest in learning about the culture of English-speaking countries and picking up some simple oral expressions. Considering the factors affecting adult SLA that I summarized in my presentation, the amount of exposure to the target language applied to his situation.

      Assessment. I carried out a detailed quantitative and qualitative analysis of phonology, morphology, syntax, semantics and pragmatics of the learner's language acquisition on word, sentence and discourse levels. Besides, I assumed the reasons causing his particular problems and challenges in the five aforementioned areas through comparing

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the features of English and his first language. For identifying the learner's current stage of English, I first delved into his performance on negation, questioning, possessive determiners, pragmatics, relative clauses and reference to past and found that he had more severe problems on relative clauses and reference to past. To assess his language learning in receptive skills (reading and listening) and productive skills (writing and speaking), I employed the standards of the five-level model (Krashen & Terrell, 1983). The results showed that his was around level 3 of Speech Emergency with reading skill the highest and listening the lowest.

      Curriculum. With regard to the learner's cognitive, linguistic and sociocultural development and the assessment results, I decided to adopt the sociocultural theory as the overarching framework for my instructional plan (Vygotsky, 1978). Since the learner is full-time working, it would be more proper to come up with flexible learning plans. To make the learning become more meaningful and motivated, he can read texts like news and articles that he is interested in Chinese first and then read the English materials of the same topic. Thus, he can transfer the background concept knowledge to assist the understanding of the texts in L2. Another way is to pair him with a more advanced English learner so that the learning can be mediated through interaction and feedback. The teaching implications from the presentation such as providing meaningful intake and opportunities for communicative interaction also support this idea.

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Domain: Content

Standard 7: 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.

I interpret this domain from the theories of systematic functional grammar (Halliday, 1994) and communicative competence (Hymes, 1996), in which learners apply their structural language knowledge and sociocultural knowledge, and use grammar functionally in terms of the occasion, content, intention and interlocutor relationship for a particular communicative discourse. Teachers plan the lessons by thinking about when, where and how their learners are going to use the linguistic knowledge and provide resources and support for them to achieve the communicative purposes.

Artifact G is a midterm paper for the course Special Topics in Education: EFL/ ESL on how my understandings of language teaching principles and techniques are informed by this course and how I will implement them to build a meaningful and engaging classroom for my students. Drawing on these principles, techniques and other methods I deem essential for language learning, I designed and demonstrated a mini grammar lesson (*Artifact H)* and a mini conversation lesson (*Artifact I)* to practice my ability of connecting theories with actions.

Learners, learning and the learning environment. *Artifact H* is a functional grammar lesson with the topic of modal verbs for ESL learners in upper elementary or middle schools. Students are able to communicate in oral English without much difficulty. They have

learned the function of modal verbs for showing possibilities in the previous lesson and will learn a new function of asking for permission and making requests in this lesson. I chose modal verbs as the topic because they are very common and useful for genuine communicative purposes especially in daily colloquial language. In addition, the learners are in an English-speaking country, so they have plenty of opportunities to be exposed to the target language outside classroom and might have heard or seen how people use models verbs for various functions in their life. This lesson will give them a systematic review of the modal verbs and nuances of these verbs for this particular function through vivid examples and engaging activities.

Artifact I is a conversation mini lesson for adult ESL learners with the topic of "Finding a Place to Live". They have been living in the US for a while but not too long and can understand and use common expressions in daily conversations. The topic is relevant to learners' life, which will give them the motivation and interest in learning. Also, they would have prior experiences and background knowledge for the topic, thus making the teaching and discussion more effective. It is an informal language class aimed at assisting learners in adapting to the new environment and blends content and language learning together.

Curriculum. In the midterm paper, I addressed the issues of focusing on meaning or form, teaching implicitly or explicitly, focusing on input or output, and learning deductively or inductively by recommending the method of structured grammar-focused task for as it keeps a comparatively well balance of both of the elements in each set. More importantly, a grammar form is embedded in and designed as the task content in a meaningful context (Nassaji & Fotos, 2011), which means learners will not only comprehend the information and negotiate meanings, but will also utilize the target form with authentic purposes. I used this method for the interactional activities in the two mini lessons.

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In the grammar lesson, students will work in pairs to create dialogues using the modal verbs for making requests and asking for permission. Each pair will be assigned to a particular setting. For example, in a fancy restaurant, the customer is ordering food and drink from the waiter/waitress. This tasks helps learners have a deeper comprehension of how the grammar knowledge operates within language for different functions. In the conversation lesson, the class will brainstorm and summarize important considerations for renting a place to live, and then they will work in pairs to complete an information gap and task-based activity. Student A will have two advertisements of housing and answer his/her partner's questions by looking for critical information in the materials. Student B will fill in the form with features of the two places by asking his/her partner with the advertisements. After completing the form, they will be discussing which place is better for a specific renter and why. This activity allows learners to apply language knowledge for negotiating meanings and solving specific problems, and also provides them with sufficient opportunities to practice listening, reading, speaking and writing.

Assessment. The two lessons are mini lessons for reviewing and making use of concepts and knowledge and are intended to be in an informal classroom setting, thus the assessments are formative and authentic. The in-class assessments contain checking out the form for modal verb usage after the storytelling, the two task-based activities, answering questions and sharing ideas in class, and providing feedback in the end of the lessons. The teacher will observe learners' performance and command of knowledge during these assessments. Students will also be assigned the homework of looking for modal verbs with various functions in authentic language materials in the grammar lesson.

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Domain: Commitment and Professionalism

Standard 8: 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.

Learning is a life-long process and every individual can be regarded as a student to some extent. To hone our expertise and improve ourselves, we need to learn from people working in the field of education as well as people from other spheres. Through the continuous learning and increasing understandings, we make a change to ourselves, our students, our colleagues and the broad teaching community.

Artifact J is a report of an interview I had with a university professor of second language teaching and learning. I asked about her thoughts on her concentrated areas, views of the field and opinions on important issues and controversies. *Artifact K* is an interview and experience paper I wrote for the field trip to a public charter school, where I interviewed a key player of the school and observed two classes, and then critically evaluated this experience by connecting to our course reading and learning. *Artifact L* is a course paper for exploring major laws and judicial rulings concerning English language learners and what they mean for me as a teacher.

Learners and learning. Dr. Guo is a sociolinguist and associate professor in a university in Canada and has been in field of second language teaching and learning for more than twenty years. She talked about her views on policy, instruction, current research field, students' cultural and language backgrounds and parent engagement, which offer me a lot insights and broaden my horizons with respect to how we support learners and learning. In one of the courses, she initiated a discussion of identity by asking her students from different

countries in the world to create individual identity maps and sharing with each other. In her opinion, the students brought in rich cultural and language heritages, which could be utilized as great resources for new learning. Since this class was for future ELL teachers and researchers, Dr. Guo was also demonstrating the methods that could be employed in their own classrooms. Furthermore, she stressed a judicious use of L1. I interpret this from the perspective that L1 is an effective tool for transferring learners' concept knowledge and skills and facilitating their comprehension, nevertheless, they should use it with purpose in learning the target language and the teacher should not blindly grant the permission of L1 use at any time.

The learning environment. I observed and reflected on the learning environment in the field trip to STEM Preparatory Academy. In general, the class followed a very organized patterned with systematic teaching methods and strategies and a range of exercises for strengthening learners' understanding. It also had a rigorous curriculum and a strong sense of time. Such characteristics helped to lay a solid foundation of knowledge and cultivate good learning habits. However, students would likely to feel a lot of pressure in learning and did not have much space to express their creative ideas. The physical environment of the school revealed the inclusion of cultural elements such as the bilingual staff, Spanish flyers on the window and translation services for parents, but I could hardly see multiculturalism and multilingualism embedded in the classroom. Although I only visited the school for several hours on the day and might not gather enough information of the learning environment, I learned from this experience that we could promote our professionalism by a close and careful examination of how second language teaching and learning is incorporated in the broader teaching community.

Curriculum and assessment. In *Artifact L* the explore paper, I probed into the intersection of second language education and legislation. In the first part, I made a timeline

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demonstrating, describing and discussing important judicial rulings, laws and regulations relevant to English language learners. Since the 1960s, the Bilingual Education Act (BEA) has been reauthorized several times along with some influential judicial rulings and cases such as Lau v. Nichols (1974), Castañeda v. Packard (1981) and Plyer v. Doe (1982). The general trend of these legislative acts is providing ELLs with more support for them to reach language and academic learning goals. I also analyzed them through the lens of assimilationist and pluralist discourses (de Jong, 2011), finding that except for the reauthorization of BEA in 1994, most of them adopted the pluralist discourses as to regard learners' native languages as a transitional tool for assimilating into the mainstream culture and language.

For teachers, it is necessary and significant to have some knowledge of the laws and policies pertinent to their working fields, because they have a great impact on setting the curriculum, assessment, instructional activities, and attitudes towards learning and students' backgrounds. Teachers should have the capacity of interpreting what these legistlative acts and documents mean to them as educators and how they are going to influence their teaching and students' learning. One tricky situation that teachers really have to think and handle carefully is how they are going to balance their own teaching philosophies and the principles and spirit of theses laws and regulations especially when there is a conflict between the two.

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Me as a Future Teacher

After presenting my teaching philosophy and thoughts on the major domains and standards, I envision myself as a future language teacher from the aspects of learning, learners, learning environment, instruction and assessment.

On the one hand, learning is about the knowledge and skills students need to acquire and apply. I will align my lesson planning with standards at national, state, district and school levels so as to establish an overarching framework for what areas I need to touch on and what content I can incorporate. Such standards and framework must be tailored to the specific age group, language proficiency and knowledge repertoire of my students, through which I make concrete content and language objectives in planning a single lesson, a unit or a semester-long class. Besides, I will accommodate the special needs of my learners, or in other words, what they need to work on in particular. The next step is to ensure that the learning goals are fulfilled. I should provide abundant resources and activities for them to recognize, identify, think, connect, compare, analyze and summarize, and also consider in what ways I can collect the evidence of their learning and what extra assistance they need to reach the objectives.

On the other hand, learning is not all about imparting knowledge but also cultivating the awareness for independent learning and critical thinking, building appropriate methods and strategies, realizing the importance of purposeful and meaningful learning, understanding the relationships between language and other domains such power and language, and affirming identities through learning. I will embed such life-time development and attitudes in my teaching.

Section III Bridging Theory and Practice

For the subject of learning ---- learners, I regard them as unique individuals and will ask myself the following questions: Who are my learners? What prior knowledge and experiences do they have? What do they need to achieve? What are their strengths and weaknesses? What are special about them? Where do they need particular help with? Conducting community research and investigation, home visits, interviews and survey questions are all effective ways to know my students especially for those with diverse heritage cultures and languages. These actions serve as great channels to build a mutually trustful and positive relationship with my students and their families and as preliminaries for culturally responsive teaching.

The two big issues I consider with respect to the learning environment are: What does the current learning environment look like, and what will my ideal learning environment be? I want to build a welcoming, respectful, inviting and supportive environment, which benefits my learners in lowering their affective filter (Krashen, 1985) so that they can take an active part in the learning process and are not afraid of making mistakes. The learning environment consists of physical environment and social and emotional environment (Barone & Xu, 2008). Examples of the former can be decorating the classroom with artifacts and texts from students' native culture, putting students' creative work done in class or at home on the wall, and setting a mini library with a variety of books that students like to read. Social and emotional environment concerns with creating a language-rich environment where students are exposed to meaningful contexts and sufficient opportunities of using the language. This can be realized in interaction and collaboration with peers and the teacher.

One of the vital strategies for me in instruction is scaffolding (Bruner, 1983), which would be defined more specifically as "gradual release of responsibility" (Pearson & Gallagher, 1983). I would like to take a clear-cut explanation from Echevarría, Vogt and Short (2012) for this model: I do, we do together, you do together and you do independently.

Section III Bridging Theory and Practice

I will use scaffolding to move students from knowledge input and teachers' assistance to independent learning. Another method I demonstrated in the Content Domain is task-based activity, where a lot of meaning negotiation and problem solving occur and students use target grammar forms in meaningful context with genuine communicative purposes. I also learn how to design individualized instructional plans through the one-on-one case studies for my coursework and will utilize such knowledge in my future tutoring plans.

I will carry out a multidimensional pre-assessment covering students' sociocultural history, educational history and linguistic history (Herrera, Murry, & Cabral, 2012) to help me make more informed decisions and suitable teaching plans. The other critical point for me in terms of assessment is to combine the results of standardized and summative assessment with formative and authentic assessment because a single set of tests or a single type of tests cannot give a comprehensive and objective reflection of students' language and content learning. I will make individualized portfolios for my students to keep ongoing records of their performances, growth, challenges and strengths from day-to-day observation.

My Multiple Identities in the Classroom

I describe myself as a teacher with multiple identities and playing various roles in the classroom, and they each has particular responsibilities and functions in facilitating learning:

- **Organizer**: creating and organizing activities and practices to promote learning, keeping the class in a good pace and a smooth transition;

- **Initiator and prompter**: initiating meaningful discussions and thought-provoking questions to lift the learning to a higher level, offering possible words, phrases, sentence patterns and examples that can be used for completing an activity or task when students meet difficulties;

- **Resource provider**: providing students with relevant information, materials, thinking patterns and tools if necessary, encouraging them to explore problems and

Section III Bridging Theory and Practice

issues independently;

- **Guide and supporter**: modeling, scaffolding and monitoring to lead students through the learning process, offering support in language and content knowledge;

- **Participant**: taking part in activities with students and becoming one of their team Members, observing how they use language to communicate with others;

- **Assessor and feedback provider**: offering feedback to students' output, deciding whether to provide the right forms or let them self-correct according to the purpose and students' ability, using both standardized assessment and authentic assessment and evaluating them critically

Anticipated Challenges in Teaching and How I Can Meet these Challenges

I was excited and nervous at the same time when coming to my practicum school on the first day. In my previous academic learning, there has been a great emphasis on viewing culturally and linguistically diverse students' funds of knowledge as assets and valuable resources for instruction and planning teaching in accordance with their needs and characteristics. To apply differentiated instruction, we have to know the student as a unique individual, which requires time, patience and diligence. I hold this notion deeply in my mind and internalize it as part of my teaching philosophy. After seeing a classroom of students with different skin colors, cultures, languages, personalities and patterns of communication, I started wondering: How do I start talking to them as a stranger? How am I going to implement differentiated instruction for such a group of diverse learners?

From what I observe and know, teaching is not an easy job as one has to put a lot of energy and efforts on a range of things and sometimes with the pressure of following standards and policies, preparing students for exams and keeping pace with the curriculum. Furthermore, some students only arrived in the country several months ago and cannot use English for effective daily communication. I also find they behave differently in the

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classroom, some are attentive and meet the learning goals as expected; some seem not to care about their study, sleeping on the desk, playing and talking with other classmates, or not interested in doing any activity or task; some find it difficult to catch up with what the teacher says and what is written in the book. All of these mentioned above can pose great challenges for understanding the students well and developing more targeted instruction.

Spending time in building a consistent and positive teacher-student relationship would benefit me for coping with this issue. Even though students may not speak much for the first time, showing them my respect, care, friendliness and support is a good start. I can talk with the students about their hobbies, interesting stories and favorite movie and music out of class, letting them regard me as a friend who likes to listen to them as against an authoritative person standing in front of the classroom. I believe that all children want to learn and have the ability to do so. The discrepancies in their academic performances and behaviors in class may due to the particular difficulties they encounter or a lack of awareness of the significance and purpose of learning. I will continue my chat with them in the long term, giving them space and chances to speak out their confusions and questions, and then combine the information gathered from the talk with the results of formative and summative assessments to try to come out with a comprehensive diagnosis of their problems and possible solutions.

Continuous Development

As what I have stated in Domain 8, learning is a life-long process and every individual can be regarded as a student to some extent. I will continue to learn for my future professional development through a variety of opportunities including professional trainings, field conferences, research projects, panel discussions, volunteering, presentations and speeches, and cooperation with schools and institutes. People working in the field of education and other realms areas also great source for learning and meeting the anticipated challenges. I will learn from veteran teachers, professors and researchers, other novice

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teachers, school administrators and staff, students, parents and community members. I would like to work with my peers to strive for a respectful, collaborative, inspiring, positive and caring working environment and peer relationship.

Conclusion

Having being in the master's study at Peabody College for two years with wonderful professors and peers, an enormous amount of reading and inspiring discussions, I have equipped myself with a systematic learning of the major theories, issues, findings and prospective research directions in second language teaching and learning. However, the real professional world is much more complicated than what the research presents. We have to be informed by theoretical knowledge and also know how to apply them in the real learning settings especially when we encounter unexpected situations and challenges. Through this program, I explored components and stages of second language acquisition, foundations of teaching ELL students, pedagogical methods and principles and language assessment, and these are all essential for improving our expertise. The biggest takeaway from the graduate study, as far as I am concerned, is to judiciously and eclectically choose from theories and practical methods facing with different teaching circumstances and to bridge and connect all what we have learned in a multilayer and sensible manner.

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Artifact A   Planning

Lesson Plan 1

Teacher: Mengfei Liu

Grade: 8th grade
Proficiency level: generally intermediate level with variances for individual students
Class type: English language arts and ELL (all the students are ELLs but this is also an English language arts class requiring them to be exposed to the mainstream curriculum)
Class size: about 12 students
Class duration: about 1hour and 15min

Lesson Title: "The Trouble with Television" --- How do you persuade others?
Theme: reading and text analysis (persuasive writing), writing (homework)
Main text and reason for choosing it: "The Trouble with Television" is a nonfiction article in Grade 8 common core textbook, which would be a good example to learn about persuasive writing specifically the knowledge of identifying opinions and evidence, major persuasive techniques and text structures. Such knowledge is critical for promoting higher-order thinking, deeper text comprehension and literacy development in higher grade levels. Besides, most of the students are familiar with the topic of television (they may not have computers and internet access but have televisions at home) and will be interested in discussing about it.

Standards: Common Core Standards
CCSS.ELA-LITERACY.RI.8.1
Cite the **textual evidence** that most strongly **supports** an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.8.2
Determine **a central idea** of a text and analyze its **development** over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.8.5
Analyze in detail **the structure of a specific paragraph** in a text, including the role of **particular sentences** in developing and refining a **key concept**.

Content Objective:
- SWBAT identify the argument, opinions, and evidence in the given text and understand the general structure of persuasive writing.
- SWBAT learn the major persuasive techniques and recognize them in persuasive writing.
- SWBAT evaluate whether some evidence and techniques used in the writing is persuasive enough and reasonable.

Language Objective:
- SWBAT cite specific texts, write down and explain whether they are opinions or evidence.
- SWBAT cite specific texts, write down and explain the persuasive techniques used.

Artifact A   Planning

- SWBAT analyze, talk about and write about the development of the text and the connections between different parts.
- SWBAT write their own argument with clear logic and sounding evidence based on the knowledge they have learned in this lesson.

Materials needed: textbook with the main text "The Trouble with Television" and exercises, computer, projector, worksheets, empty paper, colored pens, notebooks

Other notes:
Students are familiar with and have personal experiences of the text topic watching TV and they are interested in discussing such topic.

Students would have some previous knowledge of the key terms, structure or persuasive writing, or they may have read some examples of persuasive writing and have a sense of what this kind of writing is like.

Different materials and resources may have different names and concepts for the key components of persuasive writing. This lesson uses argument/ central idea, topic, point, opinion, evidence (facts, statistics, quotations, examples) and conclusion/ generalization.

As a class routine, the teacher will show the lesson objectives in student-friendly language on the screen before introducing the key knowledge (students may write down the objectives in their notebook) and let students write about what is the important knowledge they have learned in this lesson (exit ticket/ informal assessment)

Because this lesson focuses on the persuasive writing, key vocabulary learning will be in learned another class session.

Artifact A   Planning

Stage	Purpose	Interactional Focus	Procedures
Warm up and activate schema	To link prior experiences to prepare them for the topic of the text	Group work	Show a short video clip about the addiction to watching TV and ask students to discuss and share their personal experiences of the topic television using the prompt questions (appendix 1)
Bridge/Build background knowledge and introduce key knowledge	To bridge their prior knowledge to new learning and introduce the key knowledge for text analysis later on	Whole class and individual (assessing)	Show the key terms (e.g. argument, topic, point, evidence, conclusion, etc.) of persuasive writing on the screen

Differentiated: Ask them how much they know about these terms, then explain the terms according to their prior knowledge (if they know a lot about these terms, have less time for the explanation; if they know little about the terms, explain in more detail and show sentence examples and signal words for opinions)

Compare the structure of persuasive writing to a hamburger (also as a way to strengthen understanding) and let students fill in the blanks of their graphic organizers with the words given (argument, opinion/viewpoint, evidence) (Appendix 2). The teacher walks around to observe and monitor their progress

The whole class checks the answers together |
| Bridge/Build background knowledge and introduce key knowledge | To bridge their prior knowledge to new learning and introduce the key knowledge for text analysis later on | Whole class and may invite some students to answer the questions | Give several sample sentences and ask in what ways they persuade people

Introduce and explain the three types of appeals/ persuasive techniques (appeal to ethnics/authority, appeal to emotions, and appeal to logic/reason) and let students identify the techniques used in the foregoing sample sentences

Differentiated: for students who still have difficulties in understanding this knowledge, support them with visual aids and more examples |
| Listen to the text and | To familiar students with the text and | Whole class and individual | Play the audio of the text, ask students to pay attention to the argument, opinion, evidence and persuasive techniques |

Artifact A   Planning

read with purpose	prepare for the analysis later on		The teacher walks around to observe and monitor their progress
Text analysis	To analyze the text based on the knowledge of persuasive writing learned in the lesson	Whole class (may invite some students to answer the questions) and individual (assessing)	The teacher reads the text with students (not the whole text), scaffolding and modeling on how to complete the worksheets of differentiating opinions and evidence and identifying persuasive techniques with text citations. Let students complete the rest of the worksheets individually, and walk around to monitor and help those with difficulties. Students share their results to the whole class (Appendix 3) When students share their results and the teacher comments on their work, they will: • discuss why they put certain texts into the categories • share their ideas of whether the author states his views in a persuasive and reasonable way (give specific examples)
Wrap-up group activity	To build deeper understanding of the text, productively use the knowledge learned in this lesson, and to provide resources for the writing task	Group work (assessing)	Poster making: in groups, students make small posters about how the text develops (components: main argument/ central idea, subtopics, evidence, persuasive techniques) and how different paragraphs or parts are related to each other and related to the central idea (ideally in the form of graphic organizer or mind map). Each group presents and explains their work
Writing task	To use the knowledge productively	Individual work (assessing)	Writing task (as homework) (Appendix 4)

Artifact A   Planning

Instructions: Discuss your own experiences of watching television using the following prompts, focus on the last two questions.

Do you watch TV at home, and if yes, how many hours do you spend on it everyday/ each week?

What's the most attractive thing about watching TV?/ Why do you like watching TV?

What benefits and disadvantages does watching TV have?

If you want to persuade someone of the advantages or disadvantages of watching TV, how would you say/write about that?

Appendix 2

Introduction

Subtopic/
point1

Subtopic/
point2

Subtopic/
point3

Body

Conclusion
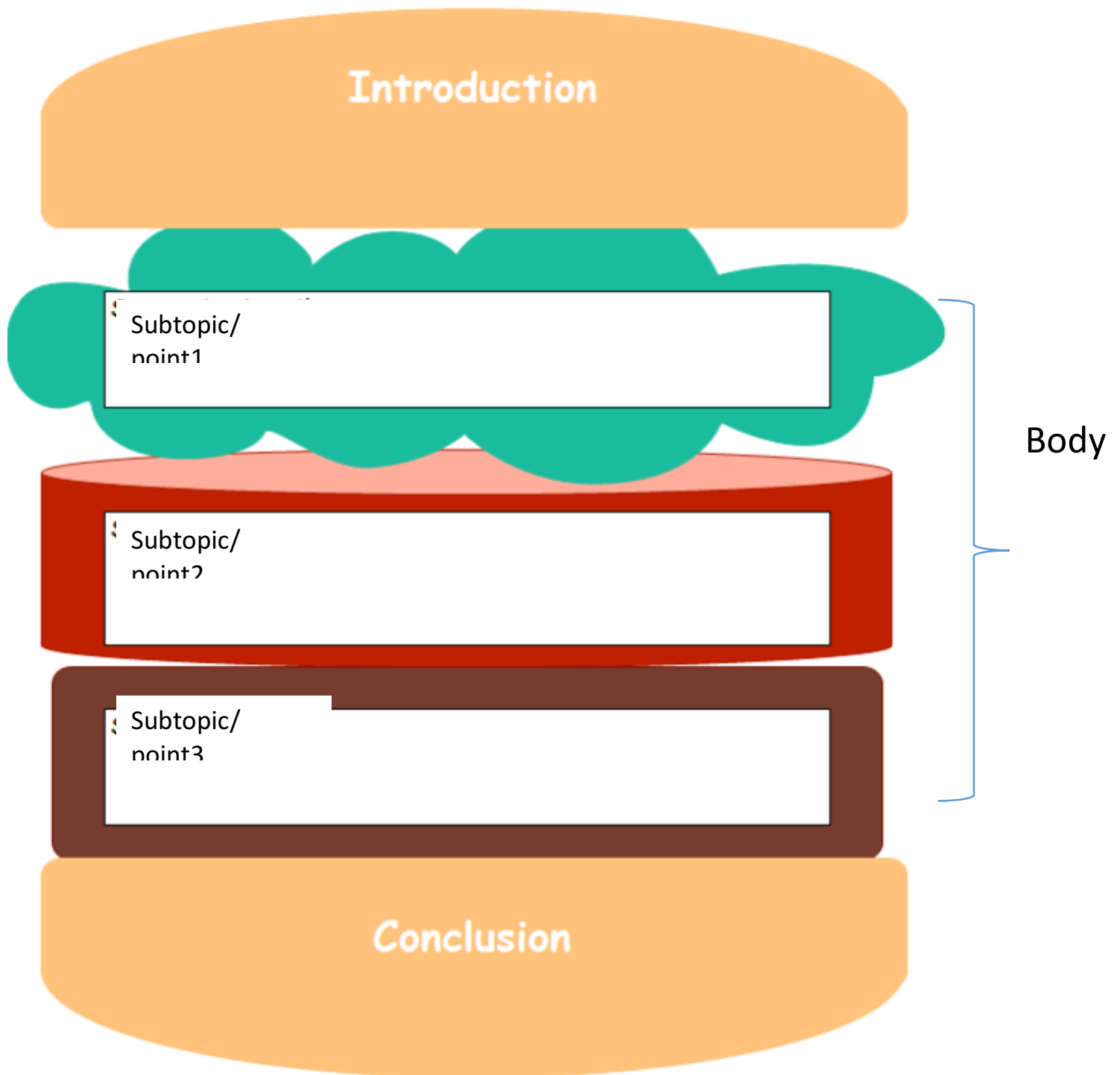
Artifact A   Planning

Opinion/ point of view	Evidence	Why do you think so?

Related text	Persuasive techniques	Why do you think so?

Artifact A Planning

Based on the knowledge and text we have learned, choose either of the tasks to write an essay. Pay attention to:

- Write your argument with a clear logic and support it with sounding evidence
- Don't forget to consider your argument, opinions, evidence and persuasive techniques
- Express your opinions in a formal style (word choice, correct grammar and complete sentences)
- Write a concluding sentence or paragraph at the end of your essay

A. In "The Trouble with Television", Robert MacNeil presents his viewpoint on television. What is the author's opinion of television? How does he think television influences our society? What evidence does he provide to support his opinions? Write two or three paragraphs describing his views. Include direct quotations and citations of evidence from the text to support your ideas.

B. Although this article was written decades ago, it is still worth reading and reflecting on since the addiction of TV still widely exists, and we seem to have the trouble with another thing in the new era --- the Internet. Write about your opinions on what the Internet has brought to us.

Artifact A   Planning

The Trouble with Television

It is difficult to escape the influence of television. If you fit the statistical averages, by the age of 20 you will have been exposed to at least 20,000 hours of television. You can add 10,000 hours for each decade you have lived after the age of 20. The only things Americans do more than watch television are work and sleep.

Calculate for a moment what could be done with even a part of those hours. Five thousand hours, I am told, are what a typical college undergraduate spends working on a bachelor's degree. In 10,000 hours you could have learned enough to become an astronomer or engineer. You could have learned several languages fluently. If it appealed to you, you could be reading Homer in the original Greek or Dostoevski in Russian. If it didn't, you could have walked around the world and written a book about it.

The trouble with television is that it discourages concentration. Almost anything interesting and rewarding in life requires some constructive, consistently applied effort. The dullest, the least gifted of us can achieve things that seem miraculous to those who never concentrate on anything. But television encourages us to apply no effort. It sells us instant gratification. It diverts us only to divert, to make the time pass without pain.

Television's variety becomes a narcotic, not a stimulus. Its serial, kaleidoscopic exposures force us to follow its lead. The viewer is on a perpetual guided tour: thirty minutes at the museum, thirty at the cathedral, then back on the bus to the next attraction--except on television, typically, the spans allotted are on the order of minutes or seconds, and the chosen delights are more often car crashes and people killing one another. In short, a lot of television usurps one of the most precious of all human gifts, the ability to focus your attention yourself, rather than just passively surrender it.

Capturing your attention--and holding it--is the prime motive of most television programming and enhances its role as a profitable advertising vehicle. Programmers live in constant fear of losing anyone's attention --anyone's. The surest way to avoid doing so is to keep everything brief, not to strain the attention of anyone but instead to provide constant stimulation through variety, novelty, action and movement. Quite simply, television operates on the appeal to the short attention span.

It is simply the easiest way out. But it has come to be regarded as a given, as inherent in the medium itself: as an imperative, as though General Sanoff, or one of the other august pioneers of video, had bequeathed to us tablets of stone commanding that nothing in television shall ever require more than a few moments' concentration. In its place that is fine. Who can quarrel with a medium that so brilliantly packages escapist entertainment as a mass-marketing tool? But I see its values now pervading this nation and its life. It has become fashionable to think that, like fast food, fast ideas are the way to get to a fast-moving, impatient public.

In the case of news, this practice, in my view, results in inefficient communication. I question how much of televisions' nightly news effort is really absorbable and understandable. Much of it is what has been aptly described as "machine gunning with scraps." I think its technique fights coherence. I think it tends to make things ultimately boring and dismissable (unless they are accompanied by horrifying pictures) because almost anything is boring and dismissable if you know almost nothing about it.

I believe that TV's appeal to the short attention span is not only inefficient communication but decivilizing as well. Consider the casual assumptions that television tends to cultivate: that complexity must be avoided, that visual stimulation is a substitute

for thought, that verbal precision is an anachronism. It may be old-fashioned, but I was taught that thought is words, arranged in grammatically precise ways.

There is a crisis of illiteracy in this country. One study estimates that some 30 million adult Americans are "functionally illiterate" and cannot read or write well enough to answer a want ad or understand the instructions on a medicine bottle.

Literacy may not be an inalienable human right, but it is one that the highly literate Founding Fathers might not have found unreasonable or even unattainable. We are not only not attaining it as a nation, statistically speaking, but we are falling further and further short of attaining it. And, while I would not be so simplistic as to suggest that television is the cause, I believe that it contributes and is an influence.

Everything about this nation--the structure of the society, its forms of family organization, its economy, its place in the world--has become more complex, not less. Yet its dominating communications instrument, its principal form of national linkage, is one that sells neat resolutions to human problems that usually have no neat resolutions. It is all symbolized in my mind by the hugely successful art form that television has made central to the culture: the thirty-second commercial: the tiny drama of the earnest housewife who finds happiness in choosing the right toothpaste.

When before in human history has so much humanity collectively surrendered so much of its leisure to one toy, one mass diversion? When before has virtually an entire nation surrendered itself wholesale to a medium for selling?

Some years ago Yale University law professor Charles L. Black, Jr. wrote: "...forced feeding on trivial fare is not itself a trivial matter." I think this society is being force fed with trivial fare, and I fear the effects on our habits of mind, our language, our tolerance for effort, and our appetite for complexity are only dimly perceived. If I am wrong, we will have done no harm to look at the issue skeptically and critically, to consider how we should be resisting it.

I hope you will join with me in doing so.

Artifact B   Instructing

ENED 3400
Mengfei Liu

<div align="center">

Three-Genre Lesson Plan
Individual Identity

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Grade: 7-9th middle school students
Subject Area: Social Studies

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Lesson Rationale

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  Adolescence is a critical period for individuals to form the awareness and knowledge of self-perception, social relationships, culture variety and important issues in society, in other words, they are expected to explore themselves, groups, culture and the world. The perception of identity is significant for such a process since it helps us to discover the unique qualities of ourselves, examine the relationships between individuals and society and deepen understanding of relevant topics. This lesson plan concentrates on personal identity and is comprised of the concept of identity, features of identity, factors shaping identity and cultural identity, which incorporates a variety of genres and resources including short novels, poetry, pictures, informational texts and videos. Through the set of lessons, students can not only enrich their knowledge and thoughts of this particular topic but also practice and enhance their abilities to support claims with logical reasoning and concrete evidence, imply meaning through textual clues, define key terms by drawing on different resources, interpret things from different perspectives, find cause-effect and symbol-meaning relationships, connect existing knowledge with new learning, employ metacognitive reading strategies, abstract information from multimedia resources, organize and clarify responses and work with others as a team via a range of speaking and writing exercises either individually or interactively. The standards are from the Common Core Standards mostly at the level of grade 8. For assessments, they are all formative assessments with a hope to evaluate students' knowledge and thinking of the issue and teaching effect and are mainly in the form of writing.

  Each one of the three lessons is divided into different periods due to the richness of resources and length of sessions. In addition, the estimated time listed in the tables is adapted flexibly according to specific groups of students and situations. The four components of pre-reading activity, response exercise, interactive activity (pair, group, whole class), and assessment are noted in red in the end of student actions for differentiation, and please note that some actions can be viewed as more than one kind of component (eg. can be both response exercise and group activity or can both be interactive activity and assessment) and every lesson might contain more than one action of each kind of components. Furthermore, the standards of each lesson are achieved through the response exercises, interactive activities and assessments, and each part of them might reveal more than one single standard so specific actions to practice these criteria are not written separately under each item. The majority of reading response questions and instructions of activities are demonstrated in appendices because the tables are too small and inconvenient for listing all the content.

Lesson One
What is Identity?

Objectives
Students will be able to:
- develop the ideas of the concept and features of personal identity;
- strengthen their understanding of symbol-meaning relationship;
- practice the relevant knowledge in reading, writing and speaking.

Standards
CCSS.ELA-LITERACY.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.2.B
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.3.D
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Artifact B   Instructing

CCSS.ELA-LITERACY.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Genres: pictures, short novels, poetry

Period One

Estimated Time	Student Action	Teacher Action
10 min	Activity of Self-Portrait: draw a picture that best represents yourself, which could be an objective or abstract image of yourself, objects unique to you, or emotion and characteristics that can be illustrated in a picture (pre-reading activity)	Give the instruction of Self-Portrait, offer materials (paper, colored pens…), walk around and observe
10 min	After completing the picture, share it in small groups and explain why you draw like this	Walk around and observe
8 min	Listen to the teacher introducing the topic and appreciate the artworks, think of which one you have the deepest impression and what you can imply from this work	Introduce the lesson topic: identity, and show artworks (Appendix 1) about identity
12 min	Prepare for the questions of choosing one artwork to talk about and the way it represents certain emotions, features and meaning (response exercise)	Invite students to give their opinions on which one they like the best or are most interested in, what they can see (meaning, emotions, features…) from the work and how they are shown

16-18 min	Group activity (similar to Jigsaw): Talk about what identity is and features of identity in groups, write down the key points that your group mentions and switch to another group exchange your ideas (share what your group thinks of these two questions and listen to other groups' ideas) (group activity)	Walk around and answer questions
10 min	Whole class summary: together with the teacher and other classmates to summarize key points of the two questions, be active to share your thoughts	Ask volunteers or assign students to answer the two questions, write the key words or terms on the board, and add some important points if they miss such as " Identity is how I perceive myself and how others see me; it is the combination of characteristics by which I am known and recognized; I can describe identity from various perspectives (identity is multidimensional); my identity changes according to different situations, time and locations (eg. to my family, to my teachers, to my friends, when I am at home, when I go to the shops, when I participate in activities, When I am a child, When I grow up and be an adult --- my identity as in groups, institutions, society…)
After class	Writing task (to be continued): write about your perceptions of identity after this class: what it is, characteristics and something you learn about it from this class (assessment)	Assign and explain the writing task

Period Two

Estimated Time	Student Action	Teacher Action
5 min	Listen to the teacher explain and quickly go through in mind what you have learned in the last period	Explain that students are continue to explore the issue of identity and introduce the text they will be reading: *Through the Tunnel*

Artifact B   Instructing

About 1 min	Watch the movie trailer and predict what the story might be about (pre-reading activity)	Play the trailer related to the short novel
90 min	Read the text (Appendix 2) individually and then speak about or write your responses according the instructions (Appendix 3, with exercises and specific activities), remember to form your responses with logical reasoning and sensible supporting details (response exercise & activity)	Provide handouts of the text and exercises, walk around, observe, answer questions, organize kinds of activities
After class	Read an article exploring this short novel (Appendix 3), pay attention to how the author supports her idea and prepare to answer the five questions, think about what you can learn from her writing; continue to develop your idea of identity (the writing task) (assessment)	Provide hangouts of the article, explain the reading and writing tasks

Period Three

Estimated Time	Student Action	Teacher Action
5 min	Quickly review what you have learned in the previous two sections and listen to the teacher	Explain to students that they are going to learn identity through poetry this time
18 min	Poetry appreciation: read poems on the handouts (Appendix 4) and pick up one or more poems that you like, explain the reasons of why you like it/them, and try to find some symbol-meaning relationships and writing techniques	Provide hangouts and explain what they are supposed to do
15 min	Talk to a person who chooses the same poem/poems as you to see if you can add something to your thoughts, and then talk to several people who choose different poems from you and listen to them explain their ideas (reading response and interactive activity)	Organize the activity and walk around
18 min	Poetry making: Listen to the teacher and write your own bio-poem according to the instructions (Appendix 5) (response	Explain the bio-poem and provide handouts for students to write

	exercise)	
10 min	After finishing, read your poem to others (could be pairs, group or the whole class) (interactive activity)	Organize the activity
After class	Continue to finish your writing task on identity and draw a mind map to demonstrate how you perceive this word after the three sections, hand them in to the teacher next time (assessment)	Explain the tasks and collect students' work next time

Lesson Two
Factors of Identity

Objectives

Students will be able to:

- find factors shaping personal identity through a range of reading, speaking and writing activities;
- learn how to draw conclusion from a variety of resources and observe the cause and effect relationship in texts.

Standards

CCSS.ELA-LITERACY.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.6
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the

reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Genres: informational texts, pictures

Period One

Estimated Time	Student Action	Teacher Action
15 min	Poster making: Based on what you've learned in the previous lesson and your personal experiences, consider how identity is shaped and what factors are influential in the process. In groups, each member contributes to the idea of factors related to identity and how they specifically form identity, and then together make a poster demonstrating your result of discussion, use pictures, arrows and diagrams if necessary (pre-reading activity)	Explain the activity, provide materials, walk around, observe and answer questions

Artifact B   Instructing

12 min	Present your poster to the class	Stand aside to let the students perform
About 60 min	Reading: read and do the exercises following the instructions (first individually and then in groups), remember to pay attention to how the author organizes information and support your claims with evidence. (Appendix 6, articles, questions and activities) (response exercises and interactive activities)	Offer each student an article from the handout randomly (due to the differences in lengths, some articles might be cut in half or bounded with another article) and let them complete the exercises and activities according to the instructions, walk around and answer questions
2 min	Observe diagrams of identity factors on slides (Appendix 7)	Projects diagram of identity factors on slides and let students observe

Period Two

Estimated Time	Student Action	Teacher Action
15 min	Update your list of factors shaping identity after the learning of first period, think about what new insights you can add to. Develop your individual list and prioritize them based on you understanding. Compare your order of importance in groups and explain your reasons. (response exercise and group activity)	Explain and organize the activity, walk around and observe
20 min	View the picture and listen to the teacher introduce the concept. Read the article (Appendix 8) and consider whether you agree with what the author said.	Show a picture of an iceberg and introduce the concept of identity iceberg. Provide handouts of an article on identity iceberg.
10 min	Prepare to answer questions.	Ask students whether they agree with what the author said.
5 min	Identity iceberg making: draw the shape of an iceberg and put factors of identity into the iceberg. Compare your work with others. (response exercise and group activity)	Explain the activity, walk around, answer questions
15 min	Observe the identity iceberg in Prezi and talk about the similarities and differences compared with yours	Show the identity iceberg in Prezi and ask students if they see anything similar or different in it compared with their own version

Artifact B   Instructing

After class	Writing: Choose one or several elements to write an essay on how they shape identity by explaining the cause-effect relationship and analyzing through concrete examples (could be your personal experiences or others' stories you know) (assessment)	Explain the assignment

Lesson Three
Cultural Identity

Objectives
Students will be able to:
- empathize people's feelings in the videos and express thoughts on the issue of cultural identity;
- evaluate people's opinions on this issue based on their existing knowledge and new insights;
- realize the existence of cultural identity stereotypes and figure out how to break them.

Standards
CCSS.ELA-LITERACY.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.2

Artifact B   Instructing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Genres: videos

Period One

| Estimated Time	Student Action	Teacher Action
About 25 min	Watch the first set of video clips, have the questions in mind and do the exercises according to the instructions (Appendix 9), videos: In the Matter of Cha Jung Hee, First Person Plural, Wo Ai Ni (I love you) Mommy, Discovering Dominga (pre-reading activity)	Assign the task, show the questions first, play the videos, walk around while students are doing the activity
About 12 min	Watch the second set of video clips and have the questions in mind (Appendix 9), videos: American Chinese boy interview, Thoughts on Cultural Identity, American culture shock for international students, What does it mean to be American?	Assign the task, show the questions first, play the videos
20 min	Writing task: write an essay following the instructions (response exercise & assessment)	Walk around while students are doing the writing, answer questions
10 min	After finishing the essay, be prepared to talk about your writing and hand in your work to the teacher. (interactive activity)	Invite a few students to talk about what they've written and then collect students' work

Artifact B   Instructing

Period Two

Estimated Time	Student Action	Teacher Action
15 min	Think about the pre-watching question and be prepared to give your answers (Appendix 8). Watch the first video clip and then do the pair work (Appendix 9), video: Asian stereotypes (response exercise and pair work)	Ask the pre-reading question, invite a few students to answer, play the video, observe while they are doing the activity
15 min	Watch the second video clip and do the group work (Appendix 8), video: Stereotypes vs Actual Culture (response exercise and group work)	Play the video, walk around
20 min	Watch the second video clip and do the writing and whole class activity (Appendix 8), video: Removing cross-cultural stereotypes (response exercise and whole class activity)	Play the video, walk around, answer questions
After class	Writing assignment: Write about the aspects you are interested in about identity after the three lessons. Remember to support your views with sensible reasons and concrete examples. Draw from as many resources as possible. You can review what you've learned, synthesize the information and add your own unique opinions. (assessment)	Assign the writing task

Appendix 1 (return to content)

Artworks
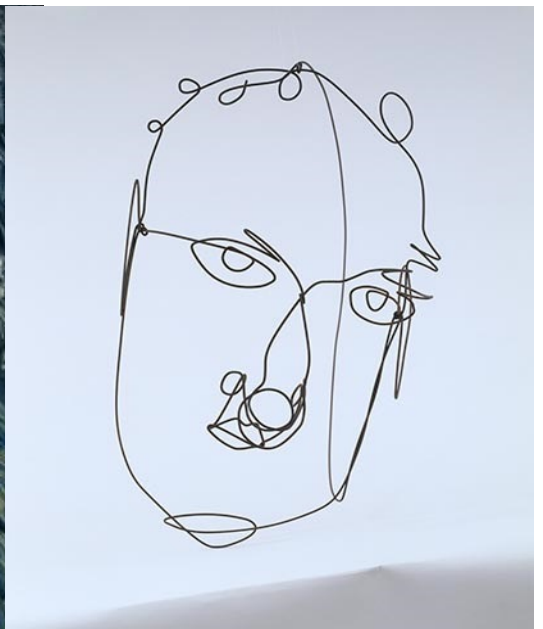
Through the Tunnel
Doris Lessing

Going to the shore on the first morning of the vacation, the young English boy stopped at a turning of the path and looked down at a wild and rocky bay, and then over the crowded beach he knew so well from other years. His mother walked on in front of him, carrying a bright striped bag in one hand. Her other arm, swinging loose, was very white in the sun. The boy watched that white, naked arm, and turned his eyes, which had a frown behind them, toward the bay and back again to his mother.

When she felt he was not with her, she swung around. "Oh, there you are, Jerry!" she said. She looked impatient, then smiled. "Why, darling, would you rather not come with me? Would you rather --- "she frowned, conscientiously worrying over what amusements he might secretly be longing for, which she had been too busy or too careless to imagine. He was very familiar with that anxious, apologetic smile. Contrition sent him running after her. And yet, as he ran, he looked over his shoulder at the wild day; and all morning, as he played on the safe beach, he was thinking of it.

Next morning, when it was time for the routine of swimming and sunbathing, his mother said, "Are you tired of the usual beach, Jerry? Would you like to go somewhere else?"

"Oh, no!" he said quickly, smiling at her out of that unfailing impulse of contrition --- a sort of chivalry. Yet, walking down the path with her, he blurted out, "I'd like to go and have a look at those rocks down there."

She gave the idea her attention. It was a wild-looking place, and there was no one there; but she said, "Of course, Jerry. When you've had enough, come to the big beach. Or just go straight back to the villa, if you like." She walked away, that bare arm, now slightly reddened from yesterday's sun, swinging. And he almost ran after her again, feeling it unbearable that she should go by herself, but he did not.

She was thinking, Of course he's old enough to be safe without me. Have I been keeping him too close? He mustn't feel he ought to be with me. I must be careful.

He was an only child, eleven years old. She was a widow. She was determined to be neither possessive nor lacking in devotion. She went worrying off to her beach.

As for Jerry, once he saw that his mother had gained her beach, he began the steep descent to the bay. From where he was, high up among red-brown rocks, it was a scoop of moving bluish green fringed with white. As he went lower, he saw that spread among small promontories and inlets of rough, sharp rock, and the crisping, lapping surface showed stains of purple and darker blue. Finally, as he ran sliding and scraping down the last few yards, he saw an edge of white surf and the shallow, luminous movement of water over white sand, and, beyond that, a solid, heavy blue.

He ran straight into the water and began swimming. He was a good swimmer. He went out fast over the gleaming sand, over a middle region where rocks lay like discolored monsters under the surface, and then he was in the real sea , a warm sea where irregular cold currents from the deep water shocked his limbs.

When he was so far out that he could look back not only on the little bay but past the promontory that was between it and the big beach, he floated on the buoyant surface and

looked for his mother. There she was, a speck of yellow under an umbrella that looked like a slice of orange peel. He swam back to the shore, relieved at being sure she was there, but all at once lonely.

On the edge of a small cape that marked the side of the bay away from the promontory was a loose scatter of rocks. Above them, some boys were stripping off their clothes. They came running, naked, down to the rocks. The English boy swam toward them, but kept his distance at a stone's throw. They were off that coast; all of them were burned smooth dark brown and speaking a language he did not understand. To be with them, of them, was a craving that filled his whole body. He swam a little closer; they turned and watched him with narrowed, alert dark eyes. Then one smiled and waved. It was enough. In a minute, he had swum in and was on the rocks beside them, smiling with a desperate, nervous supplication . They shouted cheerful greetings at him; and then, as he preserved his nervous, uncomprehending smile, they understood that he was a foreigner strayed from his own beach, and they proceeded to forget him. But he was happy. He was with them.

They began diving again and again from a high point into a well of blue sea between rough, pointed rocks. After they had dived and come up, they swam around, hauled themselves up, and waited their turn to dive again. They were big boys, men, to Jerry. He dived, and they watched him; and when he swam around to take his place, they made way for him. He felt he was accepted and he dived again, carefully, proud of himself.

Soon the biggest of the boys poised himself, shot down into the water, and did not come up. The others stood about, watching. Jerry, after waiting for the sleek brown head to appear, let out a yell of warning; they looked at him idly and turned their eyes back toward the water. After a long time, the boy came up on the other side of a bog dark rock, letting the air out of his lungs in a sputtering gasp and a shout of triumph. Immediately the rest of them dived in. One moment, the morning seeming full of chattering boys; the next, the air and surface of the water were empty. But through the heavy blue, dark shapes could be seen moving and groping.

Jerry dived, shot past the school of underwater swimmers, saw a black wall of rock looming at him, touched it, and bobbed up at once to the surface, where the wall was a low barrier he could see across. There was no one visible; under him, in the water, the dim shapes of the swimmers had disappeared. Then one, and then another of the boys came up on the far side of the barrier of rock, and he understood that they had swum through some gap or hole in it. He plunged down again. He could see nothing through the stinging salt water but the blank rock. When he came up the boys were all on the diving rock, preparing to attempt the feat again. And now, in a panic of failure, he yelled up, in English, "Look at me! Look!" and he began splashing and kicking in the water like a foolish dog.

They looked down gravely, frowning. He knew the frown. At moments of failure, when he clowned to claim his mother's attention, it was with just this grave, embarrassed inspection that she rewarded him. Through his hot shame, feeling the pleading grin on his face like a scar that he could never remove, he looked up at the group of big brown boys on the rock and shouted, *"Bon jour! Merci! Au revoir! Monsieur, monsieur !"* while he hooked his fingers round his ears and waggled them.

Water surged into his mouth; he choked, sank, came up. The rock, lately weighted with boys, seemed to rear up out of the water as their weight was removed. They were flying down past him, now, into the water; the air was full of falling bodies. Then the rock was empty in the hot

sunlight. He counted one, two, three…

At fifty, he was terrified. They must all be drowning beneath him, in the watery caves of the rock! At a hundred, he stared around him at the empty hillside, wondering if he should yell for help. He counted faster, faster, to hurry them up, to bring them to the surface quickly, to drown them quickly, anything rather than the terror of counting on and on into the blue emptiness of the morning. And then, at a hundred and sixty, the water beyond the rock was full of boys blowing like brown whales. They swam back to the shore without a look at him.

He climbed back to the diving rock and sat down, feeling the hot roughness of it under his thighs. The boys were gathering up their bits of clothing and running off along the shore to another promontory. They were leaving to get away from him. He cried openly, fists in his eyes. There was no one to see him, and he cried himself out .

It seemed to him that a long time has passed, and he swam out to where he could see his mother. Yes, she was still there, a yellow spot under an orange umbrella. He swam back to the big rock, climbed up, and dived into the blue pool among the fanged and angry boulders. Down he went, until he touched the wall of the rock again. But the salt was so painful in his eyes that he could not see.

He came to the surface, swam to shore and went back to the villa to wait for his mother. Soon she walked slowly up the path, swinging her striped bag, the flushed, naked arm dangling beside her. "I want some swimming goggles," he panted, defiant and beseeching.

She gave him a patient, inquisitive look as she said casually, "Well, of course, darling." But now, now, now! He must have them this minute, and no other time. He nagged and pestered until she went with him to a shop. As soon as she had bought the goggles, he grabbed them from her hand as if she were going to claim them for herself, and was off, running down the steep path to the bay.

Jerry swam out to the big barrier rock, adjusted the goggles, and dived. The impact of the water broke the runner-enclosed vacuum, and the goggles came loose. He understood that he must swim down to the base of the rock from the surface of the water. He fixed the goggles tight and firm, filled his lungs, and floated, face down, on the water. Now, he could see. It was as if he had eyes of a different kind , fish eyes that showed everything clear and delicate and wavering in the bright water.

Under him, six or seven feet down, was a floor of perfectly clean, shining white sand, rippled firm and hard by the tides. Two grayish shapes steered there, like long, rounded pieces of wood or slate. They were fish. He saw them nose toward each other, poise motionless, make a dart forward, swerve off, and come around again. It was like a water dance. A few inches above them the water sparkled as if sequins were dropping through it. Fish again , myriads of minute fish, the length of his fingernail, were drifting through the water, and in a moment he could feel the innumerable tiny touches of them against his limbs. It was like swimming in flaked silver. The great rock the bog boys had swum through rose sheer out of the white sand, black, tufted lightly with greenish weed. He could see no gap in it. He swam down to its base.

Again and again he rose, took a big chestful of air, and went down. Again and again he groped over the surface of the rock, feeling it, almost hugging it in the desperate need to find the entrance. And then, once, while he was clinging to the black wall, his knees came up and shot his feet out forward and they met no obstacle. He had found the hole.

He gained the surface, clambered about the stones that littered the barrier rock until he

found a big one, and, with this in his arms, let himself down over the side of the rock. He dropped, with the weight, straight to the sandy floor. Clinging tight to the anchor of stone, he lay on his side and looked in under the dark shelf at the place where his feet had gone. He could see the hole. It was an irregular, dark gap; but he could not see deep into it. He let go of his anchor, clung with his hands to the edges of the holes, and tried to push himself in.

He had got his head in, found his shoulders jammed, moved them in sidewise, and was inside as far as his waist. He could see nothing ahead. Something soft and clammy touched his mouth; he saw a dark frond moving against the grayish rock, and panic filled him. He thought of octopuses, of clinging weed. He pushed himself out backward and caught a glimpse, as he retreated, of harmless tentacle of seaweed drifting in the mouth of the tunnel. But it was enough. He reached the sunlight, swam to the shore, and lay on the diving rock. He looked down into the blue well of water. He knew he must find his way through that cave, or hole, or tunnel, and out the other side.

First, he thought, he must learn to control his breathing. He let himself down into the water with another bog stone in his arms, so that he could lie effortlessly on the bottom of the sea. He counted. One, two, three. He counted steadily. He could hear the movement of blood in his chest. Fifty-one, fifty-two... His chest was hurting. He let go of the rock and went up into the air. He saw that the sun was low. He rushed to the villa and found his mother at her supper. She said only "Did you enjoy yourself?" and he said "Yes."

All night the boy dreamed of the water-filled cave in the rock, and as soon as breakfast was over he went to the bay.

That night, his nose bled badly. For hours he had been under water, learning to hold his breath, and now he felt weak and dizzy. His mother said, "I shouldn't overdo things, darling, if I were you."

That day and the next, Jerry exercised his lungs as if everything, the whole of his life, all that he could become, depended upon it. Again his nose bled at night, and his mother insisted on his coming with her the next day. It was a torment to him to waste a day of his careful training, but he stayed with her on that other beach, which now seemed a place for small children, a place where his mother might lie safe in the sun. It was not his beach.

He did not ask for permission, on the following day, to go to his beach. He went, before his mother could consider the complicated rights and wrongs of the matter. A day's rest, he discovered, had improved his count by ten. The big boys had made the passage while he counted a hundred and sixty. He had been counting fast, in his fright. Probably now, if he tried, he could get through the long tunnel, but he was not going to try yet. A curious, most unchildlike persistence, a controlled impatience, made him wait. In the meantime, he lay underwater on the white sand, littered now by stones he had brought down from the upper air, and studied the entrance to the tunnel. He knew every jut and corner of it, as far as it was possible to see. It was as if he already felt its sharpness about his shoulders.

He sat by the clock in the villa, when his mother was not near, and checked his time. He was incredulous and then proud to find he could hold his breath without strain for two minutes. The words "two minutes," authorized by the clock, brought close the adventure that was so necessary to him.

In another four days, his mother said casually one morning, they must go home. On the day

before they left, he would do it. He would do it if it killed him, he said defiantly to himself. But two days before they were to leave , a day of triumph when he increased his count by fifteen , his nose bled so badly that he turned dizzy and had lie limply over the big rock like a bit of seaweed, watching the thick red blood flow on to the rock and trickle slowly down to the sea. He was frightened. Supposing he turned dizzy in the tunnel? Supposing he died there, trapped? Supposing , his head went around, in the hot sun, and he almost gave up. He thought he would turn to the house and lie down, and next summer, perhaps, when he had another year's growth in him, then he would go through the hole.

But even after he had made the decision, or thought he had, he found himself sitting up on the rock and looking down into the water; and he knew that now, this moment, when his nose had only just stopped bleeding, when his head was still sore and throbbing , this was the moment when he would try. If he did not do it now, he never would. He was trembling with fear that he would not go; and he was trembling with horror at that long, long tunnel under the rock, under the sea. Even in the open sunlight, the barrier rock seemed very wide and very heavy; tons of rock pressed down on where he would go. If he died there, he would lie until one day , perhaps not before next year, those big boys would swim into it and find it blocked.

He put on his goggles, fitted them tight, tested the vacuum. His hands were shaking. Then he chose the biggest stone he could carry and slipped over the edge of the rock until half of him was in the cool, enclosing water and half in the hot sun. He looked up once at the empty sky, filled his lungs once, twice, and then sank fast to the bottom with the stone. He let it go and began to count. He took the edges of the hole in his hands and drew himself into it, wriggling his shoulders in sidewise as he remembered he must, kicking himself along with his feet.

Soon he was clear inside. He was in a small rockbound hole filled with yellowish-gray water. The water was pushing him up against the roof. The roof was sharp and pained his back. He pulled himself along with his hands---fast, fast---and used his legs as levers. His head knocked against something; a sharp pain dizzied him. Fifty, fifty-one, fifty-two... He was without light, and the water seemed to press upon him with the weight of the rock. Seventy-one, seventy-two... There was no strain on his lungs. He felt like an inflated balloon, his lungs were so light and easy, but his head was pulsing.

He was being continually pressed against the sharp roof, which felt slimy as well as sharp. Again he thought of octopuses, and wondered if the tunnel might be filled with weed that could tangle him. He gave himself a panicky, convulsive kick forward, ducked his head, and swam. His feet and hands moved freely, as if on open water. The hole must have widened out. He thought he must be swimming fast, and he was frightened of banging his head if the tunnel narrowed.

A hundred, a hundred and one.. The water paled. Victory filled him. His lungs were beginning to hurt. A few more strokes and he would be out. He was counting wildly; he said a hundred and fifteen, and then a long time later, a hundred and fifteen again. The water was jewel-green all around him. Then he saw, above his head, a crack running up through the rock. Sunlight was falling through it, showing the clean, dark rock of the tunnel, a single mussel shell, and darkness ahead.

He was at the end of what he could do. He looked up at the crack as if it were filled with air and not water, as if he could put his mouth to it to draw in air. A hundred and fifteen, he heard himself say inside his head---but he had said that long ago. He must go on into the blackness ahead, or he would drown. His head was swelling, his lungs cracking. A hundred and fifteen, a

hundred and fifteen pounded through his head, and he feebly clutched at rocks in the dark, pulling himself forward, leaving the brief space of sunlit water behind. He felt he was dying. He was no longer conscious. He struggled on in the darkness between lapses into unconsciousness. An immense, swelling pain filled his head, and then darkness cracked with an explosion of green light. His hands, groping forward, met nothing; and his feet, kicking back, propelled him out into the open sea.

    He drifted to the surface, his face turned up to the air. He was gasping like a fish. He felt he would sink now and drown; he could not swim the few feet back to the rock. Then he was clutching it and pulling himself up on to it. He lay face down, gasping. He could see nothing but a red-veined, clotted dark. His eyes must have burst, he thought; they were full of blood. He tore off his goggles and gout of blood went into the sea. His nose was bleeding, and the blood had filled the goggles.
He scooped up handfuls of water from the cool, salty sea, to splash on his face, and did not know whether it was blood or salt water he tasted. After a time, his heart quieted, his eyes cleared, and he sat up. He could see the local boys diving and playing half a mile away. He did not want them. He wanted nothing but to get back home and lie down.

        In a short while, Jerry swam to the shore and climbed slowly up the path to the villa. He flung himself on his bed and slept, waking at the sound of feet on the path outside. His mother was coming back. He rushed to the bathroom, thinking she must not see his face with bloodstains, or tearstains, on it. He came out of the bathroom and met her as she walked into the villa, smiling, her eyes lighting up.

    "Have a nice morning?" she asked, laying her hand on his warm brown shoulder.

    "Oh, yes, thank you," he said.

    "You look a bit pale." And then, sharp and anxious, "How did you bang your head?"

    "Oh, just banged it," he told her.

    She looked at him closely. He was strained; his eyes were glazed-looking. She was worried. And then she said to herself, Oh, don't fuss! Nothing can happen. He can swim like a fish.

    They sat down to lunch together.

    "Mummy," he said, "I can stay under water for two minutes, three minutes, at least… It came bursting out of him.

    "Can you, darling?" she said. "Well, I shouldn't overdo it. I don't think you ought to swim any more today."

    She was ready for a battle of wills, but he gave in at once. It was no longer of the least importance to go to the bay.

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Appendix 3 (return to content)

<div align="center">

***Through the Tunnel* Reading Exercises**
</div>

* adapted from http://webcheck-test.eharcourtschool.com/hrwfw/share-B/gradebook and http://glacierpeak.sno.wednet.edu/teachers

While reading, write notes on the parts:
a. that you have connections with your personal experiences, another text or the word around you
b. that you have any questions or wonders
c. that you have thoughts and feelings
Also, circle the words that you think are important for the text or confused about

Post-reading Exercises (* Students cannot see the words in the parentheses)
1. Choose the answer that you the most proper for each question
Pair work and possible whole class activity: (student) check answers with a partner and see if there are any different choices, give reasons, if still cannot be persuaded, bring the questions to the whole class for discussion

(1) Jerry's mother allows him to go to the beach by the wild bay because she
A. would like some time to herself
B. does not realize how dangerous it is
C. wants him to make friends with the boys playing there
D. does not want to be overly protective

(2) Jerry is especially fascinated by the local boys at the wild bay because they
A. speak a language Jerry doesn't understand
B. are older and stronger than he is
C. dive from a rock and swim through an underwater tunnel
D. climb through a tunnel to reach a high rock from which they dive

(3) When Jerry masks his shame at not having found the tunnel because he was clowning around, the other boys
A. laugh at his antics
B. frown like his mother
C. speak English to him
D. smile and wave at him

(4) Which statement *best* describes Jerry's attitude toward going through the tunnel? A. He feels the tunnel is more than he can handle at his age.
B. He is frightened but determined to go through it.
C. The tunnel has little meaning but poses some interest to him.
D. He has no fears about getting through the tunnel.

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(5) As soon as the local boys leave the wild bay, Jerry doesn't go through the tunnel mainly because
A. his mother made him promise not to overdo anything
B. Jerry doesn't know where the tunnel is located
C. Jerry can't hold his breath long enough
D. without goggles, Jerry cant see underwater

(6) The event that forces Jerry to decide that he will make his attempt to go through the tunnel occurs
A. after he watches the local boys go through the tunnel for a second time
B. when his ability to hold his breath surpasses two minutes
C. when he buys a pair of goggles enabling him to see clearly underwater
D. after his mother tells him that they will be leaving the beach in four days

(7) The *best* description of Jerry's approach to going through the tunnel is that he
A. enters impulsively and swims around until he finds his way out
B. waits until one of the older boys dives first and then follows him to safety
C. decides to wait until the following summer when is older and stronger
D. carefully plans and practices for several days before trying

(8) In addition to overcoming the dangers of the water, Jerry has to contend with
A. his mothers reluctance
B. his own rigorous training
C. taunts from the other boys
D. weather problems

(9) In the end, while eating lunch, Jerry tells his mother
A. absolutely nothing about his adventure underwater
B. every detail of what happened as he swam through the tunnel
C. that he can hold his breath for three minutes underwater
D. that he wants to go swimming again that day

(10) Which statement *best* expresses the theme of Through the Tunnel?
A. Friendship is life's great prize.
B. A mothers love conquers all.
C. Proving ones worth is never easy.
D. Never judge a book by its cover.

2. (Characters, plots and other details from the novel)

(1) Use words, phrases or sentences to answer and find evidence in the text to support your answers.
Whole class: (teacher) choose students to give their answers and shortly explain

Which adjective describes Jerry's mother's feelings toward her son?

What makes Jerry feel a sense of failure when he watches the other boys dive and swim?

Jerry's strong desire to swim with the other boys emphasizes that he is...

What skill does Jerry decide he must master before he tries to swim through the tunnel?

Which physical problems does Jerry experience while swimming through the tunnel?

The story's most dramatic moment occurs when Jerry...

After swimming through the tunnel, what is Jerry's attitude about the other boys?

(2) *Choose one from each of the three groups, give your responses by using examples or textual clues to support your answers.*
Group work: (student) find the persons who choose a different question for any for these groups, explain your answers to these questions with each other and see if you can persuade others and be persuaded

A.
What is the protagonist's relationship with his mother like and what are some of the factors that affect that relationship?

What would make it particularly devastating for Jerry's mother if Jerry died?

What sets him apart from the others around him?

What effect does Jerry's interaction with the local boys have on him.

B.
How might Jerry change as a result of having taken the risk he did by swimming through that tunnel?

What events lead him to grow up or mature? Where in the story do we see him maturing?

C.
What's the difference between foolhardiness and bravery/courage?   Which does Jerry demonstrate?

Write a summary of Jerry's swim through the tunnel

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3. (Theme)

Write your responses for the following questions. Think and Share: which theme do you think the story best represents and why?
Group work and whole class activity: (student) find persons who choose the same theme as you, together contribute and develop your ideas and then present to the whole class

(1) (Risk and Motivation)
What type of risk is involved in each action the character takes? Is the risk physical, emotional, social? (eg. when Jerry is attempting to swim through the tunnel)

Why does the character (or why do the characters) take the risks he (or they) do?

What are Jerry's motives for trying to swim through the tunnel when he begins the process, and what is his motive by the time he accomplishes his goal? How and why do his motives change?

Why does the motivation or reason behind the risk-taking matter? Should it matter? What difference does it make?

(2) (Conflicts)
What is the main kind of conflict in this story (hints: he and the group of boys, he and his mother, the wish of being accepted by certain groups and the loss of oneself, his fear and his desire to challenge himself, "he" with others/as a member in society and the real "him" inside mind (the intrinsic nature and traits)

(3) (Identity)
Find the objects or events which symbolize the process of searching for one's identity. (eg. what does the tunnel represent?)
Think: How are you going to use the analysis of the previous two questions to develop the answer of this question?

4. (Extending questions)

Pick one of the following questions to talk about your ideas with your partner. You can write down some key words if necessary.
Free discussion: (student) talk about it in pairs or in groups as you like and see if you can persuade others and be persuaded

(1) Consider all the possible consequences of Jerry failing or succeeding in his effort to swim through the tunnel. In your opinion, was the risk of swimming through the tunnel worth it?

(2) Have you ever experienced the similar conflicts and struggles as Jerry did in the journey of growing up? How did you face the problem?

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(3) Do you find you have anything in common with Jerry? What characteristics do you share, or how are you different?

Appendix 4

Poetry about identity

As I Grew Older
Langston Hughes
It was a long time ago.
I have almost forgotten my dream.
But it was there then,
In front of me,
Bright like a sun—
My dream.
And then the wall rose,
Rose slowly,
Slowly,
Between me and my dream.
Rose until it touched the sky—
The wall.
Shadow.
I am black.
I lie down in the shadow.
No longer the light of my dream before me,
Above me.
Only the thick wall.
Only the shadow.
My hands!
My dark hands!
Break through the wall!
Find my dream!
Help me to shatter this darkness,
To smash this night,
To break this shadow
Into a thousand lights of sun,
Into a thousand whirling dreams
Of sun!

Alone
Maya Angelou
Lying, thinking
Last night
How to find my soul a home
Where water is not thirsty

Minstrel Man
Langston Hughes
Because my mouth
Is wide with laughter
And my throat
Is deep with song,

A Dialogue Of Self And Soul
William Butler Yeats
My Soul: I summon to the winding ancient stair;
Set all your mind upon the steep ascent,
Upon the broken, crumbling battlement,
Upon the breathless starlit air.

The Road Not Taken
Robert Frost
Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could

Richard Cory
Edwin Arlington Robinson
Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

I Am Of Ireland
William Butler Yeats
'I am of Ireland,
And the Holy Land of Ireland,

And time runs on,' cried she.
'Come out of charity,

At the bottom of a pit
That broad noon has never lit.

With an Identity Disc
Wilfred Owen
If ever I dreamed of my dead name
High in the heart of London, unsurpassed
By Time for ever, and the Fugitive, Fame,
There seeking a long sanctuary at last.

Identity
Thomas Bailey Aldrich
SOMEWHERE--in desolate wind-swept
space--
In Twilight-land--in No-man's land--
Two hurrying Shapes met face to face,
And bade each other stand.

I'm nobody! Who are you?
Emily Dickinson
I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us -- don't tell!
They'd banish -- you know!

Storm-Racked
Amy Lowell
How should I sing when buffeting salt
waves
And stung with bitter surges, in whose
might
I toss, a cockleshell? The dreadful night

Man And The Echo
William Butler Yeats
Man. In a cleft that's christened Alt
Under broken stone I halt

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Appendix 5

Bio-Poem

Example:

Martin
Proud, courageous, eloquent, wise
Leader to millions
Who loved nonviolence, god, and humanity
Who felt outraged by hate and prejudice
And who was inspired by acts of kindness
Who gained greater dignity for his people
And hoped everyone could leave in peace
He lives in our hearts
Luther King, Jr.

Step 1: Brainstorming ideas

1. List at least seven adjectives that you would use to describe yourself.
_____
_____

2. List three important relationships in your life (e.g., friend, brother, mother, or cousin).
_____
_____

3. List five things that you love.
_____
_____

4. List five memories you have and describe how you felt at those times.
_____
_____

5. List five of your fears.
_____
_____

6. List three accomplishments.
_____
_____

7. List five wishes or hopes.
_____
_____

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8. Where do you live?

_____
_____

Step 2: Use your answers to the above questions to help you write your bio-poem.

The Bio-poem Structure

(Line 1) First name

(Line 2) Three or four adjectives that describe you

(Line 3) Important relationship (e.g., daughter of . . . , friend of . . .)

(Line 4) Two or three things, people, or ideas that you love

(Line 5) Three feelings you have experienced (Line 6) Three fears you have experienced

(Line 7) Accomplishments (e.g., who won . . . who performed . . . who learned . . .)

(Line 8) Two or three things you want to see happen or want to experience

(Line 9) Your residence (the place you live)

(Line 10) Last name

Write your bio-poem below.

1:

_____
_____

2:

_____
_____

3:

_____
_____

4:

_____
_____

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5:

_____
_____

6:

_____
_____

7:

_____
_____

8:

_____
_____

9:

_____
_____

10:

_____
_____

Appendix 6

Factors of Identity exercise

Read the following articles. Figure out what they say about identity.
You are going to:
- *Decide the topic and main idea of your article. Draw on evidence in the texts to support your opinion.*
  Pair work and whole class activity: write and talk about your conclusions, and evaluate if your partner's responses are convincible enough. The whole class summarizes the topic and main idea of each article (teacher writes on the board or on slides).

- *Pay attention to how the author develops his/her ideas. Use diagrams, bullets or other effective ways to demonstrate the organization of the article.*
  Group work and whole class: find the people having the same article, share your work and then members select someone with the work that most of you approves of to present to the whole class.

- *Think about whether you agree with what the author says and why the article is persuasive or unpersuasive. Do you find any conflicting views within or between the articles and how do they differ?*
  Group work: mark the information in the text according to the instruction, find people with different articles and share you ideas, and see if there are contrasting and different views about the same point in each other's articles.

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- *Observe the writing style of your article and consider the setting in which it is most likely to appear (eg. newspaper, website-people's opinions, website-science, formal or informal…) and then compare with others' articles.*
Group work: think on your own and talk to each other in groups and have a look at others' articles to feel the different styles of writing.

PS. Write your responses in academic and formal language as possible even though the articles may not

(* Students do not say the original titles and categories of these articles)

<mark>Appearance and identity</mark>

1. IDENTITY AND PHYSICAL APPEARANCE

My identity is tied up with what I look like. I don't want it to be, because basing my identity and self-worth on looks is a monumentally bad idea. If I gain weight or have a bad hair day, how can I still be happy? What if, god forbid, we have frizzy hair or big thighs or something else we believe is "ugly"? How can we ever be happy if we're basing our moods on our looks? Tying our physical appearance to our self-esteem is not wise. And yet, I do it, and you probably do too.

I want to be able to feel worthy even when I gain five pounds and when my face breaks out because I've been eating too much junk food. I want to be able to look people in the eye even though I'm getting laugh lines around my mouth. It's ridiculous that my self-confidence can seesaw based on what I see in the mirror, but it does. I don't want to be so hyper-aware of what I look like that my self-esteem is affected by a few lines on my face.

It's not good, or "healthy," to notice and care so much about appearance, but it's the way I am. I'm not going to magically stop caring about it, and I'm not going to magically develop healthier self-esteem. It wouldn't be that big of a deal that I felt this way if it didn't have negative consequences, but it does. It's so distracting and preoccupying that it ruins potentially enjoyable experiences. For example, we spent this last week in Oregon driving down the coast. Believe me, hiking on Mt. Hood while worrying about whether you're wearing the right color t-shirt to hike in is not the optimal vacation experience. I don't want my attention on my appearance instead of on my experience. I want to live life, not think about how I should look while living it.

This problem may hit me harder than it hits other people, but I think most people have it to an extent, especially women. It's how our culture is now—so visual, and so aware of what everyone else is up to—we're programmed to be this way without realizing it. We're constantly seeing pictures of how other people look and what they're buying and doing, and we can compare ourselves to them. This is okay—more information can be useful—but the side effect is that we worry that we're not as good if we don't have something they have **or** if we don't look the way they look.

We need a way to feel worthy even though we're not the same as the women we see on TV or Facebook. We need to be able to be happy with our identities even though we don't feel perfect on the outside. I need something that helps me focus my attention on the experience I am having and not on the outfit I am wearing. The answer I've found seems

extremely simple, but like most things that seem simple, is actually rather complicated—focus on other things. If you want your attention on something besides your appearance, you've got to put it there. That simple technique does work, but you have to focus on it. It won't happen automatically.

I've been trying to consciously turn my attention away from my body and appearance. It's not like there's a shortage of other stuff to think about—my emotions, my friendships, my career, my photography, writing. I'd rather be thinking about them anyway. It just takes a little effort (sometimes a lot of effort) to replace thoughts about my appearance with thoughts about something else. Fortunately those things are much more satisfying to think about so once I turn my attention to them it tends to stay there.

The little girl in the photograph is definitely enjoying playing on the beach with her dog. She isn't thinking about how her dress has too many flowers. I remember how I used to play outside with my friends. I didn't have any self-conscious awareness of my appearance then. I just played. That's how I want to be now. I want to get rid of the part of me that observes my experience and comments on it while it's happening. I want to get back to that place where I could just play on the beach.

2. Physical appearance is an important part of one's identity for a variety of reasons.

First of all, physical appearance is the first and most lasting impression other's get of you. People will make different assumptions about you based on how you're dressed. Because of this, people will often try to tailor their personal appearance to fit what they want others to think they are like. For example, someone who dresses very formally probably wants other's to think that they are richer, or higher class. So therefore personal appearance reflects what we want to be like, making it an important part of one's identity.

Secondly, Physical appearance is the first, and often most important, impression others get of you. This has been proven time and time again in many studies and experiments. So your physical appearance will dictate what others think of you, which then becomes a part of your identity. For example, say a guy is wearing a nose ring, dyed black hair, and girly jeans. From this one could naturally, (and often correctly), infer that they like certain types of music, have a certain outlook on life, and act in certain ways. These inferences then form part of what that person believes you to be like, or what they believe your identity to be.

Finally, physical appearance can often exhibit many personal qualities of a person. For example, someone who is dirty and smelly will probably also be lazy. Someone who is very well groomed and uses a lot of hair gel etc., will probably be very concerned with their appearance.

So, to sum it up. Physical appearance affects one's identity in 3 main ways. First of all, it shows what people think of themselves. Second of all, it affects others views of you, and your identity. Finally, it can reveal many of your personal qualities.

3. Appearance as Identity, A Double-Edged Sword

A few posts ago, we looked at how the differences in style between womenswear and menswear can lead women to shop often. In this second part of a mini-investigation

into the link between women and shopping, I wanted to look at the way woman's identity is shaped and defined, and the influences this has on our buying behavior.

I hardly need to explain how often women are judged by their looks. Unfortunately, a huge part of women's identity is linked to their appearance, and this can have strong effects on our shopping habits.

This appearance as identity issue came up for me as I read the article *Why Can't A Smart Woman Love Fashion* by Chimamanda Ngozi Adichie. It looks at an idea that lurks not too far from many a conservatively dressed politician, from many a woman who walks past the bright colours with a sad smile and chooses a navy dress with a conservative neckline instead.

It's an idea that goes a little like this:
Fashion is frivolous and flighty.
Women who enjoy fashion are frivolous and flighty.
We don't want frivolous and flighty in serious, influential roles.
Women in serious, influential roles need to abandon fashion.

Basically, it's the idea that you are what you wear. In this case, Ngozi Adichie is saying that being in intellectual or otherwise "serious" roles shouldn't hold women back from enjoying fashion, because having a penchant for prints doesn't affect your decision making abilities. She's absolutely right, and she definitely knows how to rock a print.

But.

Appearance as identity is a double-edged sword. For women in environments that are considered intellectual, serious or are male-dominated, this might mean reaching for the black blazer when we'd rather not (although I would like to point out that if that's exactly what you'd like to reach for, that's just as valid. It's about choice). But for other women, or in other situations, this can cut another way.

"The rare woman who did not appear well dressed and well lotioned was frowned upon, *as though her appearance were a character failing. "She doesn't look like a person,"* my mother would say."

This quote is also taken from that same article, and it stopped me in my tracks. Here we have the same idea – the way you look is the person you are. Or the lack of person.

Now, I know that the writer is talking about her mother's opinion, and we don't always agree with our mothers… So I won't hold it against her. But this idea that a woman's *character* is compromised if she isn't well-dressed is a common one.

It pops up in obvious, look-at-me ways through studies that indicate that women wearing just the right amount of makeup appear more trustworthy and likable to most observers. (which Sally McGraw wrotea great counterpoint to)

It pops up more subtly in TV shows, movies and books whose badly dressed or "sloppy" characters are not just badly dressed or sloppy. No, they are also lazy, unstable, socially inept or naive. This both reflects and reinforces the idea that the way we look is who we are.

And it makes us buy. It makes us buy, because we are told that if we don't, we're not just lacking the latest bag, dress or lipstick. We are lacking in identity, in personality, and in value as people.

<mark>Culture, ethnicity and identity</mark>

4. Does White Identity Predict Positive or Negative Attitudes Towards Diversity? What else do you know if you know someone identifies with being White?

In recent years, research on White identity has gained traction in the psychological literature, as researchers and clinicians have grown to realize that this group also struggles with questions such as, "what does it mean to be White in my culture," and "what does being White mean to me?"

One of the most interesting—and important—questions relevant to White identity has to do with its relationship to intergroup attitudes. Research looking into this question is all over the map, with some findings suggesting a positive link (that is, greater identification leading to more positive intergroup attitudes), other findings suggesting a negative link, and still others finding suggesting no link at all.

When science stumbles on these kinds of inconsistent, "all over the map" relationships, it usually means that there is another factor playing a role that researchers have not yet accounted for. For example, ethnic identity among minority students has sometimes been linked to better academic outcomes, and sometimes linked to worse academic outcomes. My own research (Mendoza-Denton, Pietrzak, and Downey, 2008) has found that *whether students worry that they may be discriminated against in their schooling context* determines whether their ethnic identity serves as a strength or a risk factor.

My colleagues Matt Goren and Victoria Plaut at UC Berkeley have tackled the confusing relationship between White identity and intergroup attitudes in a 2011 paper published in the journal *Self and Identity*. Goren and Plaut recognized that White identity is not a unitary phenomenon; rather, that it can take different forms. The researchers discovered that although some Whites were indeed weakly identified, those who identified strongly fell into two primary groups. One group very much identified with being White, but in a way that allowed them to recognize White privilege. The researchers called this group the **power cognizant** group. The other group also identified with being White, but described their experience much more in terms of how proud they were to be a part of the group. This group the researchers termed the **prideful** group.

Once the researchers divided the highly identified Whites into these two groups, the picture rapidly came into focus. Even though these two groups had similar levels of White identification, the power-cognizant group held significantly more positive attitudes towards diversity, as measured with items such as "universities should foster environments where differences are valued," and "a university education should expose students to the important differences in ideas and values that exist in the world." The prideful group, by contrast, did not endorse these items as strongly, and showed a greater tendency towards prejudice than the power-cognizant group. The key here is that if one were not to distinguish between these two groups, the research would have found no relationship at all between White identification and attitudes towards diversity!

There are two take home points: the first is that our scientific conclusions are limited by the types of questions we ask, so that few, if any, scientific findings are really the last word on a given topic. The second is subtler, and extremely important for positive intergroup relations. Just because someone has a strong ethnic identity, we cannot make direct conclusions about their attitudes on other topics. This applies not just to Whites, but to members of other groups as well.

5. A LOSS OF IDENTITY BY JEWS DISPUTED

GROSSINGER, N. Y., April 21 — The view that, American Jews will ultimately lose their identity as a community because of intermarriage and other factors was strongly rejected here today by a leader of American Conservative Judaism.

Rabbi Max J. Routtenberg, vice president of the Rabbinical Assembly, said that by this sociological yardstick "we should long have disappeared from the stage of history." He spoke at the annual convention of the assembly at Grossinger's Hotel.

He told an audience of 500 Conservative rabbis that such sociological conclusions did not take into account "the force and the extent of the 'will to live' in the American Jew."

Rabbi Routtenberg, spiritual leader of Beth Shalom, Rockville Centre, N. Y., was particularly critical of an article in Look magazine, "The Vanishing American Jew." Thomas B. Morgan, the writer, quoted sociologists who cited the increasing rate of intermarriage as a strong contributing factor in a decline of the Jewish community.

Mr. Morgan reported data on intermarriage involving Jews, based on studies in Washington, San Francisco, midtown Manhattan and Iowa. Outside these findings, there are no definitive figures on intermarriage in the United States because there is no official religious census.

Intermarriage has become a paramount subject of concern among Jewish spiritual leaders. Rabbis have frequently called on colleagues not to perform such marriages.

Rabbi Routtenberg said it was not "true that every Jew who intermarries is motivated by the desire to commit Jewish suicide."

"The evidence we have is largely to the contrary," he said.

He said there were statistics supporting the view that a "very substantial number remain within the Jewish fold." Those who look at the totality of Jewish life, "and not one single aspect of it, are deeply convinced that American Jews are strongly survivalist in their views, have pride in their heritage," the rabbi said.

The Jewish people," he said, "can be summoned to acts of great loyalty and sacrifice in behalf of Judaism and the Jewish people."

Rabbi Theodore Friedman, outgoing president of the assembly. which embraces 800 rabbis serving two million worshipers, also challenged the view that the American Jewish community was moribund.

He called attention to groups whose effort was "to achieve a personal and group life that would embody the finest moral and religious insights of our tradition."

Rabbi Albert I. Gordon, a sociologist, author of the book "Intermarriage," told another session that organized religion benefited human beings and helped keep "a distinct set of values alive and meaningful."

6. Adopted in China, Seeking Identity in America

Molly Feazel desperately wants to quit the Chinese dance group that her mother enrolled her in at age 5, because it sets her apart from friends in her Virginia suburb. Her mother, though, insists that Molly, now 15, will one day appreciate the connection to her culture.

Qiu Meng Fogarty, 13, prefers her Chinese name (pronounced cho mung) to Cecilia, her English name. She volunteers in workshops for children in New York adopted from China "so that they know it can all work out fine," she said.

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Since 1991, when China loosened its adoption laws to address a growing number of children abandoned because of a national one-child policy, American families have adopted more than 55,000 Chinese children, almost all girls. Most of the children are younger than 10, and an organized subculture has developed around them, complete with play groups, tours of China and online support groups.

Molly and Qiu Meng represent the leading edge of this coming-of-age population, adopted just after the laws changed and long before such placements became popular, even fashionable.

Molly was among 61 Chinese children adopted by Americans in 1991, and Qiu Meng was one of 206 adopted the next year, when the law was fully put into effect. Last year, more than 7,900 children were adopted from China.

As the oldest of the adopted children move through their teenage years, they are beginning — independently and with a mix of enthusiasm and trepidation — to explore their identities. Their experiences offer hints at journeys yet to come for thousands of Chinese children who are now becoming part of American families each year.

Those experiences are influenced by factors like the level of diversity in their neighborhoods and schools, and how their parents expose them to their heritage.

"We're unique," Qiu Meng said.

A view that Molly does not share. "I don't see myself as different at all," said Molly, whose friends, her mother said, all seem to be "tall, thin and blond."

The different outlooks are normal say experts on transracial adoption.

Most Americans who bring Chinese children to the United States are white and in the upper middle class.

Jane Brown, a social worker and adoptive parent who conducts workshops for adopted children and their families, says the families should directly confront issues of loss and rejection, which the children often face when they begin to understand the social and gender politics that caused their families in China to abandon them.

Ms. Brown also recommends that transracial adoptive families address American attitudes on race early, consistently and head on.

"Sometimes parents want to celebrate, even exoticize, their child's culture, without really dealing with race," said Ms. Brown, 52, who is white and who has adopted children from Korea and China.

"It is one thing to dress children up in cute Chinese dresses, but the children need real contact with Asian-Americans, not just waiters in restaurants on Chinese New Year. And they need real validation about the racial issues they experience."

The growing population is drawing the attention of researchers. The Evan B. Donaldson Adoption Institute, a research group based in New York, is surveying adopted children from Asia who are now adults to try to find ways to help the younger children form healthy identities.

Nancy Kim Parsons, a filmmaker who was adopted from Korea, is making a documentary comparing the experiences of adults who had been adopted a generation ago from Korea with the young children adopted from China.

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South Korea was the first country from which Americans adopted in significant numbers, and it is still among the leaders in international adoptions, along with Russia, Guatemala, Ukraine, Kazakhstan, India and Ethiopia. The experiences of those adopted from Korea have provided useful lessons for families adopting from China.

Hollee McGinnis, 34, the policy director at the Donaldson institute, was adopted from South Korea by white parents and was raised in Westchester County. Ten years ago, she started an adult support group, called Also Known As, which now also mentors children adopted from China.

"College was when I really began trying to understand what other people saw in my face," she said. "Before then I didn't really understand what it meant to be Asian."

It is a process McKenzie Forbes, 17, who was adopted from China and raised in towns in Virginia and West Virginia where there are few other Asians, is just starting to absorb. For her, college holds the promise of something new

McKenzie has a younger sister, Meredyth, 15, also adopted from China, and brothers Robert and John, 11-year-old twins, adopted from Vietnam. The family left Culpepper, Va., when McKenzie was 5, after children at school ostracized her because she is Chinese.

More frequent than outright racism though, McKenzie and Meredyth said, are offenses of ignorance. They were called out of class at their current school, for example, because a counselor wanted them to take an English language test for immigrant students. "We probably spoke better English than the instructor," Meredyth said.

The experience has been different for Qiu Meng Fogarty. As she recovered from a fit of giggles about something having to do with a boy, Qiu Meng looked at her friends Celena Kopinski and Hope Goodrich, who were also adopted from China, and breathed a cheery sigh.

"It's like we're related," she said, sitting on her bed in her home on Manhattan's Upper West side. "It's nice because we're all on the same page. We don't have to be like, 'Oh, you're adopted?' or 'Oh, yeah, I'm Chinese,' It's just easy."

The three girls have been friends for as long as they can remember. Their parents helped form Families With Children From China, a support group started in 1993 that now has chapters worldwide.

Some teenagers lose interest in the group because many of its activities focus on younger children. But Qiu Meng, a perky wisp of a girl with an infectious laugh, is still enthusiastically involved. She sold "Year of the Dog" T-shirts at a Chinese New Year event in January, and is a mentor at group workshops.

She said she remembers how hard it was to talk about painful things when she was younger and children at school would stretch their eyes upward and tease her. "There aren't a lot of children who can talk openly and easily about things like that," she said. "So it feels good to be able to help them."

Last summer, Qiu Meng, Celena and Hope attended a camp for children adopted from around the world. When it ended, counselors gathered the campers in a circle and connected them with a string. The campers all went home with a section of the string tied to their wrists, as a reminder their shared experience.

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When a volleyball coach later told Qiu Meng to cut off the string for a game, she carefully tucked it away, took it home and hung it on her bedroom wall among numerous Chinese prints and paintings.

The teenagers all acknowledge that they are just beginning a long process of self-definition, and even though Molly is still trying to persuade her parents to allow her to quit the Chinese dance class, she admits privately that she benefits from the struggle.

"If my parents didn't push, I know I would just drop it all completely," she said. "And then I wouldn't have anything to fall back on later."

Molly, Qiu Meng and McKenzie said they would not have wanted to grow up any other way, and they all said they would one day like to adopt from China. "It's a good thing to do," Qiu Meng said. "And since I'm Asian, they wouldn't look different."

<mark>Name and identity</mark>

7. Hello, My Name Is Unique

Some parents want names for their children that are unique but not too trendy. Other parents seem to love alternative spellings. How important is a name to our self-perception?

Proper names are poetry in the raw, said the bard W.H. Auden. "Like all poetry, they are untranslatable." Mapping your name onto yourself is a tricky procedure indeed. We exist wholly independently of our names, yet they alone represent us on our birth certificates and gravestones.

Would a Rose by any other name be just as sweet-tempered? Does Orion feel cosmically special? Psychologists, <u>parents</u> and the world's Oceans, Zanes and Timothys are divided on the extent to which first names actually matter.

You named him what? Today's parents seem to believe they can alter their child's destiny by picking the perfect—preferably idiosyncratic—name. (Destiny, incidentally, was the ninth most popular name for girls in New York City last year.) The current crop of preschoolers includes a few Uniques, with uncommonly named playmates like Kyston, Payton and Sawyer. From Dakota to Heaven, Integrity to Serenity, more babies are being named after places and states of mind. Names with alternative spellings are on the upswing, like Jaxon, Kassidy, Mikayla, Jazmine and Nevaeh (Heaven spelled backward), as are mix-and-match names such as Ashlynn and Rylan. "For the first time in history, the top 50 names account for less than 50 percent of boys born each year, and for less than 40 percent of girls," says Cleveland Kent Evans, professor of psychology at Bellevue University in Nebraska and author of *Unusual & Most Popular Baby Names*. Evans believes that our homogeneous strip-mall culture fosters the desire to nominally distinguish our children. He cites a boom in unique names <u>dating</u> to the late 1980s but says the taste for obscure monikers developed in the 1960s, when parents felt less obligated to keep certain names in the family.

"It's really hard to name a kid," says Jill Bass who is expecting her second child this winter. "It reflects what kind of person you are." She and her husband, Carl Vogel are struggling to find a name that is unique but not too trendy. "We don't want to go the Jake, Zak and Tyler route," says Bass. "It will sound like one of those year-2000 names. We don't want to sound as though we were trying so hard."

Distinguishing a child in just the right way is the first task parents feel charged with. Accordingly, parents-to-be increasingly track the popularity of names on the Social Security

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Administration's Web site and canvas the cottage industry of baby-name books. About 50 such books were published between 1990 and 1996. Since 1997, more than 100 new books have been published.

New parents rattle off diminutives and acronyms as if reciting scales. "I wanted a truly awesome, convertible name that could collapse into a normal name. Something like Charles Henry Underhill Grisham Sernovitz, because CHUGS would be a great college nickname," says Andy Sernovitz, father of Charles Darwin Grisham Sernovitz. Darwin was a nod to mom Julie Grisham's science-writing vocation.

Today, children are christened in honor of <u>sports</u> <u>teams</u>, political parties, vacation spots and food cravings. Adam Orr, a die-hard Cubs fan, wanted to name his first child Clark Addison or Addison Clark, the names of the streets that form the intersection at Chicago's Wrigley Field. Alas, he and his wife, Annisa, are expecting a daughter this spring. Records of kids named Espn tell of parents with a more general love of sports. Christie Brinkley reportedly named her youngest child Sailor as a tribute to a favorite pastime. Jamie Oliver, the British culinary star, christened his child Poppy Honey, not nearly so unfortunate a name as that of a poor soul dubbed Gouda.

Increasingly, children are also named for prized possessions. In 2000, birth certificates revealed that there were 298 Armanis, 269 Chanels, 49 Canons, 6 Timberlands, 5 Jaguars and 353 girls named Lexus in the U.S. The trend is not surprising: In an era in which children are viewed as accessories, such names telegraph our desire for creative, social or material success. It would be ironic if young Jaguar or Lexus grew up to drive a Honda Accord.

While a name may be a palimpsest for parental aspirations (hence the concerns of savvy parents that they not appear to be striving too hard), a name also reflects high hopes for the child himself. Choosing an uncommon name is perceived as an opportunity to give your child a leg up in life, signaling to the world that he or she is different. In *Snobbery*, cultural critic Joseph Epstein argues that a child named Luc or Catesby seems poised for greater achievements than selling car insurance.

Am I really a Jordan?

The announcements are in the mail; a <u>religious</u> ceremony may seal the decision. The name is chosen, and it is a word that will become so familiar that the child's <u>brain</u> will pull it out of white noise. It is the first word she will learn to write. But what are the consequences of a particular name for <u>self-image</u>?

They're not earth-shattering, according to a study by psychologist Martin Ford, an assistant dean at George Mason University in Virginia. Ford found no correlation between the popularity or social desirability of a given name and academic or social achievement. "This doesn't mean that a name would never have any effect on a child's development," he explains. "But it does suggest that the probability of a positive effect is as large as that of a negative effect. It also suggests that a name is unlikely to be a significant factor in most children's development."

Children and teens either struggle to stand apart or try desperately to fit in. A singular name eases the former pursuit but thwarts the latter. If parents give a child an offbeat name, speculates Lewis Lipsitt, professor emeritus of psychology at Brown University, "they are probably outliers willing to buck convention, and that [parental <u>trait</u>] will have a greater effect on their child than does the name."

A name may occasionally trigger expectations that are difficult to meet because a child lacks the appropriate talent or temperament. "If your parents are great musicians, and

they name you Yehudi, there could be a sense that you cannot live up to your name," Lipsitt says. Likewise, a naturally <u>shy</u> child may cringe when he is introduced as Attila.

No one can predict whether a name will be consistent with a child's or a teen's view of herself. The name could be ethnic, unique or white-bread, but if it doesn't reinforce her sense of self, she will probably be unhappy with it and may even feel alienated from parents or peers because of it. An Annika with iconoclastic taste will be happy with her name, but a Tallullah who longs for a seat at the cheerleader's table may feel that her name is too weird.

A child's attitude toward his name is a gauge of <u>self-esteem</u>, says psychologist Ron Taffel, author of *Nurturing Good Children Now*. "If self-esteem is low, even a David or Jenny could hate their name—as a reflection of how they feel about themselves."

By the time most people reach adulthood, they have made peace with their name or changed it. And, as parents of Dax and Skyy will be gratified to learn, young adults today report that they feel buoyed by an unorthodox appellation.

"It's interesting knowing that very few people have your name," says Cabot Norton. "It's a point of pride to say, 'I've never met another Cabot.'"

Says Maren Connary, "I had a rebellious <u>nature</u> that I felt was justified by my name. If I'd been named Mary, I think I'd be more conformist."

"I hated my name when I was a kid," Wven (pronounced you-vin) Villegas, says. "I stood out for all the wrong reasons. But I decided that if my name wasn't the same as everyone else's, then I wouldn't be the same, either. Now I love my name so much that I had it tattooed on my right arm."

Parents may be further empowered to christen their children idiosyncratically given that names aren't the rich source for taunts they once were. "Kids today are used to a variety of names, so it is almost too simple for them to make fun of each other for that," says Taffel. "Cruelty is more sophisticated now."

The experiences of children of mixed ethnic and racial backgrounds shed light on the power of names to determine identity. If such children are insecure or confused about their origins, the role of their name becomes more important. Donna Jackson Nakazawa, author of *Does Anybody Else Look Like Me?*, advises parents of biracial or multi-ethnic children to choose a name that represents both branches of the family tree, or at least a nickname that does so. Nakazawa's nine-year-old son is Christian Jackson Nakazawa; his nickname is Chris-chan, which means "dear beloved child" in Japanese.

Nakazawa cites the cautionary tale of a young woman who was adopted from China by a white American couple who gave her a Chinese-sounding name. As a teenager, the girl began researching her heritage and discovered her name was not, in fact, Chinese. She was devastated.

Cleveland Evans believes the personal story behind a name can serve as an anchor. In most cases, Evans says, people are only at a disadvantage if there is no story attached to their name. "It doesn't matter what the story is, as long as it is more complex than, 'We just liked the name.'" A name connected to previous generations can feel like your ancestors' arms wrapped warmly around you.

Not everyone agrees that the rationale behind a name is crucial. Misia Landau, a narratologist and science writer at Harvard Medical School, argues that the "story" of a name doesn't necessarily drive personal narratives, because of the myriad factors at play. "Providing a child with a name is incredibly variable," says Landau. "And I don't think people today say, 'Your namesake would never have acted that way.'"

Artifact B   Instructing

But you don't look like a Martha!

There are names you probably don't think about at all—the equivalent of a black suit. And there are busy purple scarves of names, names that cannot be ignored, that must be reckoned with. "People are always going to ask me why I am named Cabot," Norton says. "And they are probably going to assume I am an East Coast WASP, whereas I'm actually a North Florida atheist."

Names produce piquant impressions: Olaf sounds oafish to non-Scandinavians. Shirley is perky. A ballerina named Bertha doesn't sound as compelling as one named Anastasia. But are certain names better suited to some people than to others, and can a name change overhaul one's self-image?

Michael Mercer, an industrial psychologist and co-author of *Spontaneous Optimism*, recalls a former co-worker who had interpersonal and legal problems: "She changed her name to Honore, and it was her way of mutating from someone who goofed things up to someone who is honorable."

A name change may influence how we perceive ourselves and others because of racial, class or geographical stereotypes. Our "Anastasia" file may include adjectives like attractive, graceful and vaguely Slavic—descriptors that fit our conception of a ballerina but not a Bertha.

Author Bruce Lansky has capitalized on these implicit associations with *The Baby Name Survey Book: What People Think About Your Baby's Name*. Lansky compiled 100,000 impressions of 1,700 names, promising to help parents pick a name with positive connotations. Readers learn that Vanna is considered dumb, Jacqueline is elegant and Jacob, the number-one baby name for boys, is "a highly religious man who is old-fashioned and quiet."

Lansky's "namesakes" (Vanna White, Jackie O., Jacob in the Old Testament) are achingly transparent. And such associations hold only until we meet another Vanna, according to psychologist Kenneth Steele, who found that a name attached to a "real" person, or even a photograph, will transcend stereotypes. Steele exposed a group of subjects to a set of names previously judged to be socially desirable (Jon, Joshua, Gregory) or undesirable (Oswald, Myron, Reginald). A second group of subjects viewed these names accompanied by photographs. The addition of the photos erased the good or bad impression left by the name alone.

To what degree, then, does a name elicit racial or ethnic bias? Marianne Bertrand, a professor of economics at the University of Chicago, created resumes with names that are considered conspicuously white (such as Brendan) or black (such as Jamal) and found that regardless of credentials, resumes with white-sounding names generated twice as many callbacks. But this doesn't mean that conspicuously "black" names, like Lashonda or Tremayne, are themselves liabilities: The employers in Bertrand's study might have discriminated against a black applicant regardless of his name. Roland Fryer, a professor of economics at Harvard University found that a black Molly and a black Lakeisha with similar socioeconomic backgrounds fared equally well.

Whether people swoon over—or even disdain—our name is beyond our control. Ultimately, self-esteem and the esteem of the world dictate the degree to which we hold our name dear. Like our vocation or hometown, we tout our name as a distinguishing mark if it "fits." If it doesn't, we might say that, like an inaccurate horoscope, we don't believe in that stuff anyway. We'll change our name, disregard it or consider it just a synonym for me.

8. How Much Does the Language We Speak Shape Our Identity? Will speaking a foreign language change the way you see the world?

>"She cloaked herself in another language,
>played in its brocade shades of meaning
>discovered deep pockets of puns,
>Surprise linings of double entendre." Ronnie Scharfman

A white English -speaking child, growing up in the apartheid period in South Africa, I knew at a very young age that I wanted to write. I realized even then that in order to do this it was necessary to know who one was. What else was I going to write about? The other alternative and perhaps equally appealing, was to become an actress, but even then I felt I needed to discover who I was. How did one find out such a thing? Who was I? In what tradition would my work follow?

I felt it necessary to leave the country where I was born, to put on the cloak of other languages (as my friend Ronnie Scharfman has written so eloquently) , ones that were not my mother tongue. I wanted to leave my home, my mother, and a land of injustice and racial divide.

I lived first in Switzerland, and then in Italy. I went on to France where I eventually did my studies in psychology and finally to America, the country that George Bernard Shaw famously said is separated from England by a common language .

Did the fact that I learned to speak French fluently and to some lesser degree Italian, help me to find myself? I have written of the loneliness of finding myself in a strange French family at seventeen. Speaking a foreign language presents, of course, many difficulties: the frustration of not being understood, and the feeling of being stupid, reduced to a smaller vocabularly, without the familiarity with the expressions, the fine tuning of your own language. It is almost impossible to really appreciate poetry for example, in another language, or so it seems to me.

Yet ultimately and despite the difficulties involved, I do believe one becomes different, other, speaking another language. A language where the words do not have the echoes from our childhood, where the vocabulary is not associated with childhood connotations enables us to look at life in a slightly different way. We even move differently, gesture differently, even perhaps walk differently. In some ways this new identity is liberating.

I remember a patient at the Salepetriere, the big mental hospital in France where Freudworked with Charcot and where I was doing an internship, coming up to speak to me in English. The doctors were amazed; the woman had been silent or almost silent for so long. Her English was not very good, but she would not speak to anyone else in French but somehow felt free enough to speak to me in this foreign language which must have seemed less threatening to her. We think too of Anna O, Breuer's famous patient who coined the term "talking cure" who lost her own language, German, for a while but was still able to read Italian and French and translate them into English.

Somehow speaking a foreign language, it gradually became possible to voice certain opinions, to speak of matters which might have seemed taboo in English. Is that because the French are less squeamish about certain matters? I remember the ballet teacher in Paris, going around my daughter's class and tapping the little girls in their pink tutus on their

behinds and telling them to "Rentrez le petit popo!" untranslatable but certainly direct! Was it because I was reading Freud in French?

And when I learned the lovely language of Italy, and felt there more welcome even in my reduced capacity to express myself, I think I changed again.

Of course, our identities are formed in so many different ways: by the people around us, the books we read, our heroes and heroines, and above all perhaps by the work we do, but speaking a foreign language, can lead one to create a different disguise and help to understand who we are.

<mark>Social status and identity</mark>

9. Social Status shapes racial identity

By following a group of people over almost two decades, Andrew Penner and Aliya Saperstein from the University of California, Irvine found that the way people identify themselves racially, and the way others define them, change over time and are coloured by social status. Their study strongly argues that race is as much a flexible indicator of our social standing as it is a reflection of our biology.

Penner and Saperstein used data from a study called the National Longitudinal Survey of Youth, which began in 1979 by interviewing a group of about 12,000 Americans aged 14 to 22. The sample were followed once a year until 1993 and every two years thereafter. Every time, the interviewers classified each person as "White", "Black" or "Other" and in both 1979 and 2002, the people themselves were asked to describe their "origin or descent" or which "race or races they considered themselves to be".

The results were surprising, especially for a country like the US, which apparently has very rigid racial boundaries. Over the 19 years of the survey, the race of about one in five people had changed at least once in the eyes of their interviewers.
It's possible that some of these cases were just due to mistakes on the part of the people filling out the forms, and indeed, some records showed a single anomalous year that didn't match the rest. But Penner and Saperstein found that the error rate for another trait – gender – was only 0.27%, suggesting that errors in recording only played a very small part in explaining this trend. And for some people, their race, as noted on the survey forms, either shifted dramatically at one particular point or fluctuated between the different options.

The duo found that these changes were related to social status. People who were classified as white in one year were significantly less likely to be seen in the same way if they had lost their jobs, been sent to prison, or seen their household incomes dip below the poverty line. For example, among people described as white in one year, 96% of those who remained outside prison were placed in the same category a year later, but only 90% of those who had been incarcerated were still described as white.

Artifact B   Instructing
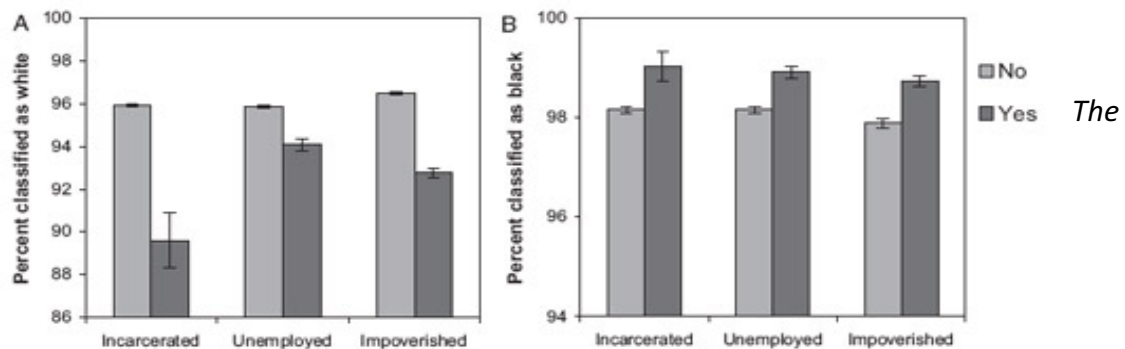
The graphs above show the people classified as white/black in one year as a percentage of those classified as white/black the previous year.

The reverse was also true. People who were described as black in one year were *more* likely to stay in the same category if they were imprisoned, unemployed or poor.

And it wasn't just the interviewers whose opinions changed. The *subjects themselves* had a tendency to switch their own racial identity depending on their status, and to the same degree as the interviewers did. For example, among people who described themselves as white in 1979, 97% of those that remained well-off felt the same way in 2002. But among those who had tasted poverty, just 93% still described themselves as white.
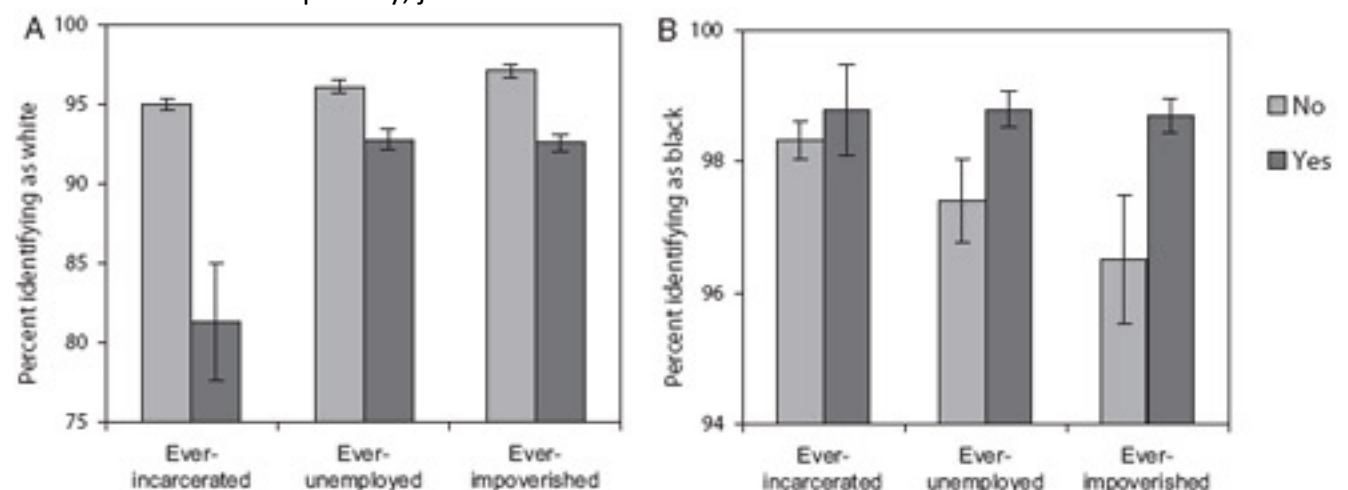
The graphs above follow the same pattern as the previous ones; these refer to the interviewees' own racial identity.

All of these changes were statistically significant, and are even more pertinent in the aftermath of the recent US elections, when many galling debates centred on whether Barack Obama was truly black, given his mixed parentage and his social success.

To Penner and Saperstein, the study contradicts the idea that races, and the differences between them, are dominated by biological differences between groups of people. They see race not as a fixed entity that is purely determined from birth, but a flexible one, settled by a tug-of-war between different possible classifications.

Artifact B   Instructing

Biological traits like skin colour obviously have a strong pull, but they aren't alone – changes in social position can also affect how people see themselves and are seen by others. The researchers draw a comparison with our health. Inherited genes can have a strong influence on a person's risk of eventually dying from cancer or heart disease, but changes in diet or body weight can sway those odds throughout one's life.

Perhaps the strongest aspect of the study is its clear demonstration of the self-fulfilling nature of racial stereotypes. Just as black Americans make up a disproportionate percentage of the country's poor, unemployed and imprisoned, those same people are more likely to be seen as black and to identify themselves as such. We are used to thinking that race can shape social status. How much more interesting to see that social status can also shape race.

Technology and identity

10. Will Technology Shape Your Identity and Your Faith?
As a kid, I created whole worlds in my bedroom out of Legos. For my tenth birthday, I asked for more Legos to expand my building power. I wanted to conquer bigger and better worlds. My son just turned ten. His surprise gift was a *virtual* world in Minecraft Realms, an almost infinite digital space for him to share with close friends. He lets me play with him there too. We have building competitions. (I lose.) He creates jump-scare digital haunted houses. (I get startled.) He leads me like a general to sudden-death games on public servers. (I die more suddenly than he would like.) Eventually, my son's toys will become his tools. Then his tools will shape his daily life at home and at work. They will even shape his faith. They may become his idols. As many times as it has been said before, it needs to be said again. New technologies are the greatest challenge and opportunity for people of faith.

This Is Nothing New Under the Sun.
Martin Luther allegedly considered the printing press to be "God's highest and extremist act of grace, whereby the business of the Gospel is driven forward." Luther was wise, but his approach to technology still didn't recognize how it shapes our experience of the world. As a Christian like Luther, I believe technology has been part of God's plan from the beginning. Before the Fall, God told Adam to tend the garden, a command that implies tools and technology according to John Dyer. Even Jesus himself was described as a *tekton*, a word related to our word for "technology." When talking about technology, though, the Greeks were less interested in the tools than in the skills of the people who used the tools. In the past twenty years, the pace of technological change has made it hard for us to become masters of our devices before they are replaced by new devices. Over the centuries, our technologies have advanced from the Roman codex to Chinese papermaking to German moveable type to telegraph to telephone to television to computers and networks and an internet of things. Any brief history of technology can start to feel like the Biblical genealogies. Abraham was the father of Isaac. Isaac was the father of Jacob. And on and on until we encounter Jesus.

The New Song of Technology
If we listen closely to our technology, my son and I can hear its prophets. They sing a new song of a new heaven and a new earth and a new messiah emerging from the singularity.

Artifact B   Instructing

(With institutions like Singularity U, it is not hard to imagine the worship of technology becoming an accepted religion in our culture.) As a Christian, I shudder at the thought of worshipping technology, but I also wonder what interfaith dialog would look like between a Christian and a Transhuman Singularist. Even if we don't idolize technology, most of us, like Martin Luther, expect technology to help us spread our own ideas and expand our own influence. However, we are likely serving our devices more than they are serving us. This is the conclusion reached by Howard Gardner and Katie Davis in their recent book *The App Generation.* In their sociological research, they found "apps that allow or encourage us to pursue new possibilities are app-enabling. In contrast, when we allow apps to restrict or determine our procedures, choices, and goals, we become app-dependent." Unfortunately, they also found that many more people are app-dependent than app-enabled.

The Generals of Technology

Sebastian Thrun, CEO of Audacity and Founder of Google X argued against this perspective at the 2014 Aspen Ideas Festival. He said, "I believe technology is not shifting our moral belief. Our morals are independent. It shifts what we can do… The basic moral beliefs about dignity of human life and respect, these will be mediated by technology. And technology will give people better chance to achieve these goals." People will be app-enabled. Thrun is right in a sense. For the CEOs of Silicon Valley, technology will empower the moral beliefs of the creators. As one of the creators, Thrun himself sees no threat to moral belief. At the same conference, Ping Fu, Chief Strategy Officer for 3D systems put it this way. "I believe our moral compass often influences what technology we work on." I would go a step further and expect to find the moral compass of any creator embedded within the creation. Steve Jobs' belief in control and minimalism led to the creation of the Apple ecosystem's beautiful walled-garden. Mark Zuckerberg's belief in "The Hacker Way" is building an open and connected platform that does not always value privacy as much as some would like. In his most controversial book, *The Abolition of Man*, C. S. Lewis considered our desire to conquer nature through technology, to shape our world, ourselves, and our morality. In 1943, he wrote,

Let Faith, Not Devices, Define You

In every victory, the general's morality will find its way into the technology that shapes the prisoner's lives. Our toys become our tools. Our tools can define our identities and moralities. More than ever, we need the time-tested wisdom of ancient faith, free from annual upgrades and consumer trends. Consumers are not prisoners, and developers are not generals. But we are all servants. Refuse the role of general and prisoner. A Christian's role is not to create new worlds, but to serve the Creator in this world. Technology provides new ways to serve, but it becomes an idol when we let it tell us who we are.

Artifact B   Instructing

Artifact B   Instructing

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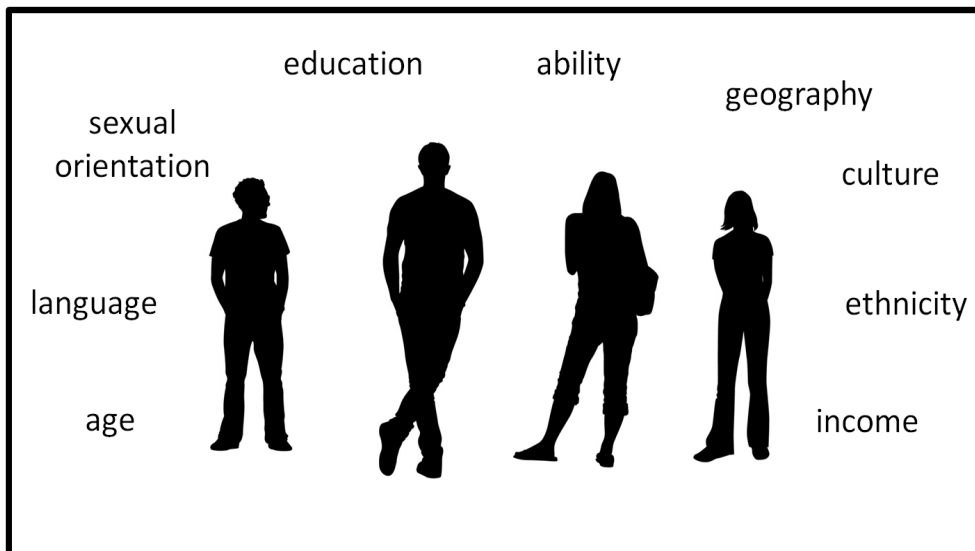
IDENTITY   ICEBERG

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The Titanic - what was below the water sunk them, same as people, we only see about 10% of who they really are, only use about 5-10% of the brain etc.

What we see are ACTIONS, which are based on DECISIONS, which translate into RESULTS which determine people's BEHAVIORS. This is very much on the surface and to try and start running by just going out and running will bring about very short term change.

Then we get below the waterline. The biggest contributing factor to someone's BEHAVIORS are their SKILLS. We like to do things we're good at. Good cooks love entertaining and bad cooks usually go to a restaurant etc.

The biggest contributing factor to your SKILLS are your BELIEFS. Its very difficult to change your BELIEF if they are already strong enough.

BELIEF is something you hold to be true, but not necessarily a fact. For example a table top, the experience of BELIEF is the more legs, and the stronger the table. BELIEF - How to change… Significant Emotional Event in your life can wipe out even the strongest BELIEF, or **you can CHOOSE to change a BELIEF**. **You will have to re-inforce, but the choice is extremely powerful.**

Biggest contributing factor to your BELIEFS are your VALUES… If your highest VALUE in life was success you would have a whole different range of BELIEF than someone who's highest VALUE was love… **VALUE is something you hold to be IMPORTANT.**

However, the biggest factor in your long term change is your IDENTITY. Anything you say with the words I AM creates your IDENTITY. I AM are the two most powerful words in the English language, only superseded by I CAN'T and I DON'T… Just imagine when you added to your IDENTITY I AM a parent… what VALUES, BELIEFS, SKILLS and therefore BEHAVIORS and RESULTS changed…?

Of course surrounding an Iceberg is water and surrounding every human being is our ENVIRONMENT. A VICTIM will let the ENVIRONMENT push them around and shape them, a VICTOR will shape the ENVIRONMENT to suit themselves, or not put themselves into the ENVIRONMENT.

Resistance comes from the IDENTITY itself not changing…

Here is where the linkage to BE-DO-HAVE becomes very apparent. The BE is the below the water part of the iceberg, the DO is the BEHAVIOR, DECISIONS and ACTIONS, and the HAVE is the RESULTS.

Artifact B   Instructing

If you're not getting the RESULTS you want, what DECISIONS are or aren't you taking (consciously or subconsciously) that are stopping you from taking the right ACTIONS?

And if your BEHAVIOR is not congruent with your desired RESULTS, but you have the SKILLS the problem must lie deeper.?

As we get down through BELIEFS and VALUES into IDENTITY, it's time to recognize and discard our Blame/Excuses/Denial if we are going to commit to achieving the RESULTS we need.

And through affirmations and visualization (Action Dream Builder) we can gradually chip away at these limiting BELIEFS and VALUES to strengthen our IDENTITY into who we CHOOSE to BE.

Therefore we must **recognize that we have choice over who we are and that we can change for the better.**

Appendix 9

Exercises and activities of cultural identity
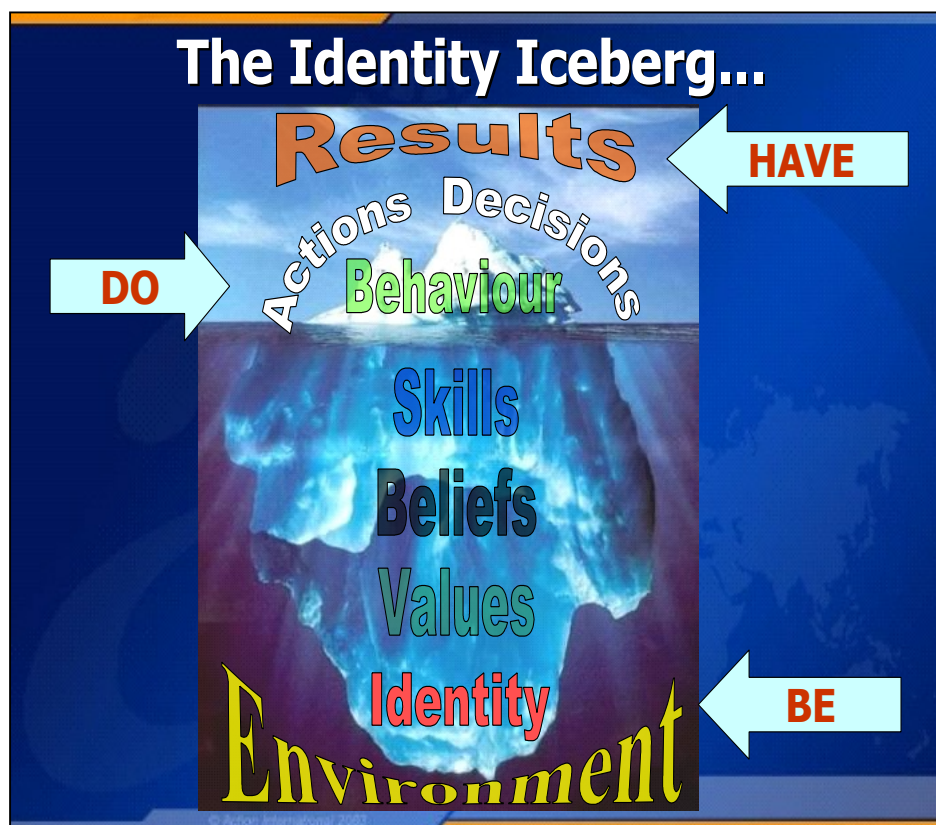
Artifact B   Instructing

1. The first set of video clips ---- **documentaries about adopted children: searching of cultural and individual identity**

a. In the Matter of Cha Jung Hee (2'11'')
https://www.youtube.com/watch?v=qf_TmCq9tU8
b. First Person Plural (1'51'')
https://www.youtube.com/watch?v=WH4V1hgedIU
c. Wo Ai Ni (I love you) Mommy (1'29'')
https://www.youtube.com/watch?v=3K8Lqn2Ar5s
d. Discovering Dominga (4'1'')
https://www.youtube.com/watch?v=lLJJ6UdovYg

Questions
1. Write descriptions of the stories in these video clips (eg. who, why, what, the results)

2. Do you find anything common of the characters, emotions, thoughts and issues in the series of videos? What possible reasons can be for their actions?

3. Do you approve of what the persons say or do in the video clips and why? Support your idea with concrete examples and explanations.

4. How do the stories relate to the topic of our lesson? Can you share your thoughts and new insights about the topic after watching the video clips?

Activity
Pair work: Think about and write about these questions by yourself first and then discuss with your partner

2. The second set of video clips **--- how minorities in a foreign country feel about their identity and the country's culture; how people feel about American identity**

a. American Chinese boy interview (1'30'')
https://www.youtube.com/watch?v=9g0fAeKi1J4

Artifact B   Instructing

b. Race & Culture: Thoughts on Cultural Identity (how people with different cultural backgrounds in a foreign country identify themselves) (2'24'')
https://www.youtube.com/watch?v=q970di8bnRg
c. American culture shock for international students (3'54'')
https://www.youtube.com/watch?v=3iPQZSxNqxs
d. What does it mean to be American? (3'54'')
https://www.youtube.com/watch?v=kTZ2AE9qZwY

Questions
1. Did you or your parents immigrate from other countries to America?

2. Do you feel yourself as different persons in different social or cultural situations?

3. How would you identify yourself if you possess more than one type of cultural heritage?

4. What do you think of being born and growing up with a mix of cultural identity? Do you think it is a positive or negative experience?

5. What kind of things, feelings or events do you think can best represent America and how would you define "being an American"?

6. Do you have any other questions or ideas while watching the videos?

Activity
Having these questions in mind while watching the video clips. After watching please form your responses to these questions into an essay. Support your claims with logical reasoning and relevant evidence. You can draw on your personal experiences, the video clips you've just watched, your background knowledge, things you've learned in the previous sections or other sources necessary.

After finishing the essay, the teacher invites a few students to talk about what they've written and then collects students' work.

3. The third set of video clips --- **cultural stereotypes and what can we do about them**

pre-watching (ask volunteers to answer)
What are the words popping into your mind when thinking of East Asia, India, Africa, Latin America, Europe… Share your words with simple explanations

a. Asian stereotypes (4'50'')
https://www.youtube.com/watch?v=xcUS478Yrco

Artifact B   Instructing

Activity (after the first video): pair work

Think, write key points and talk about
1. What are your opinions for the questions in the video?
2. Are there anything in the video making you surprised or in conflict with your concepts?

b. Stereotypes vs Actual Culture (3'52'')
https://www.youtube.com/watch?v=IpapVzJVRTw

Activity (after the second video): group work

Think, write key points and share your thoughts in groups
1. Have you ever traveled to other countries or made friends with people from a distinct culture?
2. Did you change your mind about that culture or country from the particular experience? If so, tell us the specific aspects being changed and how did you change?

c. Removing cross-cultural stereotypes (3'57'')
https://www.youtube.com/watch?v=_Hfi0W0YU5s

Activity (after the third video): whole class activity

Think, write a few passages about the questions and share your responses with the whole class
1. What do you think the three video clips want to tell us?
2. What could we do with cultural identity stereotypes?

Struggling Reader Case Study

ENED 3400
Mengfei Liu

The 1st Visit (02/27)

Anecdotal Record, Interest Survey and Short Interview

➢ **Anecdotal Record**

i. Pseudonym: Anne

ii. Age and gender: 16 (9th grade) and female

iii. Why did you select the student: She had a low performance (below the average) on the annual school reading assessment and also scored poorly in other tests.

iv. Student interests: music (biggest), hanging out and talking with friends, sleeping at home, sending and reading text messages

v. Linguistic background: English monolingual

vi. Language abilities in relation to content/subject matter: presumed overall ability: medium (still collecting), find the texts and materials in the upper middle school level challenging, abstract and complex, not the vocabulary and cannot get the meaning of texts sometimes

vii. Physical, social and emotional development relevant to the content/subject matter: not like reading especially the reading at school, have some friends at school, share a harmonious relationship with them, like the school, teachers and classmates generally

viii. Cultural background: African American family, born in Nashville, two younger sisters and a younger brother

ix. School history: go to elementary and middle schools in Northern Nashville, live far from the high school, take the bus to school

x. Special considerations pertinent to content area: attend class regularly

xi. Student aspirations and goals: want to stay focused on reading

Artifact C   Assessing

➢ **Explanation**

Description and Analysis

The first time I met Anne, she seemed shy, introverted and sort of detached from the outside world, nevertheless, she was cooperative and willing to answer my questions. Her teacher Mrs. Skae recommended her for the case study as she was identified "below the average and at risk" in the annual reading assessment and did not performed well in other tests. While sitting in the school library, I asked her some questions around the anecdotal record, took down notes and let her complete one of the interest surveys. She finished the questions with words, short phrases and short sentences without much extended description.

Anne shares a healthy and friendly social relationship with others. She becomes friends with some students in the school and hangs out with them in free time. She told me that she likes most of the teachers and classmates in the school and talks to them once in a while. I noticed that she kept looking at her cell phone when we walked through the corridor and checked her phone several times during the interview, which might be a way of maintaining social connections with her friends. In terms of family, she is the eldest child of her parents with two younger sisters and one younger brother, so I assume that she has more sense of responsibility in the family compared with her siblings. Anne is an African American born and growing up in Nashville and she used to attend schools in the northern part of the city where she lives, which means it takes her a long time to commute to Hillsboro High School nowadays.

It is obvious that she has a rather negative view on reading according to her answers for the interest survey and my short interview. She skipped the question of "What is reading?" and wrote "going through school" for "How did you learn to read?" and "listening to them read" for "How does a teacher decide which students are good readers?". She regards school reading as dull, hard and complicated, with which she gets bored easily. My

speculation for such collected evidence is that she has a narrow definition and concept of reading, only relating it to the materials and assignments for school rather than a broader range. And she has not yet developed the awareness of thinking about reading process and particular issues relevant to it.

For reading in spare time, she reads a variety of types containing magazines, newspapers, signs and texts, but seldom has the initiation to read books. She says she often picks up books, articles and passages randomly and decides whether to continue based on her mood and interest. That is to say, if the material is appealing to her, she would carry on reading, otherwise she would be absent-minded and give up. I can tell from this that she does not have specific aims for reading. Although reading for pleasure could be more informal and arbitrary, learning to set purpose and plan is still necessary and significant for enriching one's reading repertoire and entering a higher level of academic study. Moreover, this habit of choosing and turning away comes closely with one of the challenges she meets in reading --- staying focused on both the reading inside and outside the school. Usually, her mind wanders and she forgets what has been read in the previous lines.

Besides, my student encounters difficulties in vocabulary and meaning comprehension. She does not know the definitions of certain words and finds the reading materials abstract and complex to understand, which happens more often since 7th and 8th grade. I wonder if she tends to concentrate more on word decoding than meaning constructing and did not prepare well the skills and knowledge for text comprehension during the transition from elementary to middle school levels. However, I do find one biggest interest of her ---- music. She likes all kinds of music and can list the concrete names of her top five favorite songs and artists. Her passion in music would be utilized as channel to engage her in conversation and direct her reading on the right path.

Implications and Reflections

Artifact C   Assessing

On the way back, I felt the need to have more ongoing information to be collected, but I could still generate some ideas on future assessing and tutoring sessions drawn from the existing description and evidence. For the emotional and conceptual part, I will encourage her to be more outgoing and positive about life and possibly cultivate some other hobbies apart from music. It is vital as well for Anne to find motivation and set purpose in reading given that she lacks a systematic framework for what to read and how to read. Letting her recognize the broad scale of reading and what a good reader is like are also included in my instruction plan. In teaching reading strategies, I will pay more attention to the ones effective for solving her problems of being focused and grasping text meaning and adjust my instruction to specific situations and her learning characteristics. Considering the importance of schema theory in reading, I plan to help her understand texts better by making connections with existing knowledge and experiences and may begin with materials on music to match the student's interest. In the next assessment, I am going to do the Adolescent Motivation to Read Profile and conduct another interview to know more about Anne's views on reading and her as a unique person. Moreover, a series of article reading and questioning will be implemented in the 3rd and 4th assessments to examine the specific strengths and weaknesses in her reading proficiency.

➢ **Interest Survey**

1. What TV shows are your favorite? __I just really like the Bet and Lifetime Channel__

2. What is reading? _____(not answered)_____

3. In general, how do you feel about reading? __I really don't like to read_____

4. What words pop into your mind when you think of reading a book? _____Chapters_____

5. Were you named after anyone? If yes, share details_____
   My Dad's name is Anthony my name is Anthonise_____

6. How did you learn to read? __Going through school_____

7. How does a teacher decide which students are good readers?_____
   _____Listening to them read_____

8. What sports do you play or like to watch? _____softball_____

9. What kind of books do you like to read? __I don't read much_____

10. Do you Facebook? ___no__ Twitter? _____no_____ Instagram?__no_____Snapchat? _____no_____Other?_____

11. How do you decide which books you'll read? _____I don't know_____

12. A fan is someone who absolutely loves something, what are you a fan of? _____
    _____Music and artist_____

13. If you could do anything in the world, what would it be? Why?_____
    _____Travel, just to get away_____

14. Do you prefer scary movies or happy endings? <u>Why?_____Both, I like all movies</u>

15. Besides books, what other types of materials do you read? _____
    _____Magazines, newspaper etc._____

16. What is your favorite kind of music? Why? <u> I like all kinds</u>_____

17. What are the top five songs and artists on your favorite playlist? _____
    _____(She listed five songs with five artists)_____

18. What do you like to do in when you are not in class? _____Sleeping at home_____

19. What is your favorite video game system and what are your favorite games? _____
    _____Don't have one_____

20. Why do you think a teacher asks all this information? _____
    _____To learn my strengths and weaknesses_____

Artifact C   Assessing

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Assessment

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Assessment	Components	Measure and Scoring
Adolescent Motivation to Read Profile (AMRP)	20 multiple-choice questions in reading survey (two sections), four sections of conversational interview questions	reading survey: add the points for each question, show the results in the form of raw scores and percentage scores for each section and the full survey; conversational interview: qualitative analysis
Qualitative Reading Inventory (QRI)	word list, grade appropriate text, concept questions, prediction, retelling, comprehension questions	scoring according to the standards and formulas: number and percentage of correct word identification, number and percentage of familiar ideas in concept questions, number and type of miscues in oral reading, total accuracy and total acceptability in oral reading, word per minute, number and percentage of ideas in retelling, number and percentage of correct answers for implicit, explicit and total questions in reading comprehension, reading comprehension level, total passage level

Assessment	Purpose	Implementation
Adolescent Motivation to Read Profile (AMRP)	to know the student's self-concept as a reader, value of reading, ideas and practices for school reading and general reading with a final goal to find her strengths and weaknesses in reading and use it as a resource to implement other assessments and instructional plan	reading survey: the instructor reads the questions twice at a low speed and the student marks her answers for the second time of reading; conversational interview: the instructor asks questions as they are suggested on the sheet and extends questions if needed
Qualitative Reading Inventory (QRI)	to evaluate the student's actual word identification and reading comprehension level with a both qualitative and quantitative approach	the student (orally): reads questions in the word li answers concept questions and makes prediction, reads the text, retells details of the text, answers comprehension questions

the instructor: keeps records when the student answers; reads, asks questions and offers prompts necessary |

Artifact C   Assessing

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Adolescent Motivation to Read Profile and little interview
</div>

Analysis and Reflection

   I have to admit that I had a quite partial opinion about my student for the first visit

that she was introverted and did not like to talk. I heard from her teacher that she interacted

well with her peers and just might be shy in front of strangers. I tried to greet her and brought

up some relaxing topics on the way to the school library and it turned out that the

communication went on pretty well for my second visit. This assessment mainly consisted of

Adolescent Motivation to Read Profile (AMRP) and several interview questions. The

following part is the analysis and reflection of the results of AMRP and the interview, for

which I synthesize information of both of them for each specific subject matter.

Reading Survey

   In the first part of AMRP --- reading survey, I let her finish the multiple-choice

questions by herself and calculated the credits when I got back. After organizing the data, I

have found that Anne got a relatively high score for self-concept as a reader (35/40, 87.5%)

and a lower score for value of reading (21/40, 52.5%), and the percentage for the full survey

was 70%, 20% higher above the average. In Appendix 1, the little "+" indicates a positive

perception of the question while the sign "_" is for a negative one. She chose the answers of

"my friends think I am a good reader; I read a little better than my friends; people who read a

lot are interesting; I am a very good reader; knowing how to read well is very important;

reading is very easy for me; when I am in a group talking about what we are reading, I

always talk about my ideas; when I read out loud I am a very good reader", which seem to

reveal the confidence of her own reading ability and awareness of the significance of reading.

Nevertheless, when it comes to the actual reading practices, the answers were "reading a

book is never something I like to do; I never tell my friends about good books I read; I think

libraries are a boring place to spend time; I think reading is a boring way to spend time; When someone gives me a book for a present, I feel sort of unhappy", which are in conflict with the choices of self-concept as a reader. The reasons could be that she had different understanding of "reading" in mind when doing the two sets of questions (eg. general reading, reading for pleasure and school reading) or she just thought that reading was not as attractive as other things she did in daily life (eg. text friends, listen to music, hand out with friends).

Narrative Reading

The second part of AMRP --- conversational interview contains four sections of open-ended questions, namely narrative reading, informational reading, general reading and school reading (Appendix 2). I joint down some key words while she was answering them and listened to the recording back home for detailed analysis. She told me that the most interesting book she had ever read was *Green Eggs and Ham* by Dr. Seuss, a book which she first read in elementary school. She still remembered some of the details and would talk about it with her younger sister because it is a children's book, and she also said " I might take it off the shelf and open a few pages if it is in the school library." The uniqueness about this book, according to Anne, was the distinct and sometimes a bit crazy ideas that other book would never come up with and the rich and funny imagination it had. When asked about her favorite author, she mentioned Dr. Seuss because of this book he wrote. Although she has her favorite book and author, I can assume from the book and her description that she does not read a lot and think much about reading in upper elementary school and middle school, or the book she prefers would have matched the grade level she is in at present. In fact, the reading value section in the reading survey and my little interview with her further proves this assumption. With regard to her previous school reading experience, she depicted it as "not that hard and pretty smooth" till grade 4, "met some difficulties" in 5th and 6th grades and

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"suddenly found it much harder" in 8th and 9th grades. Such experience would probably contribute to her reluctance of active reading and of pondering on the issue of reading.

Informational Reading

As for something important that she has learned from recent reading, she paused for a moment and gave me very general replies like new vocabulary and new knowledge. With my hint of an article about Abraham Lincoln that she mentioned in the previous section, she thought of the topics of slavery and freedom connected with this article, which was from TCAP test but not from her reading on daily basis. She deemed reading necessary from a practical aspect as seeking jobs and writing resumes. Answers of this part offer the clues that she does not often reflect on her reading and view the meaning of reading from a limited perspective.

Reading Concept and School Reading

When I asked what she had read yesterday at home, she hesitated for a while and said she read movie subtitles and text messages. On one hand, I feel glad that she has a broader concept of reading than what I perceived initially from the last visit. On the other hand, it could be presumed that she would prefer reading on a more casual and leisure occasion rather than the formal and academic one. Anne did not have any book she wanted at the moment and she just had her Spanish lesson in the morning which she considered as hard and was unable to read part of the text. Talking about what really got her excited about reading, she said she had rarely been excited about it at least school reading and the books appealing to her were the kind with rich imagination and interesting topics (just like *Green Eggs and Ham* by Dr. Seuss). My extended interview on school reading might further explain her antipathy towards it. She told me what they usually did in some of the required courses. Judging from her way of expression, I could tell that the texts, assignments and activities were nothing but mandatory and dull processes for her and she just received them passively without wondering

at the worth and rationale behind them especially when the disciplinary literacy became rather complicated and demanding in higher grades. The other thing catching my attention is that she likes group work more than individual work due to the cooperative and communicative features. All the information reminds me that motivation and self-selection might be effective for improving her amount and consciousness of extensive reading since she dislikes the things imposed on her. Besides, providing an interactive environment might also facilitate her learning to some extent.

Interpersonal Relationships and Reading

The person who has a comparatively great influence on reading for my student is her aunt. Based on the description, the middle-aged lady likes to read especially the big-chapter and deep books with various types all the time and often talks to Anne about them. Despite the fact that this close family member could be a potentially positive element in forming the realization of reading, her words do not get Anne really interested and excited about reading and she sometimes "gets mad at her". For other social connections such as friends, they seldom discuss about reading or academic learning in spare time and would rather chat about text messages, movies, music, actors, etc., topics that are amusing and popular for teenagers. There is one friend who likes to read deep novels wherever she is, but just like her aunt, the influence of this friend on her reading is very inadequate. However, one thing beneficial for her reading at home is that she sometimes shares stories and information in newspapers or other reading materials with family members and they exchange views.

Reading Problems and Strategies

She gave the same answer "to reread" for the questions of what she had to learn to be a better reader in AMRP and effective strategies she used in my supplementary interview. She employs such strategy due to the difficulty of meaning comprehension, which happens a lot since entering middle school. Without rereading, she thinks that she will easily forget the

content and that damages the understanding of the next part, because "it is important to understand the previous part before going to the next." This statement demonstrates her knowledge of the interrelation between different parts of the text, and rereading is a frequently used method for many readers. However, rereading does not help all the time since the obstruction of understanding will still be there if the reader does not make connections, proceed the words and sentences in mind and follow the author's thinking. There is a lack of variety for her reading strategy, which lowers the possibility of effective reading comprehension. Another problem is that her mind often goes blank while encountering the text she is not interested in and considers complex, and after rereading a few times, she will give up and not be able to stay focused anymore.

To address these problems, she occasionally asks for help from teachers or classmates but most of the time solves on her own if she works individually. When I asked whether she found it much easier to read if she had known something about the theme before, she quickly confirmed this. I was surprised and glad that she had actually developed a metacognitive sense in reading as she said "feeling a voice inside talking to myself and asking questions for school reading" and "It happens many times and sometimes I think it is strange and crazy". Obviously, she did not realize this the significance of this phenomenon but anyway this is a very good start to track her thinking of reading. Another positive method she applies is tackling unfamiliar vocabulary with the help of textual clues. She would try to imply the word meaning from the text surrounding this word and compare the dictionary meaning with the contextual meaning. I appreciate this way of learning vocabulary so much and hope that she will continue to utilize it.

Particular Experience of Online Reading and School Reading

My student has access to the Internet at home but she does not get online on the computer very often unless it is for searching answers of school assignments. Apart from this,

she likes to find information of characters, actors, actresses and reviews of movies. For devices, she prefers cell phone to computer and frequently checks text messages from her friends on it. An interesting experience she shared with me was reading about animal online. She once did a project about animals and had to search related information via the Internet. She finally decided to focus on Bat and then got particularly intrigued with the topic, delving into more details like the types of bats and their specific characteristics, which exceeded the requirements of the task.

One pleasant school reading experience occurred in her Health Science class, in which she most likes to read in that it is linked with human body and our daily life. The class had the assignment of creating models by doing researches and combining information. She really enjoyed it because "the teacher did not make it like a project but something we could create on our own and really do things". Concerning extracurricular activities, she joins the culinary club in school, learning "how to fix and cook things". She likes to read the recipes with a curiosity of seeing what are inside the food and what could be created after following the instructions. Similar to what I have discovered in the "reading concept and school reading" section, freedom of making choices, and self-motivation could be taken as key elements in enhancing her reading initiative and ability.

Conclusion and Future Expectations

The key points I have grasped from this assessment are that Anne has both weaknesses and potential strengths in reading. It cannot be denied that she grows the aversion to school reading as it turns more complex, abstract and challenging in upper grade levels and the scarcity of proper strategies and skills might make the situation even worse. Besides, she seems to not have much thought on the issue of reading and rarely extend her book and article reading in daily life, that is, she would rather watch movies, text friends, listen to music and sleep than trying to find a good book to read. However, the metacognitive sense

and method to define an unfamiliar word by textual clues reveal her potential to build

effective reading skills. Moreover, she has her own perceptions about things and people and

is quite independent in keeping her own values and beliefs (not easily influenced by others). I

also see she has a broad concept that reading includes various kinds of texts apart from the

materials to be processed in class. In future tutoring sessions, I plan to work together with her

to further examine her difficulties in reading and teach some of the applicable strategies. I

would also like to figure out a way to boost her motivation and initiative of reading (maybe

by making the task less burdensome and more self-selected) and increase the chances of

mutual interaction. Next time, I will be evaluating her reading level through the materials and

rubrics in *Qualitative Reading Inventory (QRI)*.

3rd visit March 17th

4th visit April 14th

      Three Assessments in QRI , Interview Questions and a Short Tutoring Period

Analysis and Reflection

      I planned to go two more times for reading assessments after the second visit and then

enter the tutoring sessions. Unfortunately, after the third visit on March 17th, as a result of the

metro school spring break, a Good Friday break and the student's absence after the two-week

break, I was only able to see her in person on April 14, which was my last visit before the

completion of this case study. Therefore, I could not give a comprehensive tutoring session as

required in the rubrics. Nevertheless, I really wanted to give Anne some advice on her future

learning, so what I did was talking to her about some useful strategies and letting her write

down questions and connections of two articles respectively. I combine the 3rd visit and 4th

visit together in this section, which includes 3 reading assessments using the materials and

exercises from *Qualitative Reading Inventory (5ᵗʰ edition)*, some interview questions and a short tutoring period.

Word Identification

In the Word List reading session, she demonstrated a high ability in word identification, reaching an independent level for upper middle school list and an instructional level for high school list (see Table 1). There were only two miscues in the former, in which she incorrectly pronounced the letter "e" in "infrared" and recognized "inevitable" as " inviteable". The latter was above her actual grade level, and except for the wrong stress ("armistice"), similar letter-word pattern ("idolism" for "idealism", "cheffeur" for "chauffeur") and omission ("immudeficiency" for "immunodeficiency"), she did a really good job. This indicates that she has a comparatively well command of the word and sound relationships.

Table 1 *Word Identification*

Grade	Upper middle school	High school
Level/% Automatic	90% independent	80% instructional
Level/% Total	90% independent	85% instructional

We can see from Table 3 that the high word identification rate is also shown in the context reading as the total accuracy and total acceptability are all over 90% for the three articles. Table 2 provides detailed information of the miscues, please notice that self-corrected words were not counted as miscues. Although there were only 5 miscues, 60% of them changed the text meaning and 60% resulted form similar letter-sound patterns. Anne enjoyed reading aloud and she was able to read quite fluently with only a few times of hesitation. She told me that she liked to do oral reading when the teacher picked her up and enjoyed the smoothness of words coming out from her mouth. The other proof of her

preference for reading aloud is that she chose to read orally each time when given options of

oral reading and silent reading.

Table 2 *Miscue Analysis Worksheet*

Text Word	Miscue	Similar Letter–Sound Patterns	Meaning change
here	omission		no
he	her	yes	yes
viral	omission		no
cities	cites	yes	yes
Armenians	Americans	yes	yes
Total Miscues	5	Similar Letter–Sound Patterns	Meaning- Change Miscues
Analysis: Columns Total		3	3
Columns Total/Total Miscue Type = %		60%	60%

Table 3 *Student Profile Sheet*

Passage Name	Biddy Mason	Characteristics of viruses part 2	Immigration part 1
Readability Level	Upper middle school	High school	Upper middle school
Passage Type Narrative/Expository	Narrative	Expository	Expository
Concepts Familiar/Unfamiliar: %	67% familiar	42% familiar	50% familiar
Level/% Total Accuracy	99.7% independent	99.9% independent	99.3% independent
Level/% Total Acceptability	99.9% independent	100% independent	99.3% independent
Retelling % Number of Ideas	18.75%	6.5%	17.6%
# Explicit Correct		3	5
# Explicit Correct w/Look-Backs	1.5		
# Implicit Correct		1	3
# Implicit Correct w/Look-Backs	4.5		
Level/% Comprehension		40% frustration	80% instructional
Level/% Comprehension w/Look-	60% frustration		

Backs			
Rate WPM/CWPM	166.79 instructional	135.7 instructional	124.1 instructional
Total Passage Level	Frustration	Frustration	Instructional

Reading Comprehension (Appendix 3)

By contrast to the word identification proficiency, her reading comprehension ability is at a much lower level. Because she did well in the word list for high school grade, I used a text with the readability stage of high school but it turned out that she really struggled with it. Considering the aspect of self-selection, she was allowed to choose the genre or topic she wanted to read from the several articles of the same grade level. Regarding the concept questions before reading, she had no idea or just gave a brief phrase for most the words and would make attempts to describe some of them after my hints like "Can you give me some examples or whatever you relate to when seeing this word?". Except for the Biddy Mason article, she had to recall details of the texts with my prompts such as "What happens when the viruses replicate?", "Except for viruses, what is the other important thing for this process?", "How is it different from the other type?", and "Do you remember any push factors in detail?". She paused and tried very hard to trace the information very often but sometimes just had no impression of it. Because the second article is above her grade level, I will mainly refer to the first and third ones for the analysis of her reading comprehension. The numbers of ideas in retelling part were both below 20% and this corresponded with her conversation with me that "I just forget about them after reading", "I think I just focused on my reading but didn't comprehend" and "I have tried to comprehend but I just couldn't remember what it was saying". She did better in comprehension questions in comparison with retelling and also because she looked back while answering (for the first article, she read

silently again after retelling), I presume that she put much more energy on pronouncing the words without really paying attention to the meaning and logic in oral reading. If she reads silently and previews the questions beforehand, she will probably understand better and have higher accuracy in responding to the questions. Nonetheless, she was still not able to locate and grasp the vital elements for some of the questions even with the materials at hand. Overall, her reading is between frustration and instructional level and the differences in performance might depend on her interests, background knowledge, vocabulary recognition, emotion and mood for particular texts.

Brief Tutoring Session

From this reading evaluation, my interpretation is that she may not have a successful transition from the focus of word decoding skills in primary grades to the focus of meaning making in upper grades, in other words, although she told me that meaning comprehension was more important than figuring out the letter-sound relationship in reading, she has not yet developed the skills and foundation of knowledge for meaning making and information processing. And this will further impact negatively on the disciplinary literacy at higher levels of academic learning in that there will be more specialized expressions, word density, complex syntactic structures and demands of higher-order thinking. In my little interview, Anne gave me the reason why she did not like school reading ---- because the topics of the texts were boring and some of the content and vocabulary were hard. Considering the necessity and urgency to improve her reading capability and the fact that motivation and initiative play a vital role in her willingness to read, I suggested that she start with the overlapping area of her interests and the topics in school reading. For example, music is her biggest hobby so that she could read articles or books about musical history and try to observe important figures, events and features of certain period of history from these texts and then expand her reading to other themes in the historical age. I come out with this

method with a hope that she will gradually adapt herself to academic reading and build a strong existing knowledge in certain fields, which is likely to facilitate the comprehension of relevant reading. I also told her the meaningfulness and merit of setting purpose for reading and offering some ways to do this such as reviewing questions in exercises and making questions herself.

Thinking of asking questions, I taught her two important metacognitive strategies --- questioning and making connections. Before letting her practice the two strategies with "Immigration Part 2" and "Life Cycles of Stars", I introduced the reasons for using them in reading (eg. helping us to set purpose and stay focused) and three kinds of connections we could use, namely text-to-self, text-to-text and text-to-world with concrete examples. I also reminded her that she could ask whatever questions she wanted and whatever associations she could create as long as they were related to the articles. She seemed to like it and was eager to share with me her work possibly because she was given freedom and options without many restrictions while doing this activity. It was cheerful that she asked some very good questions and made interesting and thoughtful connections (Appendix 4)! I appreciate how she related the life cycle of stars to the life of human beings.

Before she left, I thanked her for her cooperation, told her that she was vey smart and had the potential of being a good reader and briefly summarized the possible reasons for her problems and suggested solutions. I sincerely anticipate her progress in reading and that she will have substantial gains in her future learning and career.

Summary and Reflection

Instructional and Growth Summary

To be honest, I was sort of excited and enthusiastic before setting on my first visit because this was the first time I had so close contact with a high school student in the U.S. I

printed a set of interest inventory surveys and prepared some questions I would like to ask

my student. Unfortunately, we didn't have a very positive interaction during the first meeting.

Anne seemed to be quiet most of the time and detached from the inventory survey and my

questions. I felt awkward and did not know how to get her to talk more. She was a

completely stranger for me and me for her, too. Anyway, she was cooperated enough to

finish the session with me. I meditated a lot on how to communicate with her next time and

what I could imply about this girl in our first encounter. I decided I needed much more

information about her characteristics, daily life and reading so I would do the AMRP and

continue with some interview questions next time. On a bright Friday morning, I arrived

early and tried to know something about my student from her teacher and she told me that

Anne was actually vey talkative, which was opposite to my first impression. With this

message, I chatted with her about some relaxing topics like music, plans for spring break and

her friends before getting into the assessment, which was really helpful to bridge the

communicative gap between us and trigger her eagerness to talk. I gained further

understanding of her as a reader, a student and an individual from this visit. Back to school, I

made an effort to diagnose her reading problems with collected clues and meanwhile

incorporated ideas into my instructional plan which had been updated with my new findings

over time. For the third assessment, I brought with me the materials and exercises from QRI,

wishing to analyze her actual reading level through a both qualitative and quantitative

approach. I perceived that there was a big discrepancy between her oral reading and meaning

comprehension ability from her responses and we worked together to track possible causes

for the problems. I had been waiting for the fourth assessment for a long time and it ended up

being my last visit. I gave her one more article to read for a further examination and

compressed my initial tutoring plan into twenty minutes. Luckily, we had a pleasant

conversation in our goodbye session, in which I encouraged her, provided her with chances to practice two metacognitive strategies and offered some advice on reading.

Because Anne and I only met four times in two months and each session lasted for about or less than an hour based on her schedule, it was not easy to detect the apparent growth in her reading achievements. However, I did find that she became more and more inclined to share her ideas of reading, school learning and life with me, which was a good start. And she appeared to be more aware of the value of reading and her problems and acted more actively with me to figure out possible methods in dealing with her difficulties in the last two assessments. In addition, she did a better job on the third reading (comprehension) and arrived at the instructional level.

Recommendations for Future Instruction

During our communication and the evaluation, Anne expressed unique opinions and I could see that she was pretty strong and independent on her thoughts, which were not easily influenced or changed by others. She also had resistance to things she was not keen to and could not see the worth of even if they were obligatory. The girl mentioned to me many times that she just viewed school reading as boring and complicated since entering middle school, which caused her reluctance and indifference to any literacy-related activities and exercises. Nonetheless, from her experience of doing the research of bats online and creating models for health science class, I can conclude that she would be dedicated to the work if she is truly into it. Therefore, motivation, self-selection, initiative and drive are keys to begin the instruction.

It is feasible to use materials with the topics that are likely to intrigue her like music, movies and interpersonal relationships. Besides, I should make relevant activities look less burdensome and stressful with the space of making own choices. The fact that she demonstrated interest and did well in applying strategies of asking questions and making

connections reminds me that I could start teaching effective metacognitive skills with these two, which might give her confidence and motivation in continuous study. After enough practice, the instruction could move on to other strategies like visualization and prediction. By virtue of her difficulty in retelling text ideas and processing the content, I plan to equip her with the ability of identifying five important textual structures in English writing (description, sequence, cause and effect, compare and contrast, problem and solution) with the help of signal words and graphic organizers. With such ability, she could locate main ideas and sub-ideas more quickly and distinguish the roles that different parts of content play in the texts.

Learning from this Project

As this case study is the biggest project for the course this semester, I have spent a great amount of time planning, visiting, assuming, reflecting and writing in the recent two months. In spite of the relatively short period and limited opportunities for being with the student, I do learn a lot about instruction and assessment from this practical experience. It is very crucial to have a careful and up-to-date design during the process since the analysis and teaching plan are largely dependent on the information we have collected and we can always have new findings and new insights about our students. For example, I realized Anne actually enjoyed talking to people and had a broader concept of reading later on, which was in contrast with my first impression. Also, finding appropriate materials and designing high-quality surveys and exercises can optimize the use of resources and access to valid data, that is to say, we should plan interviews, reading questions and activities that can best enable us to have a comprehensive picture of the student's traits and discover his/her strengths and weaknesses.

My Student as a Whole Person

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Establishing trust and a healthy mutual relationship is another essential element. Our tutees might not be familiar with us and regard us as authoritative figures for the first encounter, which posts a barrier for effective communication. What I have learned is that we could begin with a little chat about things they like to talk about and are absorbed in so that they do not feel any extra pressure from the instructor. Moreover, the conversation is a major channel to learn about students' hobbies, characteristics, social relationships, views, etc. which help us to plan future teaching more accordingly. One particular issue on building relation with our students is how to keep the balance between the personal side and the professional side. Trying to be friends with them is nothing wrong, however, when it comes to the real part of study, we should let students know that it is a time for them to concentrate on reading, writing and saying something related to learning new knowledge and skills but not to be absent-minded, waste time and talk about their new pets.

My Future Instruction

Regarding our students as unique individuals, realizing their special needs and learning styles and appreciating what they are good at are also very necessary. Personally, apart from the challenges and achievements that Anne possesses as a reader, I have found that she is a very gentle and kind girl. She cares about what others feel and is a vey good elder sister as she always infuses herself with a sense of responsibility to take care of her siblings while her mother is not around. She sometimes reads to them and helps them to disentangle the confusion about things that she also experienced at their age. I remember as well when we crossed the corridor seeing two students carrying a big piece of students' artwork with trouble of getting through the door, she came and gave them a hand without hesitation. And she seems to have a number of friends who like her so much in school. I saw them greet her happily and even give her a hug on the way to the school library. She is also polite and respectful. I could tell this from the fact that she used the word "please" and "thank

you" often and did not like to disturb others when they were busy with their own business. Although I was not granted the time and opportunity to get to know more of her (like her writing, daily reading and some other characteristics), I have already observed some shining points in her personality.

I connect the information and insights I have gained from this case study to one of the subjects we discussed in class ---- differentiated instruction, which puts emphasis on considering students' distinct characteristics, cultural and language backgrounds, learning styles and existing knowledge in order to offer them the support they really need. For a deeper recognition of each student as an individual, the time spent in class with a group of children is far from sufficient. Instead, I will have relaxing conversations with every student separately to know their opinions on things, what they like to do when they are free, their interesting stories and cultural experiences. This kind of conversation should be going on throughout the whole semester for building a bridge between the teacher-student relationship. I will also trace the progress that each student makes as well as the challenges they meet, and design different tasks to suit their learning needs. Last but not least, giving students confidence and encouragement is a must especially when they are in the middle of a "reading dilemma". I will let students know what they have already accomplished and gradually build on that strength to guide them to the next level and also bring out the potential capacity they have.

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Appendix 1   **Adolescent Motivation to Read Profile Reading Survey**

Figure 1
Adolescent Motivation to Read Profile reading survey

Name: _____   Date: _____

Sample 1: I am in _____.
☐ Sixth grade
☐ Seventh grade
☐ Eighth grade
☐ Ninth grade
☐ Tenth grade
☐ Eleventh grade
☐ Twelfth grade

Sample 2: I am a _____.
☐ Female
☐ Male

Sample 3: My race/ethnicity is _____.
☐ African-American
☐ Asian/Asian American
☐ Caucasian
☐ Hispanic
☐ Native American
☐ Multi-racial/Multi-ethnic
☐ Other: Please specify _____

1. My friends think I am _____.
☐ a very good reader
● a good reader   *Contrast to testing*
☐ an OK reader
☐ a poor reader

2. Reading a book is something I like to do.
● Never
☐ Not very often
☐ Sometimes
☐ Often

3. I read _____.
☐ not as well as my friends
☐ about the same as my friends
● a little better than my friends
☐ a lot better than my friends

4. My best friends think reading is _____.
☐ really fun
☐ fun
● OK to do
☐ no fun at all

5. When I come to a word I don't know, I can _____.
☐ almost always figure it out
● sometimes figure it out
☐ almost never figure it out
☐ never figure it out

6. I tell my friends about good books I read.
● I never do this
☐ I almost never do this
☐ I do this some of the time
☐ I do this a lot

7. When I am reading by myself, I understand _____.
☐ almost everything I read
● some of what I read
☐ almost none of what I read
☐ none of what I read

8. People who read a lot are _____.
☐ very interesting
● interesting
☐ not very interesting
☐ boring

9. I am _____.   *contrast to testing*
☐ a poor reader
☐ an OK reader
☐ a good reader
● a very good reader

(continued)

Artifact C   Assessing

Name: _____   Date: _____

10. I think libraries are _____.
☐ a great place to spend time
☐ an interesting place to spend time
☐ an OK place to spend time
🔘 a boring place to spend time

11. I worry about what other kids think about
my reading _____.
☐ every day
☐ almost every day
☐ once in a while
🔘 never

independent idea ↓ self-motivated

12. Knowing how to read well is _____.
☐ not very important
☐ sort of important
☐ important
🔘 very important

13. When my teacher asks me a question about
what I have read, I _____.
☐ can never think of an answer
☐ have trouble thinking of an answer
🔘 sometimes think of an answer
☐ always think of an answer

14. I think reading is _____.
🔘 a boring way to spend time
☐ an OK way to spend time
☐ an interesting way to spend time
☐ a great way to spend time

15. Reading is _____.   *contrast to testip*
🔘 very easy for me
☐ kind of easy for me
☐ kind of hard for me
☐ very hard for me

16. As an adult, I will spend _____.
☐ none of my time reading
☐ very little time reading
🔘 some of my time reading
☐ a lot of my time reading

17. When I am in a group talking about what we are
reading, I _____.
☐ almost never talk about my ideas
☐ sometimes talk about my ideas
☐ almost always talk about my ideas
🔘 always talk about my ideas

18. I would like for my teachers to read out loud in
my classes _____.
☐ every day
🔘 almost every day
☐ once in a while
☐ never

19. When I read out loud I am a _____.
☐ poor reader
☐ OK reader
☐ good reader
🔘 very good reader

20. When someone gives me a book for a present, I
feel _____.
☐ very happy
☐ sort of happy
🔘 sort of unhappy
☐ unhappy

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

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Artifact C Assessing

Appendix 2
<center>**Adolescent Motivation to Read Profile**
Raw Records of Conversational Interview</center>
* transcribed from the recording

A. Narrative reading
most interesting book I have ever read: Green Eggs and Ham by Dr. Seuss
read from elementary school, children's book, still take out read it sometimes now
why like it: funny, very different and unique (has the topic and the ideas that other books
will never come up with, the moral of the book, rich and crazy imagination, unusual in daily
life)
talk about the book with my little sister

B. Informational reading
Learn vocabulary and new knowledge in general (from various texts) from reading
eg. Abraham Lincoln, slavery, freedom
from TCAP test

The importance of reading
Practical uses like getting jobs (resumes), adults teach children to read

C. General reading
Yesterday at home: subtitles in the movie, text messages

Read some Spanish in the first period of class today, think it is hard and cannot read part of it

Favorite author: Dr. Seuss from my favorite book

Have to learn to how to reread to be a better reader

Don't have any book right now that I want to read

Not excited about reading at least the school reading, excited only about the books appealing
to me, anticipate the imagination and interesting topics in the book ---
My aunt talks a lot about reading with me, but that does not get me excited all the time

Have a computer and a tablet at home, don't get online very often unless it is for searching
the answers for school assignments, prefer mobile phone to computer

Usually do: find information of movies (characters, actors, actresses, reviews); search
answers of questions for school

A particular experience: Read about animals online
Once I did a project about animals and had to search related information on the Internet. I
decided to focus on Bat and then got more and more interested in the topic, finding some
extra things not for the requirements of the project online like a particular type of bat and its
characteristics.

D. School reading in comparison to home reading

Artifact C Assessing

Like to read most in Health Science, because it is related to human body and our daily life.
Feel the reading in Spanish class is the most difficult because it is a new language for me.

Enjoy what the teacher has done in health science class
Like the one of creating models by doing researches and combining information. The teacher does not make it like a project but something we can create on our own and really do things

Don't usually discuss and share reading materials with friends but exchange and talk about text messages, like to chat about movies, actors/actresses and music   ---

Don't write letters or emails to friends or family, just text messages

Sometimes share stories and information on newspapers and other reading materials with family member, exchange views
with my little sister: read for a while, stop and ask what she understands, but not do this with myself

Join the culinary club in school, learn how to fix and cook things,
like to read recipes, usually follow the recipes, want to see what is inside the food and what could be created after following the instructions

Artifact C   Assessing

Appendix 3

<div align="center">

Qualitative Reading Inventory
Raw Records of Answers

</div>

*words in the parentheses are my hints to help her answer the questions; transcribed from the recording

1. Biddy Mason --- upper middle school
<mark>Concept questions:</mark>
Biography: story about myself

Slavery: don't know the exact definition ---- after hint: old days, black people work for the owners, were not able to be free

Courageous: didn't know the word first --- after the explicit hint: to have courage

Settlement: a kind of agreement to something, where you've come to a conclusion and you stick to that

Prediction: Biddy Mason maybe the main character

<mark>Retelling:</mark> The lady, named Biddy, traveled with Mr. Smith who never would settle in one place. They would always move and they would walk to their destination then their feet would be tired. And she told herself that one day she would be walking for herself and then she…. (pause)I… also get that in the end all that walking and her being tired paid off and she got to get her house for her and her children. She also got to help others who were going through the stuff she used to go through, and I also saw a word I read "businesswoman".

<mark>Questions for this article</mark>
1. a group of slaves traveling and there was one strong and confident woman out of the group who spoke up and her speaking up led her being free.
2. She believed that one day she would no longer be a slave and she would be able to have her own land and take care of her family.
3. She saw families looking for land
4. don't remember
5. because they were close to Los Angeles where the sheriff was. And the sheriff would stop them before they got there.
6. The slaves were freed and Mr. Smith got to travel
7. don't remember the trial
8. They no longer had to worry about being tired and walking. They were able to gonna be at their own home and she was no longer owned by anybody.
9. She spoke up to the sheriff; she shared her wealth with others
10. What can we learn from this story:
   Speaking up can be a good thing
   Nothing will last forever (being tired, suffering)

2. Characteristics of viruses part 2 --- high school
<mark>Concept questions:</mark>
1. reproduce: create, (examples?) one having a baby

Artifact C   Assessing

2. parasite: don't know

3. replicate: repeat, to make another

4: chromosome: might have seen it before, but don't remember; like cell, (hint: features), plant or animal cell

<mark>Retelling</mark>
It talks about viruses and cycles. (then cannot remember anything by herself)
(hint: viruses do what process instead of what process) It doesn't reproduce it replicates.
(what happens when the viruses replicate? What kind of things involved in the process?) lytic cycle
(Except for viruses, what is the other important thing for this process?) (think for a while) cannot remember
(which types of replication does this article talk about?) reproduction? (more hints, in detail) replication? (hint) lytic cycle
(what are the features of this cycle? How is it different from the other type?) cannot remember anything

<mark>Questions for this article</mark>
1. viral replication
2. reproduction
3. a host
4. replication does not require cell division but reproduction does
5. the lytic cycle eats? the virus when the virus remains in the host cell, and the lysogenic
        cycle is a type of replication
6. prophage
7. don't know
8. It results in the separation of prophage.
9. the lytic cycle
10. (read the part in the article) some type of environmental stimulus eventually results in the
        separation of a prophage from the chromosome of its host cell.

3. Immigration part 1 --- upper middle school
<mark>Concept questions:</mark>
1. immigrant: someone coming from a country to another country

2. persecution: don't know

3. hardship: hardtime (example?) obstacles, like if you lose job, get fired or something like that

4. oppression: don't know

prediction: people who come to another place

<mark>Retelling</mark>
Reasons of immigration to America
Pull and push factors
(what are the push factors in detail?... about three factors)

Artifact C   Assessing

remember pull factors: immigrants were attracted to the gold in California?
(read the article again)
push factors: they started to kill the Armenians which caused them to migrate to somewhere else and then the religious and political things caused them to migrate also
(do you remember any other push factors?) they started to skill the Armenians and that caused the immigration (Do you remember the very first reason the article mentions? Another reason besides the persecution?) don't know
pull factors: they were attracted to the foreign country because they would be free there and also because they were offered better jobs and better lives
(it was usually what kind of person who first settled in the new land and then introduced family members to the place?) female

<mark>Questions for this article</mark>
1. reasons for immigration
2. The population grew in Europe, which caused farming to become scarce, and in some places it says farmers were replaced with farm machines, and in the end because the land became so scarce and it was hard to provide for family
3. the people increased – less space for farming
4. political and religious persecution (gave details), war and hardship
   (still don't know what persecution is)
5. the civil war raged in Mexico
6. males are stronger and can get the message faster, like get the message across the border and sent it to family members; if the male isn't single, he will have a partner or family that will probably go with him, and that will slow down for them from getting to.
7. the American factories needed workers, the owners could pay at low wages; they promised freedom and hopes for better life; newcomers helped poor neighbors from another country to the United States
8. if you immigrated to America and got yourself settled, you could get the message to your neighbors and get them to the foreign country also (the wrong direction)
9. the steamship companies competed with them and they were offering lower fares for the ocean to cross it. They said agents because if they went across the steamship they would go there, so they would send someone else…
10. If you post the notice up, I think it draws attention. They drew attention to the people immigrated to America.

Artifact C Assessing

Appendix 4   Practice of Asking Questions and Making Connections

text – yourself
- life cycles like humans
- stars are born, changes
+ dies just like humans
A stars mass determines
how long its life cycle
will last.

tex-text
I read about
clouds and it
relates to stars
and also gravitation.

text-world

Connections

Why do people migrate?

What is Ottaman government?

What is poverty?

what causes immigration?

why were they killing the Armenians?

what does scarce mean?

what does oppressed mean?

why did american factories need so
many workers?

<Immigration>

Questions

Artifact C   Assessing

Artifact D   Context and Identity

Investigate Paper

Mengfei Liu

The paper aims to explore the backgrounds of students' cultural values and beliefs by firstly describing a fieldwork experience in a culturally diverse community and then generating some ideas and thoughts based on course contents with a particular focus on the concept of "funds of knowledge". In the end, a simple teaching plan is designed to implement the ideas.

Descriptions and Assumptions of the Community

We stopped by three places typical in a multicultural community along Nolensville Pike. The first one was K&S world market. There were names of the market written in English, Korean, Thai and Chinese on top of the building and some pictures of products commonly seen in Asian countries on the wall. The style of those pictures was similar to that in China during the late 1980s and the early 1990s. I assume that the shop has been built for a long time and the owner came here many years ago, who still keeps the old memory of his hometown. Some flyers of advertisements in Spanish with telephone numbers were outside the door, I could tell from these that a large Spanish-speaking group lives nearby and part of the members have comparatively low English literacy, or those simple ads wouldn't be written exclusively in Spanish.

Unlike Walmart and Kroger, the fish in the market was kept as a whole rather than being cut and wrapped. All the commodities here were in multiple languages including Spanish, Korean, Chinese, Japanese, French and Thai other than English and they often appeared in more obvious positions than English. The frozen food category was mostly in Chinese while the cleaning products category was mostly in Spanish, probably because most of the Chinese people always want to enjoy their traditional food like dumplings, stuffed

buns, ect. and Spanish is a widely spoken foreign language in the US. The other thing worth mentioning is the moon cake, a cake-like food to eat in Chinese mid-autumn festival. As the festival was approaching, the cakes were put beside the checkout counter.

Looking around, I could see flags of different nations being hung from the ceiling, creating a global atmosphere. Although K&S was named a "world market", it mainly serves customers from Asian countries because about 90% of the products are from China, Japan, Korea, India and Thai and written in their languages. And the staff also comes from different ethnicities containing Asians, Blacks, Hispanics and European Americans. For our American classmates, the experience here was exotic and new, but for us international students, it was a sense of home and familiarity.

The second destination was Tornado Bus Company, offering bus services between the US and Mexico and with its branches all over the country. The building was kind of aged with stained chairs and the toilet that couldn't be flushed. Without doubt, it was a typical Spanish speaking setting. The newspapers and some of the signs were in Spanish only and the other signs were in half English and half Spanish because most of the people coming here are from Mexico. There were no other customers during our visit and we interviewed a girl selling tickets at the counter, who came here one month ago. She spoke with a strong accent and answered with short phrases and smiles, which indicated that she hadn't adapted to the language and culture yet.

The last spot was Botan Market. A big sign was above the front door written in English and Kurdish. The market was much smaller than K&S but had plenty of commodities. I saw many unique ones like spices, pancakes, carpets, cheese, yogurt and bowls, all in middle-east style. All the products were written in Kurdish with or without English translations. Different from K&S, some words were in big English fonts and smaller Kurdish ones. It might be that the customers here understand more English words. I talked to

the shop owner for a while. The middle-aged man spoke with an obvious accent though he has been in the US for 23 years. His nationality is Turkey but said he was a Kurdish himself. The Kurdish is an ethnic group spreading in the region circumscribed by Turkey, Syria, Iran and Iraq, which is often in dispute and battles. According to the census, Nashville has the largest Kurdish population in the US.

Reflection and Thoughts

From this field experience, I come to realize how diverse the population in Nashville could be and many of the immigrants live densely in certain communities without enough chances to practice the societal language. Concerning the domain of education, this phenomenon has a strong connection with students of minority backgrounds. These communities demonstrate the living environment of our minority students. For educators, it is fundamental and critical to explore the communities and bring out some of the resources for teaching. Because contrary to the prevailing and accepted perceptions that view working families as somehow disorganized socially and deficient intellectually (McDermott, 1987; Moll & Diaz, 1987; Taylor & Dorsey-Gaines, 1988), the households actually contain ample cultural and cognitive resources with great, potential utility for classroom instruction (Moll & Greenberg, 1990). Such language, skills and bodies of knowledge with historically and culturally accumulated elements as in a household are considered "funds of knowledge", which penetrate into and are essential for the life of family members (Greenberg, 1989; Tapia, 1991; Vélez-Ibáñez, 1988). Children are familiar with this knowledge as active participants in those daily activities and they are able to learn better by building on prior knowledge and experiences. As De Jong (2011, P.33) points out that "effective learning involves engaging prior understandings and background knowledge and integrating factual knowledge with conceptual frameworks by encouraging deep understanding".

Artifact D   Context and Identity

To utilize funds of knowledge, the first step is getting into and knowing the community. Apart from careful observation along with meaningful pondering, another vital thing is to communicate with people in the community especially those closely related to our students since this is one of the most direct ways to understand factors that have a great impact on shaping the characteristics and thinking patterns of the students. Admittedly, there are challenges and obstacles of learning the neighborhood. Language gaps, misunderstanding or a sense of alienation can all be part of the barriers, hindering the process of effective interaction. Nevertheless, personal respect and a genuine and sincere attitude can always be the cure for solving such problems. Moreover, parental engagement is a significant aspect of employing funds of knowledge as well as facilitating children's learning process. For engaging parents in their children's education, home visit is a common way which is to foster a relationship of trust with the families (González, Moll, & Amanti, 2013). Through face-to-face dialogues, we would know the family's life, cultural heritage, their children's experiences and traits, etc. In this way, we see our students as unique individuals not just in the classroom but in real life as whole persons. In addition, parents feel that we care about the children and their participation and cooperation with the teachers are indispensable to a high-quality schooling.

Combining funds of knowledge with instruction is an essential change for multilingual students' education. By capitalizing on household and other community resources, we can organize classroom instruction that far exceeds in quality the rote-like instruction these children commonly encounter in schools (Moll & Greenberg, 1990; Moll & Díaz, 1987). Although these household resources provide fresh teaching materials and are advantageous to effective learning, being teachers, we should still figure out a way to smartly incorporate them into the current curriculum for the reason that conducting transnational and community literacy projects may take way the time allotted to preparing

for standardized tests and gain pressure from others or administrators given that there is

absence of these texts in traditional curricula (Jiménez, Smith & Teague, 2009). Therefore, a

careful selection of collected information and a teaching design that accords well with the

core academic standards (like using "cookies baking" to teach mathematics) should be

preliminary to the classes adopting funds of knowledge. Below is a simple teaching plan I

made for this approach.

Teaching plan

For a class with culturally and linguistically diverse students, I will bring some photos

of the typical objects (food, decorations, clothes, etc.) of the communities explored and ask

each group of students to pick up one item. They are supposed to discuss in their native

languages or English more details of the item such as the origin, features, cultural history and

students' own experiences with it. I will then let each team work out proper English

translation for these objects and draw posters for introduction. In the end, each group gives a

presentation in English synthesizing all the information discussed before and the other

classmates can talk about what they like and what can be improved about the presentation.

Students are encouraged to understand more of the items by interviewing their family

members back home. This activity involves students as active participants of the learning

through group discussion, language translation, poster design and presentation while drawing

strong references to their home culture. Students are familiar with the materials and thus able

to better absorb themselves in the tasks, which expands their knowledge in history, sociology,

geography, art and improves their spoken and written language proficiency. Besides,

interviewing family members positively demonstrates the relevance to parental engagement.

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Mengfei Liu

ELL Program

<div align="center">SLA Case Study</div>

<div align="center">**Introduction**</div>

Cognitive

      Born and raised in a southeastern city in China, my participant Joey stayed in his hometown to finish the primary and secondary education and went to college in southern China. He went to one of the best schools from elementary to senior high in the city and was regarded as the kind of "good student" performing pretty well in academics.

      He started learning English since nine in school and was taught in a quite traditional way, telling me that the students had been required to memorize the words' meaning and grammatical rules in order to use them for sentence creation and text translation. There were some practices of English conversations in the classroom, but most of them were required by the teachers according to instructions on the textbooks, which means that they were not initiated naturally. English, as one of the compulsory subjects in school, had its important position in the curriculum, but the class mostly centered around the tests and doing things outside of the test criteria was somewhat a "waste of time". English exams in China often consist of multiple choices of grammar questions (often tested in the form of an authentic sentence), cloze, reading comprehension and short essay writing with or without listening part. Since Chinese English tests do not often include speaking section, he, as well as many other students, did not pay much attention to oral English, especially the pronunciation and ways of expression. He practiced speaking mainly through imitating the manners in tapes and videos, which did not happen frequently due to the lack of motivation and interest.

      He was a diligent and smart student, and able to earn high scores all the way through middle school and university. But he admits not having any particular goal for learning

English or the chance to use it in a real setting at that time. The only force pushing him to study was to prepare for the exams. Compared with English, he preferred other subjects like math, physics and chemistry, and often did extra readings and probed into certain areas for further studying. When it comes to English, however, he just worked hard to meet the demand of teachers and ended study with the completion of homework. He was relieved every time after finishing those tasks and rewarded himself with his favorite video games. Therefore, it is observed that my participant was kind of "forced" and reluctant to learn this second language without a clear aim, which impeded the process of effective learning.

His ambition and impetus for English continued to dwindle in university, the major-related courses were put in much more important positions. He would sometimes skip English classes and didn't listen to the teacher in class partly because the enthusiasm and motivation for English were still not cultivated at that time and English teaching in university was not so different from that in junior and senior high schools but instead decreased in its volume and intensity. A comparatively intensive English learning took place only when he was preparing for the final exams of each semester and the national English tests for college students.

Then there was the landmark for his English acquisition experience. Upon graduating from university, he got an opportunity for the internship at a foreign company in Shanghai for several months, where people communicated, wrote emails and did reports all in English. And the English proficiency of my participant was largely built through the application of this language to reality. The progress was made gradually rather than abruptly. At first, he found listening, speaking and writing challenging and arduous and was only able to fulfill less than 50% of them. But after a period of time of immersion in the environment, he could adjust himself to the right track and broke obstructions on the way of enhancing language

skills. As he described: " some words and sentences would suddenly come to me without thinking."

Before the internship, the first time he talked to foreigners was in high school during a party. He heard that some foreigners would come and was eager to practice his English for he had never interacted directly with someone from English-speaking countries before. Then in the company, he met people from different nations and tried to communicate with them. There was an Indian guy getting in touch with him very often and he was able to understand a large part of the mysterious Indian accent at last! His English proficiency had reached its peak compared with any other span of time before and at last he could cope with 80% of the tasks in English with ease.

Linguistics

After the internship, he has had much fewer opportunities to engage himself in English though he is eager to pick it up again. To some extent, he draws back to the situation of lacking incentive and stimulus again. The linguistic environment surrounding him is very simple and mostly monolingual. He uses his L1 Chinese all the time and seldom uses English, which means he doesn't get enough language exposure in either work or daily life though sometimes he would read English articles and watch English TV dramas, which costs a very limited amount of time. In terms of the four abilities in language, he is OK with reading but has a hard time in the other three ones especially listening and speaking. He will easily miss the content if the person talks fast and swallows some syllables in spoken English and he has difficulty in recognizing and dividing a sentence into several meaningful groups.

Being asked about views on language acquisition, his said that his preferred method depended on the purpose of learning. If he just wants to read articles and literature or write essays, it is only necessary to obtain skills writing and practice reading comprehension. Even though he doesn't like and recommend the traditional Chinese way of teaching English,

systematic impartment of grammar and other foundations of the language in addition to adequate exercises and tests are quite efficient if one wants to achieves certain level of partial English ability in short term as far as he is concerned. Besides, he believes that one's L1 can facilitate the learning of L2 and he will employ the translation method to sentences he is confused about.

The oral and writing samples reveal his long-time abandonment of English. There were numerous pauses and hesitant words "er" in the talking and he had a hard time searching for the proper vocabulary or phrases at times which resulted in frequent repetitions of previous expression and stammer. However, he was still able to complete the basic conversation and didn't forget a majority of foundational knowledge in the language. And he would realize and correct his mistakes by himself or with my hint, which shows a sincere and modest attitude towards language acquirement.

Socio-cultural background

Joey is currently working in the financial area in China. Generally speaking, he is persistent, persevering and steadfast in learning and finishing his tasks. If he has the real interest and passion in one thing, he will try his best to achieve no matter how much hardship and suffering it will take. On the contrary, he will be resistant to something imposed on him. Therefore, he belongs to the motivation and initiative based type. He has a very clear orientation of identify and ethnic affiliation in work and daily life and never changes them. For cross cultural conflicts, he can't remember any in meeting people from other cultural backgrounds, probably because their topics mostly surrounded work and business and there was little chat and discussion on other issues.

In talking about English learning in China, he considers that the school and society spend too much time in making everyone learn a foreign language and that studying language should be a natural process rather than being imposed passively by forces like exams or

teachers' orders. The ideal situation might be that a person stays in an environment and has the need to communicate through certain language or it could be that a person with real interest and talent in language further pursues advanced level of learning. If all the people even those who are poor in aptitude and inclination are required to master a second language, negative consequences will like to be produced. For people who want to communicate with foreigners and read books from other countries, it is the translators and interpreters' responsibility to assist them. He has the tendency to believe that every individual ought to be distributed to the work they can be good at and doesn't need to devote too much time on things he/she is not adept in.

Analysis

Phonology

Phonology, as an indispensable component in linguistics, is the study of the distribution of sounds in a language and the interactions between those different sounds (Mihalicek & Wilson, 2011). On the road of learning English, due to the lack of practice and need for using oral English, Joey haven't paid much attention to the pronunciation of words and rarely connected sounds with morphemes in memorizing vocabulary. English education in middle school and high school was mostly test-oriented, distributing little time to listening and speaking and much more to reading and writing. Only those who were fascinated in the speaking part would try to polish their pronunciation.

As for Joey, he was reluctant to speak beyond the teachers' tasks. Finishing the assignment of reciting texts, repeating after the tape recorder and practicing conversations as instructed in class were all for the spoken English. It was already enough of earning decent scores for multiple choices, reading and writing. The mode of "silent English" continued

through higher education. In college, he chose a science and engineering related major and had the motivation of studying English only when doing graduating paper and research, which merely composed of the skill of reading.

His collected samples include random chat on certain topics, descriptions of pictures and reading of single words and passages. I listened to his recorded speeches and wrote down some of the scripts, which are used for further analysis. Generally, he speaks with the dragging of sound very often, pronouncing every syllable in a word clearly and elongating some phonetic sounds, which is quite typical for a Chinese speaker. Because Chinese is a tone language and each single character possesses only one syllable (consonant sound + vowel sound), and speakers have to pronounce every single word (syllable) in similar amount of time. On the other hand, English is a stress-timed language meaning the stressed syllable in a word usually takes a longer time to pronounce, and the wrong placement of stress will change a particular word into an alien one, which is one of the obvious mistakes for my participant. Considering these characteristics in Chinese, the first language has cast a heavy influence on his second language acquisition.

Figure 2-1 Major problems regarding sounds of English words

Type of errors	Examples
(1) misinterpreting sound combinations	"ble" in amble as "ber", "t" in pterodactyl as "tr", "tr" in hatrack as "t", "ou" in through as "u", "tle" in thistle as "tie"
(2) cutting sounds into wrong units	designate as design+nate, Jell-O as Jell+O, mowing as mow+wing, yell as you+l, dean as de[dɪ]+an
(3) being confused about some special sounds	"X" in Xerox, "z" in azure, Lloyd, mnemonic

(4) mistaking for the word of similar spelling	globe for global, ample for amble, udder for under, whale for will, kittenish for kitchenish, button for bottom, sewer for siver, father for feather, reign for
(5) mistaking for similar sound combination in another word	"ex" in exceed as "ex" in exit, "si" and "dual" in residual as "si" in side and "dra" in cathedra, "ch" in chasm as "ch" in cheese
(6) adding little "r" to the sound	butter as burtter, caught as caurght, pot as port, famous as famours, bout as bourt, because as becaurse
(7) elongating the sound	[ɪ] in pit, tip and spit, [ʌ] in stuffed, letter "e" in teethe
(8) pronouncing with bigger mouth	[ʌ] in love and money, [ɑ] in philosophy as [aʊ], [oʊ] in possum as [aʊ]
(9) pronouncing with smaller mouth	[æ] in laugh as [ʌ]
(10) placing the wrong stress	[məˈlignənt] for malignant as [ˈməlignənt], [ˈhɒspɪtəl] for hospital as [hɒsˈpɪtəl], [vəˈkæbjʊlərɪ] for vocabulary as [vəkæˈbjʊlərɪ]
(11) other types	[ʒ] in measure as [r], [dɪˈsɛnt] for descent as [dɛˈsənt] , [æ] in smack as [eɪ], [ən] chicken as [ɪn], [ˈsteɪbəlaɪz] for stabilize as [ˈstaɪbilaɪs], [aɪ] in ladder as [eɪ], [ʌ] in oven as the sound "ou" in Chinese, add the sound "s" for island, [æ] in match as [ʌ]

It is observed that my participant has a major problem in identifying vowels, which covers a great number of the errors occurring. The high-frequent vowels of errors include the mid, front, unrounded and lax [ɛ], the low, front, unrounded and lax [æ], the mid, central, unrounded and lax [ə], the mid, central, unrounded and lax [ʌ], the low, back, unrounded and lax [ɑ], the high, front, unrounded and lax [ɪ], the high, front, unrounded and tense [i], the high, back, rounded and tense [u] and diphthongs [eɪ], [aɪ] and [oʊ]. Part of reasons for difficulties in pronouncing these sounds are probably the lack of vowels with similar tongue height, tongue advancement, lip rounding and tenses in Chinese, which only has five vowels /a/, /ə/, /i/, /u/ and /y/, and each of them is enunciated a bit different from the same written form in English. Unlike [ɛ], [æ], [ʌ], [ə] and [ɑ] in English, which share a similar basic sound unit but disparate in manners of vocalizing, the Chinese monophthongal system doesn't have more accurate differentiation for /a/. Therefore, it is hard for Chinese speakers to sense and catch those subtle variances in words. Compared with vowels, he has minor problems in consonants, but would still prolong certain sounds and respond slowly to some consonant clusters in words like split, bursts, spray, tricks and administration.

In the part of reading selected vocabulary, he would guess and try several times of the pronunciation for unfamiliar words, but failed most of the time for the key combinations like "gh", "tero", "tra" and "tle" and separated sounds into wrong sections as demonstrated in the second type of the table above. Even for the word he already knows, he mistook it for the other one with similar spelling or for similar sound combination in another word. The recognition would be better if these words are put into concrete contexts instead of being presented individually. Such phenomenon implies the participant's absence of large language input (especially listening) and little sensitivity to connect the phonetic elements with graphemes.

On sentence level, he sometimes spoke every word cautiously and separately without dividing them into correspondent meaning groups, that is, the pauses between every two words are almost the same. Occasionally, I could feel Chinese or even the local accent in his speech. As for intonation, he would pay attention to it consciously in a few places (usually the rise of pitch), but most of the time, the intonation was ignored when he tried hard to express his ideas with proper words. Similarly, the stress was almost omitted in sentences. I have also noticed an interesting thing that he tended to pronounce most of the word "the" as [ðɪ] which is only applied in front of words beginning with a vowel sound.

However, there are positive things for his speaking. For example, he pronounced the consonants [θ] and [ð] correctly, which many of Chinese speakers are confused about. He also did good job in the nasal sound [ŋ] in such words as singer, finger and lung. Besides, he would attempt to correct himself for the right pronunciation after several trials and remembered the right ones with or without my guidance.

Morphology

Morphology is the component of mental grammar that deals with types of words and how words are formed out of smaller meaningful pieces and other words (Mihalicek & Wilson, 2011). It identifies and studies morpheme --- the smallest unit of meaning in a language and how words are created and combined. Inflection and derivation are two primary ways of forming words, involving either the alteration of grammatical categories or parts of speech. English is a language frequent in inflectional changes though it has a small number of affixes compared with other languages like French and German. For example, we add "ed", "ing" or "en" to indicate different tenses and "s" for the third person singular of verbs. "s" can also be applied to address the plural number and possessive relation of nouns. For adjectives and adverbs, we have "er" and "est" to change them into their comparative and

superlative forms. It is fundamental to ensure that the number, tense, voice and mood of each word are correspondent with one another in a sentence.

Chinese, however, is a highly analytic language, which means that it is composed of sequences of free morphemes --- each word consists of a single morpheme, used by itself with meaning and function intact. Semantic and grammatical concepts which are often expressed in other languages through the use of affixes are expressed by the use of separate words in analytic languages (Mihalicek & Wilson, 2011). In other words, Chinese does not have inflectional affixes as English does, because every character (called "zì) is unbound and independent from each other that cannot be changed the form by attaching certain supplementary elements. The information of grammatical categories is conveyed through individual function words like "men"(plurality), "le"(tense), "yijing"(tense), "bei"(voice) and "zhengzai"(tense) by inserting them next to the original words which remain exactly the same form. And it is the position of these function words that decide the syntactic role they play in a sentence. In a word, Chinese uses lexical means for achieving covert inflectional transparency (Norman, P84).

The characteristics mentioned above in Chinese permeate in my participant's English acquisition. In viewing his written and oral samples, I have found that most of his errors in terms of inflection concentrate in the area of tense. He would forget to change the verbs from the present sense or continuous tense into the past tense. And there are plural and singular problems within the tense problem. Even if he did regard the action in its present form, necessary changes for the third person singular were sometimes neglected. Below are two excerpts from his written copies and oral transcripts:

*When I first went to eBay, I **feel** listening and writing **is** so difficult.*

*But we **have** to write and listening and speaking, cause the leader **is**… cause*

*the leader **speaks** English so we **have** to use it. When we **use** it always made*

*mistake at the beginning of the period, but later and later I **feel** I **can** speak as*

*more as… speak more and more, and I **can** catch the meaning of most of the*

sentence.

*One day there **is** a man get up early. He found that he will be late for*

office or something. He hurried to…er…to take on his clothes and searched

for the money or some…or money…or the change…the changes and the other

*things. When he **go** out of the home, he **want** to catch the bus but he missed the*

*bus and he stand…er…**stand** at the road and waved for…waved for stopping*

the taxi or the small car.

As we can see, the verbs should inflect for the past tense in the first and second

extracts. Besides, the verbs "go", "want" and "stand" should be followed with the bound

morpheme "s" for the third person singular in the present tense. It is counted that he

made much more mistakes in speaking than writing, which constitute 78% and 22% of

the total mistakes respectively in that the responding time for oral English is shorter and

written English allows the person to check and correct. As for the types of incorrectness,

83% results from tenses while 12% is due to singular and plural forms.

Derivation, the other aspect of word formation, deals with the changing of lexical

categories, which are classes of words that differ in how other words can be constructed

out of them (Mihalicek & Wilson, 2011). Examples of lexical categories are noun, verb,

adjective, adverb, pronouns, determiners, prepositions and conjunctions. Distinct from

inflection, the process of derivation transfers a word from one part of speech to another.

In other words, it creates a new word based on an existing word via particular affixes.

The English language enriches its lexicon by adopting the derivational approach. Nouns

can be turned into verbs by adding "ify", adjectives can be turned into nouns by adding

"ness" and "ity" and adjectives can be turned into adverbs by adding "ly".

For Chinese, on the other hand, because of its monosyllabic feature, it is hard to

modify the lexical categories of a single character. Nevertheless, this language has many

compound words (called cí) combined with two or more characters. Therefore, the free

morphemes in Chinese can either function separately or be used together to create an entity of

meaning. Transferring the word class is very flexible in Chinese through the addition or

reduction of characters to a set of compound words, and sometimes even applying them in

different contexts without changing any element.

I asked him whether he knew the rules of changing words into their inflectional or

derivational forms. He gave a positive answer but told me that he often forgot to do so after a

long time of unfamiliarity with English especially the speaking part. Nonetheless, my

participant did a lot better on derivation than inflection, with only several errors like "I will

be more attention", "I was not happy and got confusion for a period of time" and "I had got

interesting in it".

Syntax

Same as morphology, syntax is also a component of mental grammar and it has to do

with how sentences and other phrases can be constructed out of smaller phrases and words

(Mihalicek & Wilson, 2011). Even though a language has already possessed a sufficient

amount of vocabulary, effective communication will still be hindered without a set of

standards and principles. Such rules and principles are concluded and systematized from

people's daily spoken practices and in return applied to reality for governing and guiding the

"right" way of composing texts. The prescriptive rules in regulating words and phrases

structures are linked with the meaning of language (semantics) to some extent. In a way, the

purpose of assembling sentences and other phrases is to communicate more complex

meanings than we could if we just used individual words. In another sense, however, syntax and semantics are quite independent from one another (Mihalicek & Wilson, 2011). That is to say, the establishment of principles aids and facilitates the process of meaning expression, but the two cannot always exist simultaneously. It is possible to have a grammatical, syntactically well formed sentence with a bizarre meaning, and, conversely, it is possible to have a non-sentence whose meaning we can understand (Mihalicek & Wilson, 2011).

Chinese and English follow the similar sentence structure SVO and some phrase structures like adj+noun, transitive verb+noun phrase and preposition+noun phrase. But as mentioned in the previous sections, Chinese has much less inflectional and derivational features than English, inserting or deleting free morphemes to adjust to the proper function rather than changing the form of a single word. Besides, English is a language with determiners especially the articles "a", "an" and "the", which are used regularly in front of nouns. Nevertheless, there is no such thing as an article for Chinese grammar and it usually puts adjectives, measure words or demonstrative pronouns before nouns.

One of the key terms in syntax is the syntactic category. It refers to a group of words or phrases sharing similar syntactic properties. These expressions may vary in lexical meanings and outer forms, yet they can substitute each other without breaking the grammatical rules. For example, we can replace "the dog" in the sentence "The dog is chasing the cat" with "the kitchen table". Although the expression sounds ridiculous afterwards, from a syntactic point of view, it is still valid because both "the dog" and "the kitchen table" play the part of subject and they are all noun phrases. Syntactic categories are composed of lexical categories such as noun (N), verb (V), adjective (Adj), preposition (P), pronoun (Pr), conjunction (C), determiner (Det), adverb (Adv) and phrasal categories such as noun phrase (NP), verb phrase (VP) and prepositional phrase (PP) (Mihalicek & Wilson, 2011; Emonds, 1976; Culicover, 1982; Cowper, 1992). Pertaining to each syntactic category,

my participant made most of the errors in verbs and determiners and this accords with the

syntactic characteristics in Chinese mentioned above.

Figure 2-2 The distribution of errors in syntactic categories

Categories		Writing Samples	Oral Samples	Total (percentage)
Noun		3	11	14 (12%)
Verb	Tense	13	45	58 (52%)
	Others	8	3	11 (10%)
Determiner		8	4	12 (11%)
Adjective		4	2	6 (5%)
Adverb		1	1	2 (2%)
Preposition		3	2	5 (4%)
Pronoun		2	0	2 (2%)
Conjunction		1	1	2 (2%)
Total (percentage)		43 (38%)	69 (62%)	112 (100%)

Clearly, verbs related to tense take major proportion of the errors, which might be

attributed to the influence of his L1. Other mistakes in verbs contain non-finites and

collocations. For instance, he wrote "I think it conclude to my ability and my professional

spirit", "I started English before middle school" and "Fortunately I got chance to a good

university". In these sentences, he added the extra "to" after the verb "conclude" and failed to

put infinitives after "started" and "chance" as it is usually like "start to do something" and

"chance to do something". For determiners, he would either leave the noun without article or

misuse the wrong one.

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There is also something to talk about concerning his sentence organization. First, let's look at a few excerpts of his writing and speaking samples:

(1) Fortunately I got chance to a good university and focus on my major
    which I thought I had got interesting in it.

(2) Is the best education background is my aim?

(3) I don't need somebody who is obsequious do something please me.

(4) There is an interesting thing that there always some hidden meaning behind the words.

(5) But actually there still some interesting points.

(6) I've no idea why I must have to learn it even if I do not like that subject.

(7) I have got interest but no passion in learning because I don't know the meaning of my
    life.

(8) The second is that I could try my best to make my family happy because that is what I
    want.

(9) A large percent people think they have already understood the meaning of what   they
    read.

(10) But the ability for catching the detail in article is sometimes useful for we
    surmising the truly motivation of the writer.

Judging from the perspective of sentence structure, the first sentence has the problem with subordinate clause, because the antecedent "major" should appear in the subordinate clause. In the second sentence, he misplaces the verb after the subject again in a polar question. And sentence four and five miss the "be" verb in the "there be" structure. According to his other writing reproductions and knowledge of English, such errors in the sentences mentioned were possibly created out of carelessness and impatience. The third sentence is also wrong in the subordinate clause, more specifically, the non-finite verbs in the clause. In such a case, it is incorrect to use the original forms of "do" and "please" but instead he ought

to use "to do" and "to please" in that the former fits in the set phrase "need somebody to do" and the latter is to describe the purpose of the action.

Although there are some flaws in sentence six to ten. These sentences demonstrate the person's ability in managing longer and more complex sentence structures by using noun clauses, concessive clauses and adverbial clauses of reason plus various prepositional phrases. Take the last sentence as an example, despite the fact that some words are not in their proper forms, the syntactic categories of noun phrases, prepositional phrases and verb phrases are well constructed under the basic framework of "sth.+be+Adj+PP".

Here are the diagrams to analyze his phrase and sentence structure (a right sentence above and a wrong one below) :

```
                              ┌─────┐
                              │  S  │
                              └──┬──┘
         ┌───────────────────────┼─────────────────────────┐
      ┌──┴──┐              ┌──────┴──┐                  ┌────┴────┐
      │ VP  │              │   NP    │                  │   VP    │
      └──┬──┘              └────┬────┘                  └────┬────┘
      ┌──┴──┐         ┌─────────┴─────────┐        ┌─────────┴─────────┐
      │ Is  │      ┌──┴──┐             ┌───┴──┐  ┌──┴──┐            ┌────┴────┐
      └─────┘      │ Det │             │  N   │  │ VP  │            │    N    │
                   └──┬──┘             └───┬──┘  └──┬──┘            └────┬────┘
                   ┌──┴──┐         ┌───────┴────┐  │  ┌──┐      ┌────────┴────────┐
                   │ the │      ┌──┴──┐      ┌───┴─┐│ │is│   ┌──┴──┐          ┌────┴───┐
                   └─────┘      │ Adj │      │  N  ││ └──┘   │ Adj │          │   N    │
                                └──┬──┘      └──┬──┘         └──┬──┘          └────┬───┘
                                ┌──┴──┐   ┌─────┴─────┐     ┌──┴──┐          ┌─────┴───┐
                                │best │   │ Education │     │ my  │          │  aim    │
                                └─────┘   │background │     └─────┘          └─────────┘
                                          └───────────┘
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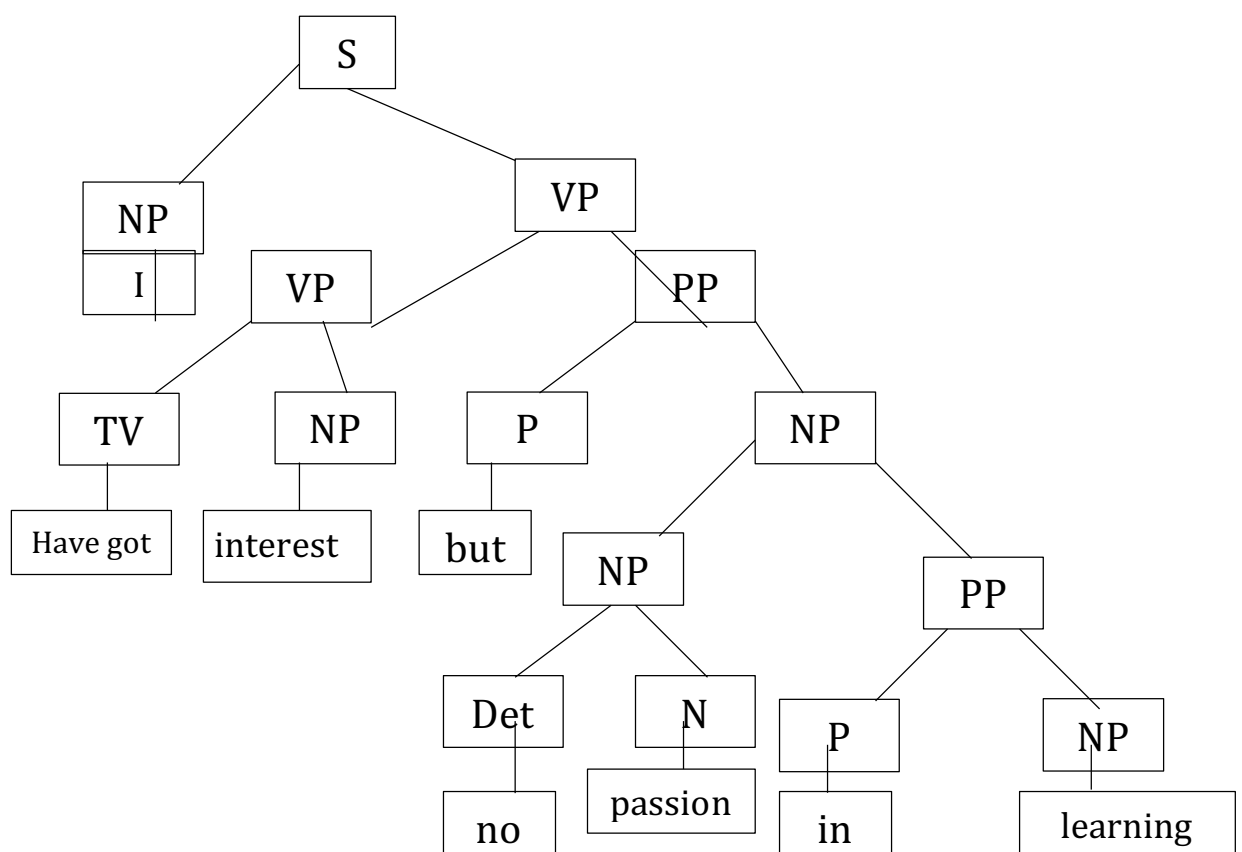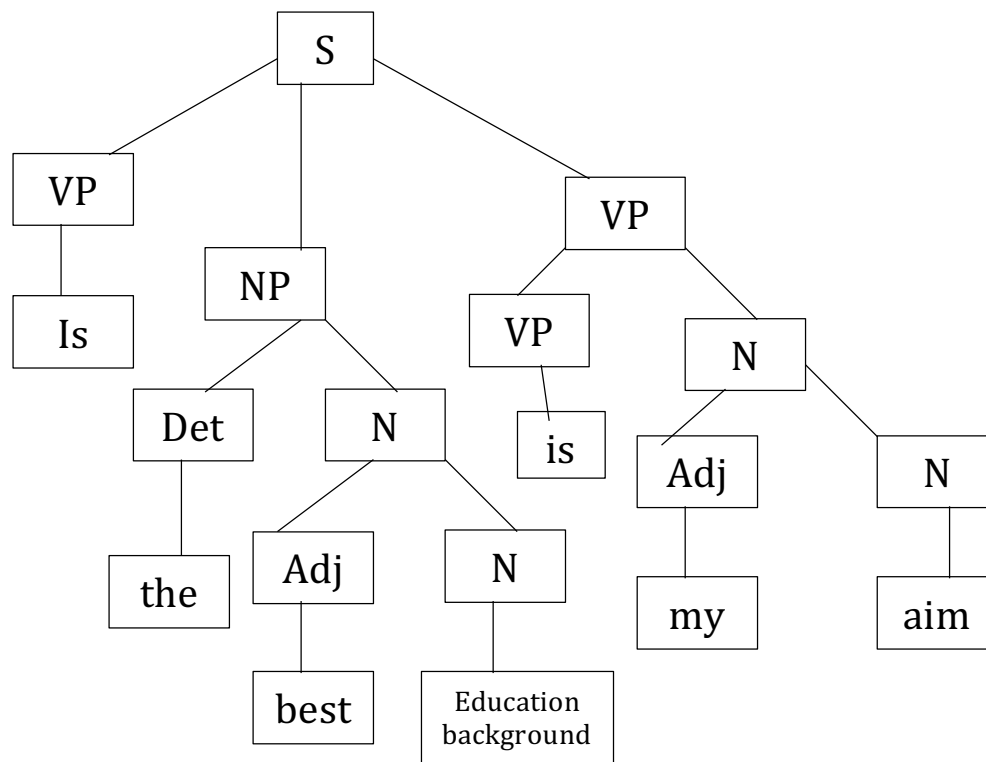
4. Semantics and Pragmatics

Semantics is a subfield of linguistics that studies linguistic meaning and how expressions convey meanings. It deals with the nature of meaning itself --- what exactly are linguistic meanings, what is their relationship to the language user on the one hand and the external world on the other (Mihalicek & Wilson, 2011)? The last section of syntax has mentioned that there is a kind of relationship between semantics and syntax, in which they are interconnected with each other while remaining separate as two independent aspects. In order to define a sentence, one not only needs to know the meaning of words but also needs to be familiar with the syntactic regulations by which they are assembled. In other words, meanings of lexical expressions ---- lexical semantics and ways to combine them as phrasal meanings --- compositional semantics are two major fields in semantics. The other two

critical notions in semantics are sense and reference. In a word, sense deals with the abstract concept of an expression in mind whereas reference refers to the actual object of an expression in reality.

Concluding from the previous analysis and an overview concentrating on the meaning expression, basically, my participant has a fairly good command of communicating his ideas in spite of certain numbers of grammatical errors and improper usage of lexicon occurring as a result of long-time partial isolation from English. Compared with those complicated and advanced vocabulary in academic writings, he uses simple but logical description which stays on topic most of the time. However, I do notice some patterns in his wording that impair other people's understanding. Here are some examples (…suggest pauses in speech):

(1)Perhaps economics or financial or something else which I am interested in is my

　　expectation.

(2) she is the old lady's neighbor or friends or something else.

(3) He found that he will be late for office or something.

(4) He hurried to…er…to take on his clothes and searched for the money or

　　some…or money…or the change…the changes and the other things.

(5) It take the…less and less…er…er…important than me…the important in my life.

The lines in red indicate that he would use "or something" and "other things" to cover words he hasn't thought of yet or that he is still in the processing of searching for the correct expression. And such repeated pattern is likely to cause listeners or readers' confusion upon receiving the information conveyed. The last sentence shows his struggle in organizing sentences and words but failed to get the smooth expression. Based on the contexts, what he wanted to say in the simplest version might be "It becomes less and less important in my life".

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If semantics is to examine the essence of linguistic meaning, then pragmatics studies the ways people use language in actual conversations (Mihalicek & Wilson, 2011). It takes context and situation as vital elements to decide the appropriateness of utterances. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time etc. of an utterance (Mey, Jacob L., 1993). "Deictic" is used to describe those words and phrases relying on contexts to be understood. They have their semantic meaning but still generate ambiguity and puzzlement without specific clues in related texts. The pronouns "he", "it" and "they" and adverbs "here" and "there" are deictic words when used alone in single sentence.

I have found some sentences with deixis in my participant's written work:

__The reason__ is that the teacher didn't give the expression the student got 1 correct answer which is more positive… In theory each answer got wrong for the 1/3 possibility. But there is only one situation because of __the point__ which the teacher emphasized. If not, the teacher would say that the student got totally all wrong for the first 2 questions…__This expression__ will be more alarming… In fact the conclusion is also valid __in peoples' exchange__.

The phrases "the reason", "the point", "this expression" and "people's exchange" belong to the deictic type. He didn't explain the vague meaning they refer to.

On the other hand, he did well on the felicity feature in pragmatics. An utterance that is felicitous is one that is situationally appropriate, on that is appropriate relative to the context in which it is uttered (Mihalicek & Wilson, 2011). In responding my questions, Joey answered with relevant information and sometimes provided with supporting details.

**Current stage of second language acquisition and SLA theoretical framework**

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Current stage of SLA

To identify my participant's current stage of English, I have first probed into the specific aspects of negation, questioning, possessive determiners, pragmatics, relative clauses and reference to past. Generally, he has a good command of knowledge in negation, putting the negative elements, verbs and auxiliaries in right places and marking for person, number or tense. There are some phrases appearing to be in the first stage (negative element+verb) such as "no idea", "no need", "no courage", "no talent" and "no passion", but they are inserted in the full sentences of "I've no idea why I must have to learn it…", " I have no need to challenge risk…" and "I have no courage and no talent to save the world. I have got interest but no passion in learning…", which obey the right grammatical rules. Therefore, they do not belong to the initial stage of using negation. The only problem with negation is the incorrect tense. For example, he would write "I don't want to get any more", "I am not happy" and "I don't know the meaning of my life" to describe past states.

The sequential development of questions in SLA was first brought up and then elaborated by Pienemann and Johnston in 1986, 1987 and 1988, followed by the work of Spada and Lightbown (1993,1999), who made the concept more well known. I collected question samples of my participant and made the following chart:

Figure 3-1 Stages of questions in the samples
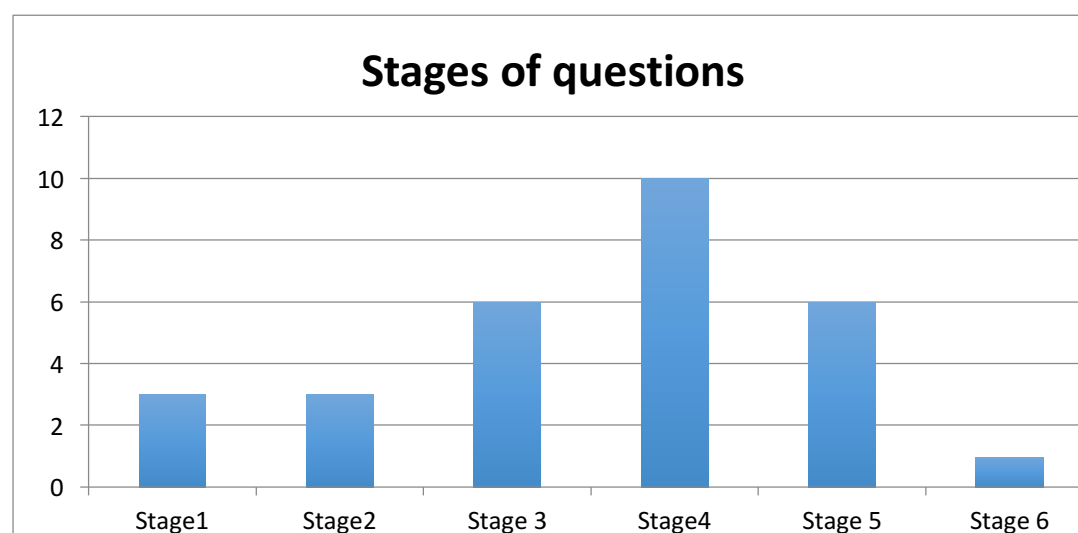
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It is demonstrated in the above chart that stage 4 has the most frequency, which involves wh- and yes-no questions via inversion. Most of the questions fall into the "what+copula" category like "Who is the woman the lady meet in the shop?" and "What was he doing when the car stopped?". Stage 3 and 5 have the same proportion. I was confused about the classification of sentences as "Do you think the car will stop when pass by the man?" and "Could the car find the man before the road?" and after careful consideration, I decided to put them in the third phase because there is fronting but no inversion occurs. Also, my participant liked to use "will" or "would" as auxiliaries after the fronting and the sentences beginning with "what else" have appeared twice in the questions. He would ask in simple phrases or statement orders with a rising intonation in need of repetition and verification, which belong to stage 1 and 2. The only one with an embedded question is "do you think which emotion will be suitable for the woman?" although there is something wrong with the meaning expression. As estimated, he is around the average level (3-4) of questions and the questions are in a small variety of sentence patterns.

In terms of possessive determiners, Joey was able to distinguish and use the right ones if he paid attention. Nevertheless, he sometimes mistakenly used "his" for females and "her" for males, which is a common phenomenon for Chinese English speakers due to the exactly same pronunciation for "he/his" and "she/her" in Chinese. However, he didn't have problems in the post-emergence stage. The fact indicates that he is somewhere between stage 2 and 3. Kasper and Rose (2002) expanded pragmatics into five stages: pre-basic, formulaic, unpacking, pragmatic expansion and fine tuning, primarily progressing with more complex syntax and indirectness. Judging from the simple conversation my participant had with me, he is mostly in the third stage of unpacking since he is able to use language in right formulas for productive use with directness. He would make requests by questions like "can I have this dish?" or "Can I use the bathroom here?". When using English, he still had the knowledge of

relative clauses though he couldn't create them as flexible as in school days. It is identified in collected data that 40% of the clauses are for subjects and 60% are for direct objects, suggesting that the types of relative clauses are very limited.

As concluded in the second part of this case study, my participant has problems in the use of tense. Although he understood when and how to conjugate most of the verbs, still, he forgot to do so especially in speaking. Here are some examples:

(1) When I **attended** middle school and high school, scores of homework and

examinations **took up** my most of time.

(2) After 4 years studying I **knew** that was not meaning of my life even I **got** very excellent

GPA and several good prizes…

(3) Some word or sentence suddenly…suddenly **came** to my mind very clearly.

(4) Fortunately I **got** chance to (enter) a good university and **focus** on my major.

(5) No matter how we **faced** in the society, we **are** still little children in the small red

buildings.

(6) When they **talking**, the little girl **took** a bottle of wine from the shelter and **put** it into the

old lady's bag.

(7) He **found** that he **will** be late for office or something.

We can see the correct way of referring to past in the first three sentences, which show the ability in conjugating both regular and irregular verbs. However, in the last four sentences, there is a blend of the past tense and present tense causing temporary confusion for the reader. The word "talking" in sentence seven belongs to the second stage of attaching grammatical morphine. Therefore, it is not easy to define the exact stage of past reference as my participant is able to reach the last two steps while not consistent with all his work.

To analyze his overall language proficiency in receptive skills (reading and listening) and productive skills (writing and speaking), I adopt the five-level model by Krashen and

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Terrell (1983), which includes Preproduction (level 1), Early Production (level 2), Speech Emergence (level 3), Intermediate Fluency (level 4), and Advanced Fluency (also Proficient, level 5). After viewing the stages of negation, questioning, possessive determiners, pragmatics, relative clauses and reference to past for each proficiency level in the rubric discussed in class, I have assessed his current phase of English. Joey has almost no problem in understanding everyday words and simple passages. When he is familiar with the reading topic, he can grasp the information quite efficiently, but if there are peculiar topics, structures, and abstract and complex language, it will take more time and additional help for him to comprehend. Apart from this, other features containing the fourth stage of negation, the last two stages of reference to past and recognition of all the relative clauses convey the message that his reading ability is in the intermediate level.

As for listening, he told me that he sometimes had difficulty in distinguishing sounds of individual words and meaning units, but this could be improved after a certain period of exposure to native English. By and large, he can understand simple phrases, questions and short sentences and once in a while more complex speaking with extra support. And he is able to get the meaning of different clauses and past tenses though not always accurate. So he is between level 2 and level 3 in listening. It is easy to find well-organized sentences of correct grammar and spelling as well as the ones with errors in word choice, syntax and expression in the writing samples. Besides, the use of negation, past reference and possessive determiners are in stage 4, 3-4 and 2-3 respectively, and there are a few relative clauses describing subjects and direct objects. Comparing with the criteria, his writing matches the third level.

In conversation about random topics, he spoke with phrases and simple sentences. Although they contained grammatical mistakes, inappropriate word choice and ambiguous statements at times, the basic meaning can still be conveyed with repetition or alteration.

Except for the ignorance of changing the verb tense occasionally, stages of negation, questioning, reference to past, determiners and relative clauses all reach the speech emergence level. Thus he is in the third level of speaking.

All in all, my participant's English proficiency is around the middle in the five-level model with reading skill the highest and listening the lowest.

SLA theoretical framework

Interviewed about the past English learning experience, Joey gave me the following details:

"There are some…there are always… the…the theme course. First the teachers, the vocabulary, then we should **know the meaning of each vocabulary**, *then we read the passage…***the article that includes the vocabulary** *and we can…the third things is that* **we can use new vocabulary to make sentence or write or read articles**. *The fourth is that we can* **read this passage…read this….er...read this vocabulary loudly** *and when teacher or the others spell…other speaks or tell something in English, which includes those vocabulary* **we can recognize it as soon as possible**.*"*

"There are **special time for us to teach grammar**, *and the tense, the past….past…past…passive tense, just like these. There are…When we study the grammar…***after we studied the grammar, we always use the tense to make sentence or to write articles.*"*

"The teacher always **show me the vocabulary and the text**, *they always let…***ask us to remember the vocabulary and use this vocabulary to make sentence or get the meaning of the vocabulary and usually explanation this sentence in each passage, tell us the meaning of each sentence and ask us to remember the sentence in English and realize the meaning of the sentence until we catch up the whole article.*"*

Besides, the instruction was almost conducted in Chinese and the students were often required to translate sentences and texts between their native language and the target language. Grammatical rules were taught systematically through lessons and there were abundant exercises to strengthen the knowledge, in which multiple choice questions played a major role. Listening and speaking learning was confined to the practices in textbooks with little spontaneous interaction in real situations.

Combining all the information above, he was primarily instructed under the grammar-translation method, which puts much emphasis on grammatical rules and the application of those rules through translating. Originated from the teaching method of Latin, grammar translation has two goals: developing students' ability to read and translate literature and their general mental discipline (Richards & Rodgers 2001). It often includes such activities: (1) Studying a list of disconnected vocabulary, (2) Memorizing grammatical rules and exceptions, (3) Oral translation from the native tongue into the foreign and vice versa, (4) Written translation, (5) Teaching of pronunciation, (6) Practice in reading aloud and listening to some spoken forms (Peters, 1934). The teacher who adopts the grammar translation theory uses a deductive approach by giving an explicit statement of the rule before letting students apply it to examples (Gollin, 1998). Although it is helpful for students to lay a solid foundation in grammar knowledge, this method has many demerits. A prominent one is that students will come out with a comparatively low listening and speaking skill, resulting from the lack of language input and opportunities to communicate and interact. This accords with my participant's ability in listening and speaking English. Despite the fact that the State Education Development Commission replaced the 1981 structure-based national unified syllabus with a new one calling for communicative competence, many teachers are still employing the traditional method of grammar translation (Yu, 2001).

Artifact E   Learning

<p style="text-align:center;">**Instruction plan and reflection on this project**</p>

Theory for Instruction

Retrieving the depiction in part one, I find the following words: "He is **persistent and steadfast** in learning and finishing his tasks. If he has the real **interest and passion** in one thing, he will **try his best to achieve** no matter how much hardship and suffering it will take. On the contrary, he will be resistant to something imposed on him" and "He was a **diligent and smart** student, and able to earn high scores all the way through middle school and university". These can be regarded as my participant's strengths in second language study. On the other hand, lack of motivation and enthusiasm plus relatively low listening and speaking skills are challenges on the way. During the internship at the foreign company, "The English proficiency of my participant was largely built through the application of this language to reality. The progress was made gradually rather than abruptly", "After a period of time of immersion in the environment, he could adjust himself to the right track and broke obstructions on the way of enhancing language skills." and "met people from different nations and tried to communicate with them".

I discover that Joey could learn his L2 best while being put into the real social environment with needs and purposes to use and communicate in the language. And this corresponds well with the sociocultural theory, which is associated with the contact of context and the integrated nature of individual (psycho-logical) and social (environmental) elements. In other words, meaningful interaction among individuals is the greatest motivating force in human development and learning (Eun & Lim, 2009). Lev Vygotsky is a big contributor to this theory. In socioculturalism, meaning and mediation are two essential concepts. Being the distinctive and unique character of human speech, meaning in the context is to be understood in terms of the degree of generalization and objectivity, namely, meanings that allow social communication to become possible across contexts (Vygotsky, 1987).

<p style="text-align:right;">166</p>

Vygotsky also stressed the importance of retaining meaning in claiming "meaning rather than a sign is important. Let us change signs but retain meaning" (1924, p.54).

Mediation is the process by which socially meaningful activities transform impulsive, unmediated, and natural behavior into higher mental processes through the use of instruments or tools (Minick, 1987), and it signifies highly developed forms of human behavior (Eun & Lim, 2009). One instance of mediation is using visual aid to bolster memorization. Material tools, symbolic systems and human being are identified by Kozulin (1990, 2003) as three major ways of mediation. In addition, Ellis (1997) categorized means of mediation as social interaction and private speech.

The mediation-meaning mechanism underlying development, including linguistic development, occurs through social interaction. Development is made possible and fostered by meaningful exchanges between people (John-Steiner, Panofsky, & Smith, 1994). The cognitive process, in this theory, is assumed as an external socially mediated activity at the beginning and eventually becomes internalized (Lightbown, Spada, Ranta, & Rand, 2006). That is, during the social interaction with others, people intuitively embody the features and forms of behavior directed by mediation process and t he fact that human behavior is mediated by language gives rise to the phenomenon that all human action is subject to multiple interpretations (Vygotsky, 1987).

Instruction Plan

In order to enhance my participant's second language proficiency, I will adopt a sociocultural approach by focusing on meaning and interaction in contexts with the help of mediation instruments. Because he is an adult with a particular occupation, it will not be realistic to engage him in the full-time classroom. Considering this, I am going to construct my instruction plan in both classroom and non-classroom settings.

As much emphasis being put on retaining meaning and only changing the sign system

in socioculturalism, it is critically important for an individual to interpret the meaning contained in the sign system for cognitive and linguistic development. And for bilingual students, the native language is one of the most effective channels to gain cognitive understanding (Eun & Lim, 2009). Joey told me in our chat that he would comprehend more and faster with the help of Chinese when encountering unfamiliar topics. In *thinking and Speech* (1987), Vygotsky pointed out that the learning of an L2 had its foundation in the knowledge of one's L1 and the semantic aspects of a word were acquired before the actual name of the word. For instruction, I will let my participant acquire the background information of some news or knowledge in the field like computer science, psychology and biology in Chinese and then provide English materials on the same issue. In this way, he would conduct conceptual learning in L1 first to have a better and deeper comprehension of the content and later on experience the familiar subjects once again in English, which progresses the second language acquisition. Notice that the process can be in the form of reading or speaking.

Based on his belief that collective experience mediated the psychological development of the individual, Vygotsky objected to grouping children dependent on their similarities (Kozulin, 1990). Isolating one from the rest of the world to be only included in the same group of peers with little differences will limit the possibilities for social interaction of more diverse types, and such confinement is likely to impair a productive language learning experience. This idea is further proved as the great advancement of English took place when my participant interned in the firm where he interacted with people of various cultural and linguistic backgrounds. Thus, I am thinking that I can encourage Joey to meet people worldwide via clubs, conferences, Internet, travel and other social activities since he lives and works in a cosmopolitan city. I would set him in a class with peers of different cultural, life experiences and levels of English, and the seats would be arranged in circles or

small groups ----- to form a communication friendly atmosphere. Many opportunities will be provided for students to talk to each other and share their opinions. This method fulfills the goal of significant social interaction in real contexts with a diversity of cultural and linguistic elements.

Last but not least, the only type of instruction that may arouse students' interest is the one meaningful to the students themselves (Vygotsky, 1997). Connecting with their real daily life is the best response to a meaningful instruction and second-language learners will be more aware of the value and importance of the target language when they live in an environment continually reinforcing the use of the language that they are learning (Eun & Lim, 2009). This aspect is congruous with Joey's learner characteristic that he is highly motivation-and-interest-dependent. Therefore, the instruction plan should fit into his needs and purposes in learning English. Using materials in financial domain is appropriate because this is what he knows well and beneficial for his overall competence in work. He will review terms, write emails, read contracts, acquire new concepts, listen to speeches and be engaged in dialogues related to this area, which link language learning with content learning. All in all, second language teaching ought to pay much attention to what is "relevant, purposeful and has personal significance" (Eun & Lim, 2009, p.22) in students' life and incorporate this into the instruction.

Reflection on This Project

The case study of a non-native English speaker is a project of our Linguistics courses throughout the semester. It allows us to put what we have learned about learner characteristics, phonology, morphology, syntax, semantics, pragmatics, current stage analysis and SLA theories into practice, which in turn reinforce our understanding and thinking of these academic content. In doing this project, I collected a number of samples beforehand and organized them into a neat format to be reviewed. Because my participant and I are in

different countries, we had to negotiate the time for interviews according to our schedules

and I transcribed our conversations from the recording. Besides this, I would think of

questions that could provide useful information for my analysis. All of these remind me that

it takes a lot of effort to carry on a research, and being an educator or linguist analyst, one has

to be patient and careful in considering every single detail.

When actually writing the paper, I had a long time eliciting information from a variety

of resources and combining it with my participant's actual performance of the language. I

find charts and tables are extremely useful and effective in conducting such a study for they

can demonstrate data in a clear and vivid way and contain a rich amount of messages. The

four-part case study trained my ability in finding resources, reading researches, synthesizing

materials, independent learning, summarizing views and academic writing. I did meet some

obstacles in completing the study. For example, I didn't know how to carry on in the middle

of the analysis or I didn't have enough proof for my assumptions. Nevertheless, these were

all solved in the end with further reading of the references or more thorough examination of

the samples.

One of the implications I have gained from this project for my future work with ELLs

is that every student has their distinct personalities, cultural backgrounds, learning styles,

levels of proficiency, strengths and weaknesses in second language acquisition. As a teacher,

it is necessary and fundamental for me to come up with a comprehensive evaluation of my

students, knowing them as unique individuals with potential to be realized and exploited. And

each student needs an individualized instruction plan if possible.

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Factors Affecting Adult SLA Handout

1. Why I choose this topic

(1) my participant

(2) related researches

(3) growing immigrants

2. Three studies

(1) Flege & Liu (2001): THE EFFECT OF EXPERIENCE ON ADULTS'ACQUISITION

OF A SECOND LANGUAGE

a. Background and Purpose

AOA (the age of arrival), LOR (length of residence)

b. Experiment

Group distribution: students, nonstudents, short/long LOR

 aspects examined: phonology, grammatical knowledge, comprehension

c. Results and findings

LOR effects only significant on students ------ native input and formal instruction

(2) Leow (1998): The effects of amount and type of exposure on adult learners' L2

development in SLA.

a. Background knowledge

A Cognitive Attentional Framework; Amount of Exposure (single and multiple),

Type of Exposure (LC and TC), Multiple Postexposure Assessment Tasks (recognition

and written production)

b. Purpose

Amount, type, tasks, after one semester

c. Experiment

Group distribution, instruction, testing, analysis, assessment

d.   Results and Findings

Multiple and LC have significant effects, multiple promotes retention

Performance declined over time

(3) Kleinmann (1982): External influences and their Neutralization in Second

Language Acquisition: A Look at Adult Indochinese Refugees*

a.   Significant impact on language learning, often ignores === integrate it with language

program;   b. Recommendations

3.   Implications for teaching

Problem-solving LC tasks; Multiple exposures; Various posttest assessments to evaluate;

Rich native-input, formal instruction; Supportive networks; Meaningful intake and

opportunities for communicative interaction; Language learning process + particular

needs

4.references

Flege, J. E., & Liu, S. (2001). THE EFFECT OF EXPERIENCE ON

ADULTS'ACQUISITION OF A   SECOND LANGUAGE. *Studies in second

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Artifact F   Learning

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Midterm Paper

EDUC 7500
Mengfei Liu

The Four Leading Questions

Halfway through the learning, my ideas and perspectives of language teaching have evolved and been enriched by our course reading and class discussions. In a nutshell, there are four basic questions that are essential and fascinated for me in this domain: (1) Do we focus on grammar or communication (form or meaning) in a lesson? (2) Do we teach grammar explicitly by presentation and explanation or implicitly by just being exposed to language? (3) Is the focus on students' input or output of language? (4) Do students learn language deductively or inductively?

I used to believe that communication and meaning should be the core of a lesson and children are able to obtain the language themselves especially at a very young age with an adequate amount of exposure and multiple chances to use it. Informed by this course, I realize the significant role linguistic form plays, which is the most fundamental component for constituting the nature of a language. In addition, second language learners will still be confused about some part of the language and unable to produce it accurately if the learning takes place without explaining and summarizing. Input and output involve a great number of key cognitive processes like perceiving, interpreting, assigning meaning, modifying and internalizing, so that they are both indispensable in a complete process of language acquirement and development. Deductive and inductive approaches can be employed alternatively as the former trains students' capacity of applying knowledge and the later offers them the space of selecting target information and discovering rules. Therefore, the two features in each of the four questions all benefit language instruction and acquisition in a particular manner.

My Understanding of the Methods

Below, I will present my own interpretation and understanding of how the main teaching principles and strategies act in language instruction.

Structured Grammar-Focused Task as the Effective Model

Among the methods and techniques we have covered, structured grammar-focused task stands out as an example of a comparatively well balance of meaning and form, explicitness and implicitness, input and output and deductive and inductive approaches. I would regard it as an extended and updated version of processing instruction, which strengthens the meaning-form connection by drawing learners' attention to the form part since their initial focus is often on the meaning. Other than underscoring such connection, a grammar form is designed as the task content and put into a meaningful context in a structured grammar-focused task (Nassaji & Fotos, 2011). Processing instruction targets at the input stage and often follows a deductive path with explicit information and explanation before relevant activities. On the other hand, in structured grammar-focused task, the target grammar point is presented implicitly or explicitly as the task content (Nassaji & Fotos, 2011), which contains many inductive activities like "discovering the rules" of certain grammar phenomena. Learners will not only comprehend the information and negotiate meanings, but also utilize the target form in real communicative situations.

Not all the forms are proper to be selected as the tasks, and we have to consider a range of factors before making a decision. Problematicity is one of them which refers to the cause, feature and severity of the problem with certain linguistic structure, and learnability, which means the ability of integrating the structure into one's bigger linguistic system, also has an impact on the selection (Ellis, 1995). Apart from these two, students' levels of language skills and other conceptual knowledge, purposes for learning and learning styles should also be taken into account. Characters of the language, for instance, the frequency of

language use, complexity of the language construct and the nature of grammar concept are also influential. Other elements include allocation of time and learning settings. It seems impossible and fairly difficult to evaluate all the factors above, thus teachers can select the most essential ones depending on the specific goals of a lesson and the student group.

Textual Enhancement and Interactional Feedback Work as Supplementary Tools

Textual enhancement and interactional feedback work as supplementary tools to draw learners' attention to the form in two phases of language acquisition respectively. By supplementary I mean that they cannot stand alone without being used in conjunction with other sections of teaching such as explicit instruction, performance task, etc. The former enhances noticing as an external, positive (highlight the correct form) and implicit technique during input by increasing the perceptual salience, in other words, making certain features of the linguistic form more noticeable (Nassaji & Fotos, 2011). Interactional feedback brings about meaning negotiation (the attempts to comprehend others' message and get their own message clear) during the interactional process. This promotes language learning in that it "connects input, internal learner capacities, particularly selective attention, and output in productive ways" (Long, 1996, pp. 451–52).

An issue about interactional feedback is which errors of students should be corrected. My own criteria for this stretch to several dimensions as demonstrated below (Figure 2.1) and the decision would be made upon a combination of these aspects (they may be weighed differently in different situations). Another issue is how to provide the feedback. As far as I am concerned, elicitations (not provide with the correct form and prompt to self-correct) (Nassaji, 2007a) should be used first if the student knows or has the clues of the correct form or if there is a necessity for self-repair and more meaning negotiation. Reformulations (rephrase and provide with the correct form) (Nassaji, 2007a) would be the alternative if elicitations do not work.

Dimension of measurement	Examples
setting	a grammar-focused lesson, a communication-focused lesson, a general language lesson, daily communication
degree to hinder communication	do not affect understanding (local errors), cause barriers for communication (global errors)
interlocutor	talk to the teacher, to friends, to a partner during class exercise
purpose	pass an exam, receive vocational training, learn a grammar form, learn communication, learn language in general
cause of errors	lack of necessary knowledge, performance error (like nervousness), confusion caused by the native language

Figure 2.1 Criteria for Errors to be Corrected

Learning Resources and Partners

Learning through discourse answers what kind resources and contexts can be provided. This approach views components of language (linguistic forms, pragmatic use, function) as a unified entity rather than separate parts and advocates moving beyond single sentences to put language in a larger contextualized environment, that is, to look at what is around the text in a broader scale (could be the interpersonal layer, the political layer, the psychological layer or the social layer). This notion is built on Halliday's systematic functional grammar (1978, 1984, 2004), which emphasizes the functional aspect of grammar, to be more exact, to choose grammar and express meaning in accordance with the content, intent, interlocutor relationship, psychological factors, and social factors in a particular context. One of the strategies I deem helpful and interesting is the corpus-based technique. The relevant classroom activity can be an inductive one, letting students discover and conclude the rules of a target form from a sufficient number of discourse-level texts in a corpus or corpora.

Collaborative tasks point out the way in which students learn and whom they work with. Collaboration possesses its theoretical support from Vygotsky' sociocultural theory (1978, 1986) that it mediates language learning, helps learners to accomplish what they cannot achieve independently and internalizes and consolidates knowledge. Although cooperation and interaction has a number of merits, it does not always promote more learning

than individual work. When there is a wide gap between students' language proficiency and content knowledge repertoire levels (the scale and depth of the knowledge and the capacity to apply knowledge). The one with higher level may not gain as much as the collaborative activity might expect. The other problem is the imbalance in participation and contribution. Some learners might be the "free riders", devoting nothing and waiting for other group members to generate the results. Some may dominate the whole discussion whereas some just listen and cannot voice their ideas. Elements such as learning styles, personalities, motivation, engagement, available resources, time and equipment can also affect the effectiveness of collaborative tasks.

In brief, my ideal version of language instruction would be an inductive and implicit grammar-focused task with the target linguistic form (made conspicuous by devices such as textual enhancement and processing instruction if necessary) in meaningful contexts (discourse level) at the beginning, in which students collaborate to discover the particular principles and rules, followed by a summative activity and explicit mini lesson. In the next period, students are expected to apply the knowledge they have learned in various exercises including independent work, collaborative work, communicative activity and written activity, followed by interactional feedback on their output either by the teacher or peers.

Gains from the Other Book

Larsen-Freeman and Anderson (2011) in their book present the teaching practices in a variety of second language classrooms. Each of them has unique features, beliefs, principles and techniques. The traditional grammar translation method is disapproved by many people nowadays but still has something we can take away from. For example, the appreciation and analysis of literature can be employed for students of higher levels of learning. Despite that the audio-lingual method concentrates on pronunciation and dialogues, students cannot grasp the language in real communicative contexts by relying on the repetitive pattern practice,

habit formation and over-modeling of the teacher. What I have learned from the direct-method and the silent way are dual-way teacher-student interaction, being learning partner to students, generating students' intrinsic initiative and own responsibility for learning and the special role silence can play. However, several principles in them sound reasonable but are not feasible in reality. Desuggestopedia and community language learning pay more attention to eliminating students' negative feelings towards language learning and enhancing a sense of security. A qualified teacher should not only pass on knowledge and skills to students, but also care for their mental development and build a positive learning environment.

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<div align="center">

Grammar Mini Lesson

</div>

Your NAME   Mengfei Liu (Candice)
DATE of your microteaching   09/17/2015

Planning:

1. Age: about 13
    Grade: 7th grade
    Class/course type: functional grammar lesson, a particular function of key modal verbs
    Setting (cultural, etc.):   ESL students in the US with intermediate language proficiency, used to listening to English and able to communicate in English without many difficulties

2. Explain why you chose this topic: The function of modal verbs is very appropriate to be taught in a functional grammar lesson, in which students can experience and think where and how to use them in real communication. Besides, the target students are ESL in an English-speaking country, so it is very possible that they have already been exposed to the usage of these modal verbs from their own experiences (like listening to someone saying them when talking), which makes it less difficult for students to understand and practice the function.

3. Objective for this lesson: The student will learn the new function of asking for permission and making requests of several key modal verbs; students will think about how to properly use these words in daily conversations; students will find where these modal verbs can be used in authentic language materials (homework)

4. Lesson Method: discoursed-based teaching, direct method (explicit explanation of rules), textual enhancement

5. Materials Needed (list): paper forms, pieces of paper with key words and situations, pictures with colors

Teaching the lesson:

a) How will you **introduce the lesson**? Why did you choose this topic?
By reviewing the function of showing possibility from the previous class and then let them figure out a new function by listening to a story.

The function of modal verbs is very appropriate to be taught in a functional grammar lesson, in which students can experience and think where and how to use them in real communication. Besides, the target students are ESL in an English-speaking country, so it is very possible that they have already been exposed to the usage of these modal verbs in their own experiences (like listening to someone saying them when talking), which makes it less difficult for students to understand and practice the function.

b) How will you **explain the lesson objective?**

Artifact H Content

By telling them that they are going to learn a new function of these modal verbs and let them figure out the specific function by themselves; asking them what they have learned in the end; repeating the key words of the objective in conversations (like giving instructions, talking about the content) during the class

c) How will you **explain the lesson procedure**?
1. Brief review of what they have learned in the last class, and lead to a new function they are going to learn in this lesson.

2. Tell a story with pictures and let them pay attention to where and how the key words are used, and let them conclude the new function

3. Do individual work of putting marks in the proper situations of the modal verbs and then check the answers together (with explicit explanation)

4. Do pair work of creating conversations using the modal verbs based on the content, speakers and setting.

5. Ask students what they have learned in this class and assign homework.

d) How will you **end the lesson**?
By asking them what they have learned in this class and assign homework

e) How will you ask the **students to reflect** on the lesson?
By pair work of creating conversations and homework of finding how and why the functions of modal verbs are used in authentic language materials and presenting their ideas in class next time

f) How will you **assess students**?
 Individuals: check the proper situations on the forms
 Group: figuring out the new function, creating conversations using the modal verbs based on the content, speakers and setting.

Conversation Mini Lesson

Your NAME : Mengfei Liu/ Candice
DATE of your microteaching: 11.19.2015

Planning:

2. Age: young adults

    Grade: most of them might be working

    Class/course type: ESL class in the U.S. mainly for practicing speaking

    Setting (cultural, etc.): The students have lived in the U.S. for some time but not too long. They can understand common expressions in daily conversations and are able to communicate by themselves.

    Topic: Finding a place to live

3. Explain why you chose this topic: This topic is very relevant to students' own life experience, so they will have the motivation and interest in learning about it. Besides, since they have been in the U.S. for a certain amount of time, they are very likely to have some background knowledge of the content and heard about some vocabularies before.

6. Objective for this lesson
    Students will be able to make a decision of renting a place based on the major factors, the background of the renter and sensible justification, and they will also be able to apply some of the key words and structures when communicating and negotiating for meaing with others.

7. Lesson Method
    Major: Task-based approach (the major part of the lesson is a task for students to help the renter make a decision)

    Others: direct method (The instruction is in the target language with necessary demonstration), communicative language teaching (Students are supposed to use appropriate language in a specific context), processing instruction and textual enhancement (to bring students attention to some useful sentence structures and expressions); teacher modeling (to demonstrate how to do the task before the activity begins. I planned to do this but didn't have time to show in my actual teaching)

8. Materials Needed (list): computer, projector, housing advertisements, student worksheets with tables and questions, the pieces of paper with the information of different renters

Teaching the lesson:

a) How will you **introduce the lesson**? Why did you choose this topic?

I will begin by having a quick review of the types of housing we have learned and discussed in the last class. This will activate students' schema and prior knowledge of the topic and offers them a transition to the focus of this lesson. In doing the review, I will ask them to give me some examples of housing and then show pictures of the five major types. Students will name each category based on the features of the pictures.

b) How will you **explain the lesson objective?**

I will relate it to their daily life. Because they all have to find a place to live, knowing the important considerations and how to ask for the information will better help them make a choice. Through the interaction with others, they will also find how others solve this specific problem and exchange each other's ideas.

c) How will you **explain the lesson procedure**?

I will use explicit language to tell students what they are going to do and what the expectations are. Since they are all adults, they have an aim of going to the class and are self-initiated.

d) How will you **end the lesson**?

I will end the lesson by letting students write what new words, expressions or knowledge they have learned in this class (also explain the vocabulary) and whether this lesson is meaningful for them. Because this is not a required class in the school curriculum and the goal is to improve students' language ability especially in everyday communication, I may not leave any challenging assignment but will have an optional homework of writing about their own experiences of renting a place.

e) How will you ask the **students to reflect** on the lesson?

The students reflect on the lesson in two parts. One is during the task they are going to complete. Students will apply the language knowledge they have learned in dealing with a real situation, which will make them understand when and how to use the words and sentence patterns. Furthermore, they will try to figure out others' meanings and make themselves understood. The second part is when they write down the takeaways from this lesson. This will enable them to have a summary of the new knowledge and some thoughts on what they have learned.

f) How will you **assess students**?

Group: During the activity, I will walk around and monitor students' performances. I will also assess through their reports of the results and reasons.

Individual: By class participation and collecting the notes they write in the end of the lesson (what new words, expressions or knowledge they have learned and whether this lesson is meaningful to them).

Scholar Interview Report

Mengfei Liu

Overview

  The scholar I interviewed is Dr. Yan Guo, a sociolinguist and associate professor of second language teaching and learning at University of Calgary in Canada. She came to Canada from China in the early 1990s and has been in this field for more than twenty years. When I searched for relevant TESL and Applied Linguistics doctoral programs, I found her teaching and research areas corresponded well with my interests as well as this course of "Issues in ELL Education: Research, Policy and Instruction", and she was willing to be interviewed. She mainly focuses on studying cultural and linguistic diversity, intercultural communication, immigrant parent engagement, content-based instruction for ESL in particular and the sociopolitical and sociocultural aspects of language, so my interview questions also surrounded these areas. My interview with her lasted for more than one hour in total via video call, during which I took notes of her answers and later combined with my personal understanding and thinking.

Research on Policy

  Dr. Guo's rich experiences in teaching English to non-native speakers and the role of being an international student herself in an English-speaking country are the initial drives for her to delve into the world of second language acquisition, and she is currently doing three major projects: one about ESL policies, one about internationalization from the perspective of students, and one about how market economy influences parent-teacher communication in China. She talked to me in detail about the project regarding ESL policies. It was all started from her earlier research interest --- the communication between immigrant parents and Canadian teachers. During her interview with the parents, she noticed that some of them expressed the eagerness to have a say in school ESL policies because quite often they were not part of the decision making process. Their participation in school was generally confined to volunteering in field trips, being the cheerleader of the sports day, and helping with other similar events. Nevertheless, the parents were not satisfied with this and wanted to know more about education-related issues such as the curriculum their children were studying and the type of program their children were placed in.

  Based on such situation, Dr. Guo is at present interviewing immigrant parents, community members, school principals and teachers in order to look at how ESL policies are implemented in reality since there is a lack of consistency between what has been written on the paper and what has been done in practice at times. This project is still in progress and according to the interviews and surveys so far, the parents and community leaders are very active in getting their voices to be heard not only in school policies but also in provincial government policies. For example, some of them have spoken to political leaders about their pinions and organized groups for relevant events and activities. The participants are from a variety of cultural backgrounds including China, Uganda, India, Pakistan, etc.

  I am impressed by the hard efforts the immigrant parents and their supporters have made in pursuit of equal rights and their awareness to have a role in political decisions. It is so common for minority groups to be passively accepted certain policies and rules rather than evaluating them with a critical eye. Policies on immigrants and ESL education can imply how minority's cultural and language backgrounds are considered and how they are positioned in

society. Nowadays, more and more policy makers and scholars include multilingualism and the respect of different cultures in their work compared with the dominance of monolingualism and English-only policy decades ago. I also discussed this tendency with Dr. Guo, she acknowledges this trend but pointed out in the meanwhile that there is always a struggle for this change. She is personally inclined to the implementation of multicultural policy, whereas there are still a quite number of people she have met applying monolingualism in practice either consciously or unconsciously most of the time although they have observed the shift from monoligualism to multilingualism in both research and instructional fields. I feel that the transition of people's mindsets as well as the direction of academic investigation is a rather complicated and gradual process, which are built on and heavily influenced by previous experience and work.

Students' Cultural and Language Backgrounds

Students' diverse cultural and language background is an evitable subject to probe into when it comes to second language learning. Dr. Guo views such funds of knowledge as strengths. She actually has students from different places all over the world for her own courses. In one of the classes, she touched on the topic of identity by asking them to create individual identity maps and then shared with each other. As far as she concerns, her students have brought in rich cultural and language heritage, which she can use as a resource to build on further learning. Moreover, since this class was for future ESL teachers and researchers, Dr. Guo was actually demonstrating the methods that could be employed in their own classrooms.

This activity reminds me of the concept of schema, which can serve as a bridge for connecting what students have already known with new knowledge learning. In such a way, they have a smooth and natural transition from the "known" to "unknown" and also reinforce the interrelation of every piece of learning experience. As educators**,** we are supposed to figure out the ways of utilizing children's unique cultural experience as asset rather than deficit that interferes with their assimilation to the new environment. Dr. Guo expressed her desire to show people who have a dominant "deficit" perspective how they can move beyond this point so as to regard students' various cultural backgrounds as strengths.

One of the questions that always fascinates me in second language acquisition is the role of students' L1, and Dr. Guo takes L1 as an essential part of students' identity and a powerful instrument to learn content knowledge based on Cummins' language transfer theory. She gave an example of her friend's child. The boy had known how to recognize time on the clock in Mandarin in kindergarten. He moved to Canada in elementary school and when the teacher introduced the same concept in English, he transferred the time telling skill in his L1 to L2, and all he had to learn was the new vocabulary concerning this particular concept since he had already mastered the content knowledge before. When asked about L1 use in the classroom, Dr. Guo emphasized that students should be encouraged while having a judicious use of L1. To be more exact, an environment of respecting and encouraging L1 would be established at the very beginning of a lesson, so that students are more flexible in communicating their opinions and are also more accessible to content and target language knowledge with the help of bilingual tools. However, teachers are expected have precautions and might intervene when students overuse their first language or still have a heavy reliance on L1 as they enter higher levels of study.

I have learned from this that there are many benefits of using L1 as it is a symbol and representative of students' home culture and also an effective channel of transferring knowledge, but we have to keep in mind that L1 is to be used with purposes (in the sense of language

learning). If teachers blindly grant the permission of speaking and writing in L1 without sensible judgment and prediction of possible consequences, in a worse situation, at the expense of reducing necessary exposure to the target language, this seemingly "friendly" strategy is going to have backfire effect in children's language and academic achievement. Additionally, the first language should act as a scaffold, which means the dependence on it will be gradually removed as one's target language proficiency improves.

Parent Engagement

Part of Dr. Guo's work concentrates on parent engagement in children's learning. She critiqued and challenged Epstein's Six Types of Parent Involvement, namely parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Although these strategies may go well with white middle-class parents in that their children share the same culture with the teachers and schools, they do not serve well with immigrant parents. For the immigrant parents who are in low socioeconomic status, most of them have jobs with long working hours and comparative low incomes and are unable to manage their own schedules, hence they can hardly squeeze time and energy to participate in school activities. For those who are more educated and in possession of more socioeconomic resources, they are not satisfied with their current role in school which is primarily limited to event preparation and volunteering. More concerns are about how their children's cultural backgrounds are included in the curriculum, in other words, they want the school's curriculum to be more culturally relevant to their children because they don't see their original cultures are well represented in the school settings.

In response to this problem, two suggestions are recommended. The first is to have a mindshift --- to alter the conception of what parent involvement is. Parents have first-hand cultural knowledge, religious knowledge etc., and such knowledge does contribute to children's learning through an invisible and indirect manner. As for teachers, they ought to recognize this impact. For instance, when parents are teaching children their native language, they are not only passing on the language itself, but also values, beliefs and thinking patterns behind. In this regard, teaching children the first language is counted as a type of parent involvement. The second suggestion is about pragmatic strategies of parent involvement. One way is inviting parents and other family members to read to their children in L1 at home or in the classroom, which will promote language development, cultural bond and intergenerational relationships.

This section really broadens my horizons of the scale and current dilemma of parent engagement. Many people would associate immigrant family with low-paid jobs, marginalized groups, inadequate language proficiency and professional skills, comparatively limited education, etc., but there are also immigrant parents who are professionals and possess more social and economic capitals. Therefore, it is significant for educators and scholars to work out appropriate solutions for immigrant parent engagement, and also important to consider the specific conditions within immigrant parents, which are very often ignored and overgeneralized. I have also learned the spirit of challenging well-recognized and traditional theories and principles, and this has to be grounded on a comprehensive literature review and convincing empirical evidence.

Instruction and Teachers

For productive pedagogical approach, Dr. Guo offered a specific example she did with her class of diverse students this week, which is called "reader's theater". She brought a trilingual book written in English, Chinese and Spanish and let students each choose a character and read aloud the lines of their roles. They were allowed to use L1 (Chinese or Spanish in this example) and were supposed to act out with emotions, changes of tones and stresses and facial expressions while reading. This reader's theater activity sounds really interesting to me and it would be of great help to engage students and warm up the excitement of learning especially for students of young age groups. Students will be able to listen attentively to others, interact and cooperate with one another in the play. What's more meaningful is that students' home language is encouraged to be used in a context, which suggests that the original culture and language are respected and can be a medium of learning new knowledge at school. Besides, many bilingual or multi-lingual picture books often consist of cultural values, morality and beliefs, and this provides an opportunity for students to know and appreciate their traditional culture.

I also raised the question of native English-speaking teachers and non-native English-speaking teachers during the interview, asking that if the former group is in a more advantageous position of teaching. From the perspective of Dr. Guo, speaking a language as the native language does not qualify one to be a good teacher. To reach this qualification, one has to have a systematic study of the structures, features and nature of the language. In addition to this, knowledge of pedagogical approaches, teaching methods and theories is also indispensable for the competence of teaching. Although native speakers are adept at language use in the pragmatic sense, they may not necessarily have a grasp of the syntactic and structural knowledge.

It is a common phenomenon in China, US and other parts of the world that many people, including parents, students, school recruiters, supervisors and experts tend to favor native speakers as teachers and believe they are more beneficial to the learning process. The rationale behind is that they are able to provide authentic language input and more chances to develop oral fluency for students, which I do not deny and deem reasonable. However, non-native English-speaking teachers also possess some unique asset: experiencing and understanding the process of language learning as a second language learner, having more empathy with students, knowing better where some typical errors are from and how to help students correct them, taking the shift role of being an insider and outsider, which means the teacher is also constantly learning English him/herself when teaching. A non-native-English-speaking teacher has to be a confident bilingual speaker first, laying a solid foundation for the language he/she will be teaching in both linguistic knowledge and practice use, and then develop the professional expertise through accumulated practical experience and active reflection.

Research Field

In the end of the interview, Dr. Guo conveyed one of her concerns over the academic domain. There are many different directions and angles to analyze problems and issues in current research field of language and language learning such as corpus linguistics, sociocultural linguistics, and critical applied linguistics. It is often seen at many related conferences that each side is in fierce debate and argument against others, trying to approve that their theories and thoughts make more sense. In Dr. Guo's opinion, every branch of studies should learn from and complement each other instead of totally being counter and opposite because "Everybody's knowledge is incomplete and your perception will be limited if you only have one way of

thinking." and "There is not only one way to learn language and not only one way to do researches of language." Being a sociolinguist herself, she also respects other theoretical streams like psycholinguistics, corpus linguistics, etc.

According to my personal learning experience, I assent to this idea. Learning the linguistics code ---- systems, structures and the very nature of language is fundamental and crucial, but as language is a social product and peculiar to human beings, the exploration of its communicative and practical aspects, its relations to power, politics, economy and culture and its history of evolution cannot and should not be overlooked. This semester, we have discussed a lot about the power, ideology and political manipulation behind language, which deepens my understanding in this field and provides me with a broader picture of the connections between language and other disciplines. On the other hand, while learning from others, each school of linguistic theories should not abandon its characteristics and particular viewpoints at the expense of assimilating into a similar group of thoughts.

Apart from the specific thinking inspired by the interview in each section, I have also learned some vital qualities of a scholar, namely, being perceptive, observant, critical, judicious and always ready to update your store of knowledge. The road of academic research never has an end, and it is built step by step by efforts across a great period of time.

Appendix I

Examples of Interview Questions (not the full list)

- What are your focused areas and how did you become interested in them?

- How do you view students' diverse cultural and language backgrounds in terms of second language learning?

- What do you think of the role of students' L1 and what are your pinions of L1 use in the classroom?

- What do you think of family and parent's involvement in their children's second language learning and academic achievement? What will be the ideal relationship between parents, schools and teachers?

- What is the general trend of the policies on immigrants and ESL education regarding the part of language and culture in Canada?

- Are there particular pedagogical approaches or instructional strategies you deem very effective and helpful?

- What do you think of native English-speaking teachers and non-native English-speaking teachers? Is the former group in a more advantageous position and more effective in teaching than the latter one?

Appendix II

Some of Dr. Yan Guo's Recent Publications

Guo, Y. (2013). Language policies and programs for adult immigrants in Canada: A critical analysis. Canadian Ethnic Studies, 45(1-2), 23-41.

Guo, S., Guo, Y., Beckett, G., Li, Q., & Guo, L. (2013). Changes in Chinese education under globalization and market economy: Emerging issues and debates. Compare: A Journal of Comparative and International Education, 43(2), 244-264.

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Guo, Y. (2012). Teaching English for economic competiveness: Emerging issues and challenges in English education in China. Canadian and International Education, 41(2), 28-50.

Guo, Y. (2012). Diversity in public education: Acknowledging immigrant parent knowledge. Canadian Journal of Education, 35(2), 120-140.

Guo, Y. (2012). Exploring linguistic, cultural, and religious diversity in Canadian schools: Pre-service teachers' learning from immigrant parents. Journal of Contemporary Issues in Education, 7(1), 4-23.

Guo, Y. (2011). Beyond deficit paradigms: Exploring informal learning of immigrant parents. Canadian Journal for the Study of Adult Education, 24(1), 41-59.

Guo, Y. (2011). Perspectives of immigrant Muslim parents: Advocating for religious diversity in Canadian schools. Multicultural Education, 18(2), 55-60.

Guo, Y., & Mohan, B. (2011). Beyond cultural differences: Understanding and negotiating the conflict between Chinese immigrant parents and Canadian teachers. In Z. Bekerman & T. Geisen (Eds.), International handbook of migration, minorities, and education: Understanding cultural and social differences in processes of learning (pp. 301-317). New York: Springer.

Guo. Y. (2011). Deconstructing parental involvement: Chinese immigrants in Canada. In L. Suryadinata (Ed.), Migration, Indigenization and Interaction: Chinese Overseas and Globalization (pp. 97-122). Singapore: World Scientific Publishing Company.

Guo, Y. (2010). Meetings without dialogue: A study of ESL parent-teacher interactions at secondary school parents' nights. The School Community Journal, 20(1), 121-140.

Artifact K   Commitment and Professionalism

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Interview and Experience Paper

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Mengfei Liu
Foundations Practicum

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Introduction

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Based on the statistics, between the 1989-90 and the 2004-05 school years, the number of

students classified as limited English proficient by the U.S. Department of Education (USDOE) in Grades

pre-K through 12 in the nation's schools more than doubled --- from 2,030,415 to 5,119,561 (National

Clearinghouse for English Language Acquisition [NCELA], 2006). According to NCELA (2006) this

represents approximately 10.5% of the total public school student enrollment by 2005 (Garcia, 2010).

There are a substantial number of minority students in the US school nowadays and many of them are

with low English ability and socioeconomic status. Therefore, schooling of these children is becoming a

critically important issue with respect to their personal development and social progress. This paper

provides readers with a general description of a school serving culturally and linguistically diverse

students, an interview with one of the key players in the school and the sections in two classes observed

by our group, followed by the association with our course readings and some insights of the author.

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Information and Impression of the School

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STEM Preparatory Academy is a free public charter school serving the South Nashville region

and is the city's first dedicated STEM school offering a fully integrated, college preparatory curriculum

with a specialized focus on science, technology, engineering, and mathematics. STEM moved to the

current location on Menzler Road last year with an independent two-story building. Once entering the

building, we could see two women at the reception desks answering telephone calls and receiving visitors.

They were Hispanics with bilingual backgrounds and spoke Spanish most of the time. There were big

posters introducing the school on the floor and flyers on the window, two of which were invitations of

School Open House for family members and another one offered information of an activity written in

Spanish. All of these reminded me of a bilingual setting and the fact that the school actively takes parent

involvement into consideration.

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Interview with a Key Player in the School

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Artifact K   Commitment and Professionalism

We interviewed Laura Vilines, the Chief Academic Officer of STEM prep, who is also a Vanderbilt graduate and guided us through our field trip. We talked a lot about the teaching and students in STEM. STEM Prep Academy was chartered in 2010 and currently opens classes from grade 5 to grade 8. Its new high school was charted this year and will begin classes for 9th grade in August 2015. Hence the groups attending the school are middle-school level students primarily from the Southern area in Nashville and most of them are from multilingual and multiethnic backgrounds. It is estimated that 65% of the students are Spanish speakers and there are 19 other languages represented containing Amharic, Arabic, Somali, Kurdish, etc. Among the total enrollments of 416 students, 335 are designated as non-English language background (NELB), 118 are Low English Proficient (LEP) and 71 are active ELLs which means they still need special ELL services. Besides, over 90% are qualified for reduced and free lunch, indicating that the majority of the student components are in a socioeconomically disadvantaged position.

Being asked about the most important things to know for teaching English learners, Ms. Vilines related it to one of the challenges posed for the school. That is, some students appear to be proficient in the language while it is difficult to evaluate their overall abilities. For example, a child is conversationally fluent but unfavorable in reading comprehension and cultural references. He/she still needs improvements in certain aspects of English because a full language acquisition usually takes a long period. Therefore, differentiating the real levels of students and designing applicable curriculums and instruction for them become a big issue as well as a challenge.

Class Observation

We observed part of the reading course for 5th grade and social studies for 6th grade. Students were in the discussion section in the first class and the seats were arranged in small groups with four or three people at a table. There were two teachers in class, one did the bulk of teaching, and the other one waited aside for assistance. The major teacher gave instruction and asked questions of the reading. Her speaking was quick and direct to the point, centering around the tasks and procedures of the class. In her interaction with students, the teacher pointed out what they did well and not, summarizing the students'

ideas, giving advice when they answered questions and sometimes asking for feedback. The two teachers walked around during the discussion and they would correct and guide when students were confused.

Two interesting and surprising things I have noticed are the timing and order giving. Before each activity, the teacher would set the required time by a small timer and stopped the discussion when time was used up. The beeping sounds occurred very often in the whole process and sometimes the teacher reminded students of the remaining time. In addition, short orders were given to make students do together. For instance, the teacher would say "track" when she was speaking and students were supposed to move their eyes to the direction of the speaker. When she called out "freeze", students ought to stop whatever they were doing. And when words like "clap", "two snaps" and "bump" came out, students would do these actions to show approval of their peer's answers. Even in locking the rings in their big file folders, they had to do it in three steps together along with the numbers "one", "two" and "three".

Students in class appeared to be compliant and docile, following the teacher's rules and responding swiftly. A few of them were passionate and enthusiastic while discussing, but some seemed kind of reluctant and operated automatically like Roberts. While reporting their answers, most of the children's voice was quite low and soft, but I could still hear that they expressed in fluent English.

The social studies course involved comprehension check of the reading. The class had similar styles with the previous one in terms of counting down time, giving orders and asking and answering questions. The teacher liked to assign specific students for the questions, conclude students' answers and add other points. She would throw other sequential questions after one reply and let the whole class discuss for another 20 seconds if the student could not give clear feedback.

Students access content materials through various sources such as handouts, slides and textbooks. They each have a thick folder to keep all materials given for the courses. The classroom language is the societal language ---- English, which is taught through specific academic content learning or special language courses. Looking around, the classroom was neat, colorful and organized. There were signs and slogans on the front wall like "discover", "decide", "defend", "integrity", "drive", "inquiry" and "collaboration" to demonstrate the aims and features of the study and students' work on the sidewall. They

also had checkpoint boards in front of the classroom to ensure 85% mastery of the knowledge. All of

these physical arrangements are trying to create a learning environment with ambition and high

expectation. Students here are expected to achieve academic excellence and be hardworking.

<center>**Connections and Reflections**</center>

Based on my observation, this middle school tends to have a fractional view of bilingualism in

that it "treats each language as a separate system (De Jong, 2011, p.51) " and requires "native-like control

of two or more languages (Bloomfield, 1933, p.56)". It also measures bilingual proficiency depending on

the specific skills in each while overlooks the other side that the linguistic properties of bilinguals are

integrated and connected in a complex way and they "develop their languages according to the

differential needs for the two languages and/or the different social functions of these languages", which

belongs to the holistic view of bilingualism (De Jong, 2011; Grosjean, 1989, p.4). The challenge

mentioned in the interview of truly measuring a student's English proficiency might have something to do

with his/her L1 in that the L1 and the interaction between L1 and L2 influence second language

acquisition to a great extent. Results of the tests measuring merely through a single and limited scope of

one language fail to present a whole picture of a child's linguistic ability. Such label as "semilingual" is

found to be a function of the use of the language test rather than a valid indicator of actual language

behavior (Valadez, MacSwan, & Martinez, 2003). Researches found that the students identified as "at

risk" in a certain test were in fact capable of using the same range of grammatical features as those "fluent

speakers" in the same test (De Jong, 2011). Hence I suggest the school pay more attention to the

interwoven mechanism of students' native and second languages rather than just looking into certain sides

of their English proficiency.

As stated on its website, STEM Prep Academy delivers a rigorous and college preparatory

education, aiming to cultivate a community of learning and academic excellence, which is echoed in the

teaching practice we have observed. What the teachers and students were doing in the two classes reveals

a very strong concept of time and tight schedule. There were often tasks followed by another task with

almost no break sessions in the middle. On one hand, the school has very systematic teaching strategies

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involving implicit/explicit vocabulary instruction, texts reading, comprehension check, discussion and writing exercises adopted by qualified ELL teachers with continuous and periodic professional training. They also combine the district and state core standards with their own autonomy of curricular and pedagogical design.

One the other hand, the middle school still has a lot to work on by virtue of its multicultural background. There are positive things concerning language varieties such as the two Hispanic ladies at the reception desks, Spanish flyers on the window, interpreting and translating services for parents, home visits for each semester and each student, inviting parents to engage in school days and calling students by their native names. However, the truth that English is the only language spoken in the classroom and all the teachers are English-speakers implies the lack of multicultural relevance. Although the interviewee acknowledged cultural recognition in their curriculum, it was hard to see any of this in the classes or learning materials. The goal is to enhance students' English proficiency and academic level by content teaching and pull-out second language courses. Therefore, the program can be identified as a subtractive model because of their response to multilingual realities with an assimilationist approach, limiting or not considering the development of students' native languages while focusing on and developing the societal language (De Jong, 2011). The inherent concept behind this model is the language-as-problem orientation, which treats linguistic diversity and deficiency of the major language as a main cause for many facets of social problems and educational underachievement of minority students. To ensure the country's social and political cohesion, multilingualism must be streamlined into monolingual paths and the natural solution to the problem is to concentrate on teaching the standard variety of the societal language (De Jong, 2011; Wiley & Lukes, 1996).

It is admitted that the English immersion of subtractive program can benefit students' learning process by providing a full contact with the target language in authentic contexts. However, subtractive bilingualism is also associated with a loss of identity or the development of a sense of self that is ambivalent when parents and students begin to perceive their own language and culture as inferior (Cummins, 1979). Identity and the notion of self are essential because when students' developing sense of

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self is affirmed and extended through their interactions with teachers, they are more likely to apply themselves academically and participate actively in instruction (Cummins, 2001, p.2). Additive bilingualism makes students feel valued and respected by elevating the status of minority languages and broadening the mulinguistic repertoire. It believes that "language is a resource to be managed, developed and conserved" and considers "language-minority communities as important sources of expertise" (Ruiz, 1984, p.28). Language and cultural diversities are taken as positive driving forces for social advancements.

In summary, the pedagogical approach in STEM chiefly follows a teacher-centered, task and standard-based subtractive model with a rigorous and enriched curriculum. The classes were organized and structured, which are beneficial for effective learning of basic knowledge and abundant information obtainment. There were enough practice and exercises to strengthen the understanding of course content. Furthermore, the concept of time and collective activities would in some way help students keep good habits. The above average performance of students is a convincing proof of the effectiveness of this instructional approach. However, a sense of tension and heavy load spread in the classroom. The students were like trained soldiers finishing the commands by the teachers and they had almost no chance to share their personal opinions and stories. More importantly, their home cultures and languages were ignored and not put in as an equal position as the mainstream culture in broader society, and this may impair their cognition of identity and confidence. Besides, frequent tests and assessments mainly focus on a narrow part of the second language output without an understanding of the children's overall linguistic repertoire. The school can improve by incorporating more culture-related resources, utilizing family funds of knowledge, recruiting bilingual teachers and giving students more space to think and voice.

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Mengfei Liu

Timeline

1968 — The start of Bilingual Education Act (BEA): aiming at students of low-income family and limited English proficiency

1974 — Judicial ruling of Lau v. Nichols, providing adequate linguistic support for bilingual students' needs and identifying their native language; The reauthorization of BEA: clear definition of bilingual education, emphasizing equal opportunities for minority students, incorporating native-language education, including Native Americans as the target group

1978 — The reauthorization of BEA: declaring that instruction in English should allow a child to achieve competence in the English language, more parent involvement, requiring personnel to be proficient in both instructional language and English

1981 — The judicial ruling of Castañeda v. Packard: starting with a Mexican farther's claim that his children were discriminated and segregated in the classroom. A three-step criteria came out to evaluate whether the programs effectively meet the needs of ELLs.

1982 — The judicial ruling of Plyer v. Doe: calling for the right of undocumented immigrant children to rereceive education in the United States

1984 — The reauthorization of BEA: emphasizing transitional education program, giving schools more freedom and autonomy for class designing, acceptance of English-only programs

1988	The reauthorization of BEA: increasing funds for special alternative instructional programs
1994	The reauthorization of BEA: recognizing the importance and positive effects of children's first language, supporting programs that develop bilingual proficiency
2001	BEA was discontinued followed by the start of No Child Left Behind Act (NCLB): narrowing the gap between native-speaking students and bilingual students mainly through the channel of standardized testing systems, resulting in the narrowing of curriculums, additional pressure on teachers, students and schools and ignorance of students' native languages.

Reflection

In an overview of the laws and court decisions concerning English learners since the 1960s, it is apparent that greater attention is paid to the academic achievements and linguistic proficiency of language minority students, who are becoming an increasingly major component in the US nowadays. The Bilingual Education Act (BEA), initiated in 1968 as a remedial effort, was "the first comprehensive federal intervention in the schooling of language minority students" (de Jong, 2011, p. 135). It was during the 1960s that the disadvantaged groups of African Americans, feminists, Hispanic Americans, Native Americans and parents of disabled children entered the area of educational politics and in the process created new goals and strategies of school reform. In particular, they moved issues of equity to the forefront of educational policy, as created in the legislatures and the courts (Tyack & Cuban, 1995; de Jong, 2011). From the 1970s

to the 1990s, BEA was modified and improved with more concrete definition bilingual education, goals, targeted groups, conditions, requirements, program preferences and fund allocations. Especially after the critical judicial rulings of Lau v. Nichols (1974) and Castañeda v. Packard (1981), identification, special services and assessments of ELLs and judgements of particular programs were standardized and systematized. While linguistically diverse students are receiving more legislative support, the job of teaching these students becomes more demanding at the same time. Having a full awareness of the content and trend of these laws is highly significant for teachers due to the fact that they implicate historical and political issues influencing the lives of our students and their families and also the social background pertaining to the education of minority groups. We ought to integrate and reach the critieria of the policies when it comes to our own teaching for professional needs.

The history of several reauthorizations of the BEA reveals changes in the political climate and changing views about the place of linguistic diversity in American society (Gándara, Moran, & García, 2004; Wiese & Garcia, 1998). In terms of assimilationist and pluralist discourses, the early reauthorizations in 1974 and 1978 suggests a gentle assimilationist tendency by emphasizing the goal of achieving English language competence regarding the native language as a transitional tool. Assimilationist discourses had a more dominant position in 1984 and 1988. English-only instruction was accepted and there was an increasing funding of transitional bilingual education programs and special alternative instructional programs which do not use native language. Only the 1994 reauthorization was pluralist in scope because it funded bilingual programs aimed at language maintenance and development and focused on content as well as language and literacy development (de Jong, 2011). However, No Child Left Behind Act (NCLB) started in 2001 terminated BEA and moved toward a monolingual direction. The initial

purpose is to let all children meet the same academic and language expectations regardless of their ethnicities, language backgrounds and genders, and standardized testing has become one of the main strategies to accomplish the goal (de Jong, 2011).

The influence of this act on school, teachers and students has been substantial. Despite the fact that NCLB has in some way ensured students' acquirement of basic knowledge and encouraged them to work harder, it has some negative impacts on minority learners according to a number of scholars. The unfair and punitive testing mechanism has shed a heavy load on ELLs. There are has been inappropriate and invalid assessments for high-stakes purposes. Since these ELLs are still learning the societal language, achievement tests developed for and normed on native speakers become a language test rather than reliable and valid measures of academic learning (de Jong, 2011; Abedi, 2004; Menken, 2006). Besides, the ignorance of students' first language, a narrowing of the curriculum and an overemphasis of basic reading skills are all possible consequences for the implementation of NCLB. Considering the current situation, we had better view the policy from a critical perspective rather than blindly pursuing the aim of high scores and rankings, which is likely to destroy the whole learning process. Educators have to work out a way to balance their own teaching philosophy and the mandatory rules because there can be a dilemma when the teacher adopts a pluralist approach and designs activities without direct connections with exams, which go against the prevalent curriculum and principles.

It is not easy to attain the expected results of legislation since there is always a gap between people' wishes and the reality. In my ideal world, the laws ought to respect and promote multiculturalism and encourage teachers to employ them as effective facilitators for learning. In addition, the evaluation system should clarify that scores of tests are not the ultimate goal of teaching. Reducing some compelling and rigid standards might also be a necessity to the

modification process. Furthermore, funding could be provided as the incentives for schools to perform better but definitely not as a trigger for vicious circle. Schools with better facilities, teachers and community support are in a superior position while schools lacking these conditions might perform poorer in the competition, which results in more funds for the former. Ideally, part of the money would be allocated to institutions and programs in need of improvements.

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