CAPSTONE ELL Portfolio

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Abstract

In this ELL Portfolio, I demonstrate my expertise and knowledge gained from learning in this program, sustaining my theoretical understanding and application to practice for working with English Language Learners. Through the reflection upon educational literatures, the coursework and experience working with students, I build on my professionalism and commitment in teaching and learning.

This portfolio contains three sections: (1) my philosophy of teaching (2) professional knowledge of the TESOL domains supported by artifacts of my coursework and (3) my reflection on application to practice, including implications of the collection of work and vision of my future development. In the first part, I discuss the conceptual framework and educational literatures that most influence me as a teacher in working with future English language learners. In second part, I provide artifacts of my work demonstrating my professional knowledge in the following domains: planning, instructing, assessing, identity and context, learning, content, commitment and professionalism. I explain my interpretation of these domains and discuss how the artifacts I provide relate to the specific domain in terms of four aspects: (1) learners and learning, (2) the learning environment, (3) curriculum and (4) assessment. In the final part, I discuss the ways in which I bridge between theories and practice in my future class, including opportunities and challenges as well as the possible solutions. Also, I point out the directions in which I will keep developing professional knowledge in future practice.

Table of Content

Philosophy of Teaching

Though coming from a context that linguistic competence is the overarching emphasis, I always believe language learning is a continuous process of interacting with both linguistic and contextual features, for the purpose of effective communication. And language, by nature, is a medium of making meaningful interactions among speakers in real world situations. According to Vygotsky's sociocultural theory, individuals' cognitive development (including language) is promoted through social interaction with others and is strongly influenced by the culture in which they are brought up (Vygotsky, 1978). Therefore, for me, the ideal language teaching outcome is expected to be achieved through the communicative language teaching approach, which highlights learners' engagement in authentic, functional use of language for meaningful purposes (Brown, 2001). In my future class, language acquisition will take place in a great amount of genuine interactions among peers with a desired goal of using language spontaneously outside the classroom to negotiate various meaning. At the same time, I will take efforts to promote culturally responsive teaching (Gay, 2010) in my classroom, where cultural elements will be deliberately considered and actively incorporated in lessons to validate the identities of students from diverse cultural and linguistic background.

Besides, if viewing back to China, we can see how social and economic development shape learners' language learning purposes. Take the city where I come from for example, some people learn English for future academic career abroad while others expect to gain more edges in workplaces. Everybody has his own specified reason of why he learns this language and a clear objective of how they wish to perform with the target language. The old times when everyone in China learned English just following a national trend never comes again. At the same time, the way we define language proficiency has changed over time. Thus, in my future class, I will

become more responsive to various needs and learning process, making language teaching more adaptable and relevant to different learners.

Students, Families and Community

  Students' background. Every student come into class with their own "cultural capitol" (Risko & Walker-Dahlhouse, 2012) which contains various ingredients like linguistic and cultural strengths they bring with, the specific needs or purpose of learning, their lived experience, etc., which jointly play a role in influencing their learning outcomes. In the future, I will endeavor to have a profound and comprehensive understanding of students' background characteristics, thus, I could consider certain learning performance and developmental trend of students from more valid perspectives. For example, students' tendency of keeping quite doesn't necessarily suggest the unwillingness to participate while the underachievement of certain students may result from their prior education or socioeconomic factors. Bearing this in mind, as a sensible teacher, in face of difficulties, I will reflect more on my own teaching quality rather than merely blame students for certain failure, in other words, to be more self-efficacious about my teaching.

  Cooperation with family and community. Family engagement is also welcomed in my classroom since parents' involvement in children's literacy life is positively influential (Allen, 2007). It could not only inform teacher's understanding about the learning process of students to better serving their needs, but also establish mutual trust among teachers, children and families, creating a reciprocity between schools and families. Likewise, my collaboration with the community where students live in is of critical importance because these are the places where I can take the role of learner to collect abundant funds of knowledge that contains cultural and cognitive resources (Moll, 1992). With this knowledge, I could know each student in a distinct

and new way in order to provide culturally responsive lessons which tap into students' prior knowledge. I believe if teachers could actively sustain a meaningful, responsive dialogues with families and community, it will contribute to higher work efficiency and a "multiple-stranded" relationship between teacher and students (Moll, 1992), laying the groundwork for more effective classroom practices.

Curriculum and Instruction: Relevance, Authenticity and Effectiveness

Throughout my years of being a learner and now a teacher, I still believe that the two essential questions lying in educational field are what should we teach and how can we teach. Everything we learn and explore under various theoretical frameworks will eventually go back to these two questions. With this in mind, I intentionally classify all the theoretical understandings and approaches for practice into curriculum and instruction, from which I develop three key words of my principles of teaching – relevant, authentic and effective.

What should we teach. Being relevant and authentic means that the curriculum addresses students' specific needs, and are embedded with real discourses in target language and usually intimately linked with students' live experience. To be specific, I will include the funds of knowledge of students as part of my curriculum, for example - the community literacies and artifacts or the concrete experience from their families. Incorporating them into learning content helps validate students' self-identity as well as their own culture, which demonstrates the action-driven culturally responsive caring for them (Gay, 2010). Also, the curriculum should be responsive to students' specific learning purposes. I would make intentional choices of learning content that is adaptable to their needs and their learning objectives and link it to their real-life purposes. If students could actually "see" the connection between what they learn and what they seek, they will show higher motivation and commitment to learning.

In particular, I am a firm believer of the "newer digital media-centric notion of literacy competence" (O'Brien, 2006), meaning that on account of the rapid advancement of digital tools and media resources, we language teachers need to reconceptualize literacy competence as a socially constructed behavior. Therefore, another important part of curriculum of my future class would be new literacies, aiming at teaching students to construct meaning and navigate various multimedia skills to achieve communicative goals. I believe if we expect our students to engage in real discourse and interactions in society, we should teach them how to situate in this increasingly pluralistic, sometimes bombastic media world and find their own "voice".

How can we teach? If viewing the question how can we teach, no matter what instructional approaches or methods I apply, I will consistently regard "effectiveness" as the ultimate purpose. To be effective, from my viewpoints, means instructions are within children's Zone of Proximal Development (ZPD), in which lies the difference between what a learner can do individually and what he can do if with help (Vygotsky, 1978). That is to say, I will provide effective scaffoldings within students' ZPD and eventually move students towards independent learners.

And furthermore, such effective scaffolding is processing best with Comprehensible Input (Krashen, 1982) when students are comprehending complex academic language. According to Cummins, it will take 1-2 years for second language learners to acquire Basic Interpersonal Communicative Skills (BICS) while 5-7 years to acquire Cognitive Academic Language Proficiency (CALP) (Cummins, 1991). Therefore, for better addressing my future students' language requirement in academic fields, I will make efforts specifically in how to scaffold them to construct meaning in highly cognitive-demanding contexts. Also, I will differentiate the kinds of scaffolding given to students of different language proficiency, but

assure everyone in my class receive the same content knowledge and equal opportunities to practice.

Another critical factor usually acting in language classroom, especially in my future classroom in China is the affective filter (Krashen, 1982). Based on Interactional Hypothesis, language proficiency is promoted by interaction and communication with peers (Long, 1996). However, how could meaningful interaction and communication take place in a learning contexts where learners are holding higher degree of anxiety, self-consciousness and boredom? Therefore, I will take every means to lower the affective filter in my future class, establishing discussion norms and safe environment for everyone to speak up for communication despite their probably lower linguistic competence. I will value and validate the contribution and participation of every single student.

Shifted Perception of Assessments

In traditional classroom, assessment is regarded simply as a method of measuring students' performance, abilities and knowledge; however, our perception of assessment has been shifted as "a wide range of methodological techniques" (Brown, 2010). That is to say, just like curriculum and instruction, assessment now fulfills meaningful function throughout the entire lesson design process which also requires teachers' deliberate choices in advance. According to Backward Design approach, meaningful assessment is an important step in lesson planning to determine acceptable evidence of student learning (Wiggins & McTighe, 2008). With this in mind, I will use different forms of on-going assessment as a tool to determine the effectiveness of my curriculum and instructional designs and make reflection and modification as necessary. In addition, when thinking about assessment, I will try to place much emphasis on assessing

students' actual performance in communication using target language to better resonate with the

authentic purposes I am pursuing in language learning.

Conclusion

I still remember the movie *Les Choristes* I watched in high school music class that stroke

me so much to lead me on my current way of being a teacher, in which the man called Clément

Mathieu leads his group of mischievous boys to find their values in life through responsive

caring and effective directing. Starting from that, with the several years in learning English and

learning to teach English, I am always refining my beliefs of good language teaching – in which

the authentic purposes of language use are effectively addressed, students' cultural and linguistic

identities are sincerely respected. Adding to this, as language teachers, we need to view language

teaching from sociocultural perspective, as a way to open up more opportunities for learners in

global contexts. Teachers' life is not utopia like movie, but a way full of frustrations as well as

tastes of happiness. But I still believe, with all of professional knowledge in mind and openness

in heart, I will find my own way, and, keep going.

Professional Knowledge

TESOL Standards for ESL/EFL Teachers of Adults

Domain: Planning

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

This standard emphasizes the importance of aligning teachers' instructions with clear learning objectives and purposes in initial planning process, and make on-going modifications in practice when necessary to assure learners engagement and actual achievement. Teachers are expected to adopt backward design model in planning, setting clear learning goals before choosing specific instructions and classroom activities. Thus, they could assure the meaningfulness of every parts of a lesson in promoting learners towards desired results and address learners' interests and needs.

The artifact I will use in this domain is the unit plan (see Appendix A) I made in Teaching English as a Foreign Language course. In this unit plan, I place myself in the teaching context that addresses 20 English language learners with Novice High to Intermediate-Mid Level of English proficiency (referring to ACTFL Performance Descriptors for Language Learners) in high school back into China. I choose commercials and advertisement as the theme of my unit and plan the following instructions across the whole unit. All the teaching and learning materials are collected and chosen deliberately by myself from both prints and media in real-world context.

My target **students** were the same group with whom I worked during my summer internship, who were planning to study abroad for undergraduate. Therefore, when planning this unit, I specifically attend to their needs and purposes for learning English, which are, to live a

daily life as well as to meet academic requirements in English-speaking countries. Combined with **students'** current language abilities, I set manageable learning objectives in advance referring to Can Do Statements specifically in the aspects of interpretive, interpersonal and presentational skills. For example, for interpretive skills, students will be able to "understand a few details in ads, commercials, and other simple recordings", which helps them to develop necessary language skills dealing with real-life topics. Likewise, students can "make a presentation on something they have learned or researched", which is typical of higher-order academic language skills they might need in the future.

At the same time, I believe students' learning purposes should also be attended to in **curriculum**. Thus, I choose relevant learning content to address their intrinsic concern and highly value the authenticity of learning materials. Flyers of advertisements from magazines, papers, mailbox, Super Bowl commercial clips and recordings of native speakers were all collected and incorporated into classroom as learning resources. With these materials, students will be placed in an authentic language **learning contexts** in which they gain great amount of input before they could actually produce the language. In addition, the unit also teach skills of how to construct meaning from digital resources like video and websites, which are of increasingly importance in new literacy world. For example, students will learn to interpret the Coca-Cola commercial in 1960 by discussing visual, textual and sound effects embedded in it.

To assure students' achievement throughout this unit, I design on-going formative **assessments** to gain evidence about student learning. For example, students will draw a timeline after reading the history of advertising slogans of Coca-Cola or write a short summary of one clip from Mad Man. And there is one summative Integrated Performance Assessment at the end of the unit which targets at assessing overall skills in interpretive, interpersonal and

presentational skills. Students will take part in various types of task, orally or written, and be

evaluated on their actual performance. For instance, for the interpersonal task, students will

discuss with their partner about one piece of ads or commercial that impresses them so much that

they eager to purchase it immediately and explain the reasons. They will be evaluated on their

communication strategies, language function, comprehensibility, etc.

Domain: Instructing

Standard 2: Teachers create supportive environments that engage all learners in purposeful

learning and promote respectful classroom interactions.

This standard values the safe and constructive classroom environment that teachers

should create for learners. In this kind of classroom, teachers will provide necessary scaffolding

during instruction, effectively address learners' needs and learning purposes. And every learner

will be motivated, encouraged to engage in meaningful activities in order to achieve learning

objectives. At the same time, both teachers and learners will interact with each other with

respect, providing considerate, meaningful feedback on peers' as well as themselves'

performance to promote learning together.

The artifact I will use for this domain is a lesson plan I made for Teaching English as a

Foreign Language class (see Appendix B). It is planned for the second day of the big unit plan

about ads and commercials. In this lesson, students will be able to evaluate a piece of print ads

by analyzing the elements and messages in it (with graphic organizer). The target students are 20

English language learners with Novice High to Intermediate-Mid Level of English proficiency

(referring to ACTFL Performance Descriptors for Language Learners) in high school back into

China. During the first day of this unit, they have already had structured input of key words and structures and therefore are expected to use what they learned to accomplish a task.

My target **learners** are a group of students in high school planning to live and study in English-speaking countries after graduation, which means they learn English for both academic and life purpose. Thus, when considering choice of **curriculum**, I try to combine these two purposes together, incorporating academic language skills and authentic texts from real life experience into the task to engage them in purposeful learning. To be specific, for this task, students will find two pieces of print ads online for the same product but from two different companies, comparing and contrasting the effectiveness of advertising from the aspects of target audience, core messages (lifestyles, values, opinions), visual techniques (imagery, print words, design), etc. And they will prepare for presenting to the whole class about which one of the ads is more effective in advertising, which engages them in speaking in academic-demanding contexts but with familiar topic.

Meanwhile, I use this final presenting task as performance-based **assessment** in this lesson to check students' practice of using vocabulary and structures – for example, branding, publicize, icon, convince, cause and effect, etc., to analyze the elements and messages in the ads. This productive using key words and structures gained from previous input helps ensure the fulfillment of learning objectives and the cohesion of every class. In this case, assessment is regarded as more of a formative tool to assure purposeful learning and targeted planning than a means of testing and judging.

In addition, since the traditional **learning context** in China requires less interactions in classroom, this task specifically requires meaningful interactions between students and teachers as well as among students themselves. For example, after student groups presenting to the whole

class, I will give feedbacks on the overall performance on language focus (vocabulary, structures, presentational skills) while students need to do peer review and self-reflection to check their progress in achieving the task objectives. Moreover, the pair work structure in this task-based instruction helps to increase the involvement of every student with no opt-outs. Thus, students, together with teachers, will create supportive and effective learning environment for every learner.

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.

This standard emphasizes teachers' awareness of keeping track of learners' learning process, effectively gathering and interpreting information about students' performance from summative assessments and on-going formative assessments. Accordingly, teachers can reflect on the previous teaching and make informative decisions about planning and instruction in future to help promote learners' optimal language and cognitive development. In addition, teachers need to keep learners informed of what will be assessed and expected in every assessment. This means they need to share the rubrics to learners before assessments and help them understand the requirements. After the assessments, teachers should discuss the outcomes with learners,

indicating what they do well, where they need further improvement as well as helpful suggestions for their further learning.

The artifact I will use for this domain is the Case Study I did in Educational Linguistic/Second Language Acquisition course (see Appendix C). The participant I secured is a typical Chinese student who learn English in Chinese context. I assessed her speaking and writing skills in four aspects, including phonology, semantics, grammar and pragmatics, according to four oral language transcripts and five written language samples that I collected throughout several meetings. Based on the information I gained from the series of assessments, I made a comprehensive analysis on her current language abilities, reflected on the possible factors that influenced her learning and provided instructional plans for her further improvement.

Throughout the process of conducting this case study and making analysis on the performance, I took multiple aspects of the **participant's** background knowledge into consideration – such as her general grow-up environment, prior experience, linguistic background, English learning experience, etc. To be specific, in order to **assess** her speaking skills in academic contexts, I made intentional choices about the speaking prompts like "introduce your newly-designed product" since she is an industrial design major student. She demonstrated high motivation in talking about it and felt relaxed in the entire process, from which I realized the importance of adopting relevant topics of learner's interest to promote their optimal performance in **assessments**. In addition, by making connections to her linguistic background, I gained a better interpretation of her performance. In semantics, for example, her learning of Chinese equivalents to English vocabulary facilitates somehow her quick understanding of word meaning but may also lead to her inaccuracy of word usage sometimes

due to some subtler difference of shades of meaning in two languages. Accordingly, I could make more specified instructional plans targeting at this issue.

Also, by connecting to her entire English **learning context** back into China, I examined the factors that could influence her English abilities currently, both positively and negatively. For example, I made connection to the city Shanghai where she was born and raised and where English has long been emphasized in early education, analyzing how the earlier exposure to English learning context contributes to her good pronunciation. On the other hand, I discussed how the "teaching to the college entrance examination" tradition in secondary schools of China delayed the development of her oral productive language skills.

Based on the participant's performance in assessments, I also made some learning and instructional suggestions accordingly, recommending intentional choices of **curriculum** and skills requires specific focus. For example, in order to improve in prosody areas, I suggested her be exposed to more authentic listening materials spoken by native speakers, imitate the speaking pattern to practice appropriate intonation, stress and sentence rhythm and make self-recording to check improvement. Moreover, in order to promote her speaking skills in highly-demanding academic context, various expository structures serving to explain, compare and contrast, persuade, show cause and effect, or delineate a procedure, should be highlighted in future learning. As an industrial design major student, these skills are of critical importance. Throughout this case study, I gained new perspectives from which I could interpret **assessment** outcomes and its values in informing follow-up teaching.

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.

This standard places emphasis on the significance of teachers' awareness of students' background knowledge, including communities, cultural heritages and goals. and its influences on students' language learning process and expectations. Teachers recognize the importance of how the entire community students coming from contributes to their identity formation, characteristics and learning behaviors, thus having more sensible, comprehensive interpretation of students' performance in learning. With deliberate pedagogical choices, teachers make great effort in creating a welcoming, inclusive classroom environment that validates students' identity and background experience.

The artifact I will use in this domain is the community literacy project we did for Foundation of English Language Learner course (see Appendix D). In the project, we had a field trip to Nolensville Pike where Latino and Hispanic immigrant communities are located in Nashville, visited the community center called Casa Azafrán, and collected community literacies and artifacts on the spot. Meanwhile, we had an overview of their life and history and discussed in the project paper about the implementation of community literacies into classroom to create an inclusive environment for our students, as well as the opportunities and challenges for us teachers.

In this project, I gained a deeper understanding of how **students'** communities, cultural background and live experience shaped their learning and I would therefore validate their identity and life experience in considering **curriculum and classroom activities**. By interacting with the Nolensville community, I found various community artifacts which could be incorporated into my classroom - for example, paintings, artworks and decorative patterns made by immigrant families in Casa Azafrán. These artifacts contained unique features in "cultural capitol" that all students bring with them, which could be engaging topics for communicative language practices in schools. Likewise, by collecting and studying various prints in local stores and restaurants like posters, notices, advertisements, along Nolensville Pike, I better understood that community literacies document the rich repertoires of literate practices that people engage in during their everyday life which were of great accessibility and relevance to the learners whose goals are life accommodation.

Combining rich authentic learning resources from communities, I considered the actual way of implementing them into classroom activities to create an inclusive, welcoming **environment** for learners of diverse cultural and linguistic background. For example, I thought of discussing the notice to DIWALI celebration (known as "Festival of Lights" in Hindu) to increase the sense of belonging and empathy among students from Hindu community in living in a new place. On the other hand, I would create a **learning context** supportive to students' language learning with meaningful activities fully utilizing students' unique linguistic resources. For instance, the translation activity, in which students would work in groups to translate the posters written in English into their native language and discuss the variation in interpretation with two language systems, could promote codeswitching between languages for better comprehension.

Domain: Language Proficiency

Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.

This standard highlights teachers' own English abilities demonstrated in social, business/working and academic contexts. Teachers can functional use higher-level language skills for demanding purposes. Their proficiency level in speaking, listening, reading and writing skills can meet the language requirements of higher education in English-speaking countries, showing founded proof of their capability in language teaching profession. In this case, teachers will be able to better fulfill their role as facilitator in working with English language learners, addressing their needs with effective instruction and feedback.

As a teacher candidate of ELL students, I have demonstrated my English language proficiency throughout my professional learning since undergraduate as an English literature major student. I built a solid foundation in the knowledge of English language and gained much experience of effectively using English in various contexts, including academic courses, social life as well as working situations. Before applying for master degree in the U.S., I have taken the Test of English as a Foreign Language (TOEFL), a standardized test to measure the English abilities of non-native speakers in terms of reading, writing, listening and speaking skills. I got 29 (out of 30) in reading, 26 in listening, 27 in speaking and 26 in writing, 108 (out of 120) in total, which could be defined as High Level language user in all for areas according to TOEFL score scales. During my almost 2 years' learning in Peobody College, I further deepen my knowledge about English and enrich my experience in practicing interpersonal, presentational and interpretive skills in both life and academic contexts. And I go through the process of

gradually affirm my new identity as both a language learner, and, more importantly, a language teacher, placing myself in students' shoes to help them learn English at best.

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.

This domain attends specifically to teacher's professional knowledge about language learning and learning in general and their capability to successfully apply this knowledge into their teaching practice to facilitate and guide learning on the spot. They should have an in-depth understanding about how learners could acquire a second language in and out of classroom setting and accordingly, make intentional choice of materials and instructional styles and provide effective scaffolding as necessary to move learners towards autonomous learning in new contexts.

The artifact I use here is the SIOP lesson plan I made for my practicum placement in Methods and Materials of ELL Education course (see Appendix E). I made this lesson plan and videotaped the actual lesson with a group of Grade 7 English language learners in McMurray Middle Prep. Inspired and guided by the theoretical knowledge about language learning, the lesson worked well among students. The topic of this lesson is characterization. The content objective is identifying the character traits based on textual evidence while the language objective is describing the character's traits with adjectives and find supporting details from the text using Character Web. The lesson aimed at scaffolding students towards in-depth understanding of a character in fiction and meanwhile providing students with language support

for effective communicating their thoughts. Particularly, I explained the rationale on which my

lesson plan based to discuss how did it align with theoretical knowledge of language learning.

When planning this lesson, I specifically considered my **students'** language proficiency

as well as the grade-level content knowledge they were supposed to address. The seventh graders

I worked with in this lesson were placed in a pull-out ELL program in this school and had a

relatively lower English Language proficiency (level 2), which means they might need as much

scaffolding as possible to approach the grade-level content knowledge they should learn. Also,

this lesson was designed in order to fill in the "gap" of skills I found in them during my

observation. To be specific, they were reading and watching a movie about Ruby Bridges and

segregation that week, followed by a writing task of "role play" – choosing a character and write

a letter in his/her perspective. Therefore, I chose the topic "characterization" to provide certain

skills of identifying a character's traits to help them better understand the character in a story,

moving them towards the larger learning objectives. Meanwhile, I provided language support in

terms of vocabulary and cohesion to engage them in practicing speaking and writing.

As mentioned above, students' characteristics informed my choice of **curriculum,**

including the learning materials and instructional style. I believe that comprehensible input

(Krashen, 1982), combined with effective scaffolding which taps into students Zone of Proximal

Development (ZPD) (Vygotsky, 1978) is critical to a meaningful language class with content

requirements. Therefore, I incorporated texts that relevant to their background knowledge and

prior learning, building bridges between what they knew and what they were going to learn. For

example, I used a paragraph about Ruby Bridges's first day at all-white school, did think-aloud

modelling of inferring character's traits using the graphic organizer (Character Web) and

meanwhile prompted the students to retrieve what they learned about Ruby and segregation in

the previous class. At the same time, in order to better scaffold the comprehension of these

students of lower English language proficiency, I chunked the paragraph sentence by sentence,

using "I do - We do – You do" model (Pearson & Gallagher, 1983) to guide them interacting

with the graphic tools, followed by pair and individual working time. Particularly, I provided

sentence frame "I think _____ (the name of character) is _____ (adjectives) because she/he

_____ (words, actions, appearance, thoughts, relationship…)" to help them better

organize and then communicate their thoughts to peers and in class.

　　In addition, as far as I am concerned, an effective instructional style would contribute to

an inclusive, productive **learning context**, which also affects learners in a positive way by

lowering affective filter (Krashen, 1982). For example, as a hook, I used some pictures of three

familiar characters (Harry Potter, Minions and Superman) to engage my students in active

thinking about the abstract topic (characterization is truly a big word to them), creating a

motivating learning environment at the beginning. Also, considering students' language ability, I

sequenced the following lesson activities and participant structures in a way that gradually

moved students to the objectives, allowing them many opportunities to practice with me before

individual task – from prompting, modelling to think-pair-share. Thus, students would have

enough time to process what they learned.

　　In terms of **assessment** in this lesson, by planning formative assessments across the

lesson, orally and written, I could keep track of students' learning process and modify my

following instructional pace and content. For example, if I found students had difficulty in

identify details about the character from the given paragraph in think-pair-share activity, I might

recycle the discussion of the items on graphic organizer before moving on. Because of this, I was

better able to recognize the importance of assessment in informing lesson processing.

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.

This domain emphasizes deliberate interweaving of content and language learning objectives in lesson designing. Teachers need to place language learning in contextualized content areas or subject matters, teaching learners how language is used in a certain area in order to listen, to talk about, to read and write about it. In other words, teachers need to assure that language learning is for the sake of communicating meaning across the content areas rather than of the language itself. Therefore, an effective language class requires teachers' deliberate choices of content-based instruction and meaningful activities to address learners' needs.

The artifact I used for this domain is the Three-Genre lesson plan I made for the Reading and Learning with Print and New Media course (see Appendix F). In this lesson plan, I teach the topic about Vietnam War in Literature and Multimedia Representation with high school students, using three different genres (poetry, song and movie) of the same theme to engage students in learning about the topic and the practice of presenting ideas with multimedia. Students will be able to have rich experience of approaching the same theme with multiple forms and genres, and meanwhile learn some certain visual, literary techniques in order to communicate in-depth meanings.

When planning this lesson, I clearly acknowledged that different from other learners, the learning purposes of **high schoolers** should align with the standards they need to address, in which both content and language objectives needs to be attended to. Thus, informed by Backward Design approach (Wiggins & McTighe, 2008), I planned this lesson to interweave the knowledge of content area and the specific language skills they need in order to talk about this content area according to the standards. For example, to address the standard about analyzing the effects of multimedia techniques unique to each medium, I actively engaged students in discussing the technical devices (lighting, sound, color, or camera focus, etc.) in the movie *Deer Hunter* that facilitates thematic reflection and provide pre-teaching of key terms in analyzing devices.

In addition, I understand that nowadays **my students** are increasingly engaged in New Literacy world in which they interact with texts from multimedia perspectives. Therefore, I chose the **curriculum** relevant to their needs of developing literacy skills in this new area. In particular, I incorporated various, rich forms of authentic representations about the theme anti-war into the lesson– for example, the poem *Death Coming Up the Hill*, the song *Fortunate Son,* and the movie *Deer Hunter*, to deepen their understanding of the content as well as the diverse presenting skills of communicating ideas. Besides, the entire lesson involved students' language practice in all four areas (reading, listening, speaking and writing) about the topic. They need to read a print poem, listen to the song lyrics, talk about the thematic reflection and finally write a line poem themselves to interact with the major theme from different perspectives. During this process, they learn the language as a whole, practicing in all four areas of language skills (Brown, 2001), and use it as a tool to effectively communicate in the content area.

Meanwhile, this functional use of language for communicative purpose in content area is also reflected in the **assessment** project of this lesson. From my viewpoint, communication is more of a meaningful exchange of ideas than oral speaking. In this project, I asked students to choose phrases or words that seem powerful and expressive to them in *Death Coming Up the Hill* and *Fortunate Son* to create their own line poetry and make a short video about it. Students would apply what they learned about navigating multimedia elements to present their own ideas in a more expressive way, which was also aligned with the learning objectives of this lesson.

Overall, I paid specific attention to create a cooperative and interactive **learning context** in planning this lesson because I believe in Interaction Hypothesis that language proficiency is promoted by interaction and communication among speakers (Long, 1996). Therefore, combined with individual work like doing think aloud with texts, I planned collaborative learning activities such as reading jigsaw and group project, encouraging various structures of learning to increase students' involvement and interaction in the classroom. Moreover, the variety of forms of visuals, tools and genres also contribute to students' overall engagement in learning.

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 the communities at large, and use these understandings to inform and change themselves and these communities.

This domain means teachers need to continue building their professional knowledge about second language teaching and learning in their application to practice throughout the career, adapting new pedagogical approach and methods to daily teaching. By engaging in a

regular, active professional collaboration and communication with cohorts in different contexts, they could share professional experience and reflections and learn from each other to better address different students' needs. Thus, they could gradually form an inclusive, reciprocal English teaching community. Furthermore, such collaboration among teachers would not merely benefit teachers themselves, but eventually extend its positive influence to the broader teaching community and the communities at large where teachers, students and their families all live in.

The artifact I would use is the Investigation and Observation project of a refugee's English program – ESL to Go in the practicum placement of Foundations of ELLs course (see Appendix G & H). Initially launched in 2011, it's a non-commercial program providing English class for newly-settled down refugee adults in Nashville. We had a field trip to the program, observing several classes there and communicating with the founders of the program. And then, based on our own research and learning in Vanderbilt, we investigated the program-wide support for ELLs, evaluated the language classes on the spot and provided suggestions in some critical areas for the program. When I wrote the Investigation and Observation papers, I evaluated the program from multiple aspects, compared and contrasted with what I learned in class and discussed my own insights upon the way to better serve the immigrant and refugee community in which the program stands.

I have learned in class that we ELL teacher should place ourselves in the shoes of our **students'** in teaching, considerately addressing their needs and life situations. During the observation and interview in the ESL to Go program, I had my first-time experience to see with my own eye how a local ELL program spares no efforts to provide program-wide support for its refugee and immigrant students in terms of language, life and work. For example, usually, English class is unavailable to them due to the lack of transportation (Their limited English

proficiency denies their chance of getting driving license), but ESL to Go brings English class directly to where the students live by a "classroom on the wheels" – a truck specially designed to be a fully-functioning ESL classroom. Also, in order to address the spectrum of education attainment and language proficiency of **students**, ESL to Go provided 4 classes of different levels, serving students of various language abilities and educational background. All of these broaden my understanding of the importance of investigating **students**' background characteristics and how can we teachers better approach our students in a more practical way.

In addition, I understand that the importance of the degree of relevance of the **curriculum** to the effectiveness of teaching. In ESL to Go, the curriculum of language class, is designed according to the specific language need of students, that is, to be able to effectively accommodate daily life chores. Thus, more emphasis is placed on conversational skills in real-world contexts like how to go hospital and take medical treatment rather than linguistic term knowledge. Besides, I learned a lot about interactional techniques, learning tools and differentiated instruction when working with students of diverse language proficiency, which are critical to providing comprehensible input (Krashen, 1982) in language teaching. For example, according to students' different language proficiency, teachers there used various visual tools, modified language, body language and differentiated teacher talking styles to facilitate students' comprehension and memorization. This gave me a lot of insights on how to make the **lessons** truly meaningful and sense - making to students.

Moreover, the overall **learning context** impacts the motivation and engagement of learners in language learning. On the one hand, under the culturally responsive teaching approach, ESL to Go made efforts to create an equally inclusive, welcoming environment for students from diverse cultural and linguistic background. Teachers encouraged cultural

interaction among students like bringing home-made foods, home cultural artifacts as learning resources into classroom, as a way to validate students' self-identity and increase their involvement. On the other hand, in order to further address the problem of lower commitment to class caused by the complicated life conditions of refugee and immigrant adults, I also provided my suggestion of inviting their own kids who had regular language class in formal schools to learn with them. In this way, kids could help their parents to learn the language while the parents could teach their kids life knowledge and skills, thus creating a respiratory in learning process. Through this entire investigation and reflection on the program, I became more aware of the influence of creating a **learning context** filled with trust and devotion on learning effectiveness.

More importantly, the communication with some experienced, in-service teachers provided me with a more down-to-earth picture of what we could learn from and bring to each other and improve the community we all live in.

Application to Practice

Based on the learning across different courses and the collection of work I developed in Vanderbilt, I still believe that theoretical knowledge would not fully realize its values unless we could apply it into day-to-day practice, especially for a profession as teaching. For me, I came from a country having its own strengths and limitations in English education and education at large, which might be quite different from the U.S. However, I still feel fulfilled and excited about what I learned here, and is ready to experiment and modify it into practice in secondary English classroom of Chinese context for the sake of better addressing my students and the essence of second language acquisition.

According to my understanding of the elements of good language class, I would like to discuss the application to practice in three aspects – How to know my students? How to design curriculum and provide effective instruction? How to utilize assessment to assure and inform teaching and learning? And I will reflect on the theories I learned in the three areas and discuss how they will inform my future practice to address the issues I might face and continued professional development.

How to Know My Students

Under the umbrella of culturally responsive caring, I have acknowledged the importance of learning about students' funds of knowledge (Moll, 1992) and create a welcome learning context with family engagement. Even though there might not be many students from diverse cultural and linguistic background in my future class as in US class, the conscious motivation to explore more about my students will still be valuable. Throughout my teaching process, I will continue make every effort to know my students from multiple perspectives, their interest, learning goal, learner characteristics, family conditions, etc. With these information, I would be

able to make more sensible and intentional choice of what I will teach and how I will teach it and particularly, develop a more comprehensive interpretation of students' certain performance in learning.

In addition, I will try to develop a well-founded parent-teacher relationship in my class to fully utilize the positive influence of parents' involvement on children's learning. Traditionally, the parents in China would feel less accountable for students' performance and achievement in academics, but more inclined to attribute it to teachers' abilities. To address this issue, I think it is important to establish such beneficial relationship at the beginning and keep reinforcing it through active, responsive communication about both students' life and learning throughout the semester, not just after every summative testing like what usually happens now. Also, after increasing parents' involvement in school, I need to learn more about how to direct parents to provide guidance in children's learning in a positive and constructive way. In this way, teachers, parents and students could all contribute to higher learning efficiency and effectiveness.

How to Design Curriculum and Provide Effective Instruction

Overall, I would design my future English class, choose materials and instructional activities under Communicative Language Teaching approach (Brown, 2001). This means my future class will place emphasis on the authenticity and relevance of the content and the effectiveness of instruction to ensure that students would learn the language for authentic communicative purpose in both academic and real-world contexts. In order to achieve this purpose, I will investigate students' needs and learning purposes, based on which I would choose the materials coming from authentic contexts and most relevant to their life and goals to increase their engagement in learning. Meanwhile, informed by Whole Language Approach (Brown, 2001), I will plan activities encouraging students' active practice in all four areas of language

skills – reading, speaking, listening and writing, with the focus of effective communicating and meaning-constructing in language use. Moreover, in response to the requirements of new literacy skills in this digital, multimodal world, another important component of my curriculum will come from new media. Students will be productively engaged in multimedia conversations and projects, investigating various elements to construct and express meanings in real-world situations.

In addition to deliberate choice of curriculum, effective instruction will weigh the same in my future classroom. Effective instruction, to me, should fall in what Vygotsky proposed as children's Zone of Proximal Development (Vygotsky, 1976), consist of comprehensible input (Krashen, 1982) and differentiated scaffolding. In my future secondary classroom, grade-level academic requirements will be the focus of instruction. Therefore, I will create "i+1" content for my students and provide scaffolding as necessary to engage them in productive practice in difficult and complex academic tasks. Particularly, my scaffolding will take the forms like bridging students' prior knowledge and future goals, carefully sequencing and choosing tasks and activities, intentionally structuring cooperative learning, inquiry-based interacting, etc. All of them bear the goal of helping students build a set of skills and knowledge to ultimately become independent learners.

However, I acknowledge that if I seek to apply these theories into practice in Chinese classroom, I would definitely encounter some issues. First, testing system in China is an overarching issue placed upon entire educational practice. Since the existing English testing system requires minimal communicative competence of students, it is extremely hard to apply communicative language teaching approach in classroom. But most of students, at least those in the city where I come from and where I will teach in the future, have a higher expectation and

demands of improving English language proficiency in both academic and life (they will study abroad or seek good working opportunities). Therefore, when I plan a lesson, just like what I did here, I will still follow the Backward Design approach (Wiggins & McTighe, 2008), carefully integrate every testing standard into communicative language learning tasks, designing a classroom in which students could learn both what the standards require of them and practice necessary language skills at the same time. Searching for the "balance point" between rigid testing system and actual language proficiency is what I will take great length to do in my future career.

Apart from the external pressure, another obstacle results from the traditional Chinese classroom type and students themselves. Since China has a huge student population, it is difficult for classroom management if I did the same grouping structures like what I did here. Also, Chinese students are much more used to independent work and quiet receiving rather than cooperative group work and active expressing, but it does not necessarily mean they are not participating. On the contrary, it is more of a certain learner characteristic than a "bad habit" we might regard as, which I need to take into consideration when I structure group activities. In order to address this issue, I will try to establish classroom regulations at the beginning of the semester and experiment various participant structures with them step by step throughout the academic years, hoping to move somewhat towards a safer language learning context with lower affective filter. Particularly, I will learn the techniques of classroom management from Kagan's Cooperative Learning Approach, dividing different structures based on to what extent a certain one requires cooperation in order to find the most suitable for my students' current situations. Hopefully, we will be able to establish an inclusive, interactive classroom culture.

How to Utilize Assessment to Assure and Inform Teaching and Learning

According to Background Design approach (Wiggins & McTighe, 2008), teachers should refresh their mindset of the purposes of assessments in learning, recognizing the importance of formative and summative assessments in assuring students' learning and informing decision-making in planning and instruction for the future. In my future class, I will deliberately include various forms of on-going assessments aligned with learning objectives, formal or informal, oral or written, in my planning to gather and interpret valuable information about students' learning. Also, the assessments will focus more on their actual performance of using language in meaningful activities and will be followed by self-reflection and peer/instructor review about how the language is functionally use by the speakers.

Admittedly, the English testing system in China causes much limitation in English lesson of secondary education, skewing the purposes of testing among every stake-holders - students, teachers, parents and administrations. Because of this, students in China have deep-rooted anxiety towards every form of assessments or tests that bears the purpose of evaluation or placement. Such anxiety might impact their optimal performance in my assessments. Therefore, it is reasonable to think that it might take a long time before I could completely ease their uncomfortable feelings in assessments, especially when I tell them explicitly that this is an assessment. In this case, I will try to address assessments more implicitly to students in classroom, or use more criterion-based assessments and have a frequent, open discussion about the rubrics to involve them in determining what will be assessed. More importantly, I will minimize my talking about scores and its influence with both students and parents, instead, lead them to put more emphasis on actual learning and areas for further improvement.

Vision of Future Professional Development

Currently, I place myself in the context of teaching English in secondary schools back in China where English education is undergoing rapid development and reformation. In my future career, I will continuously cooperate with and learn from my cohorts to further refine and update my teaching approach, ultimately, making contribution to the student and teacher community at large in China. I indeed hope to make some changes to the language learning context in China meanwhile promote cross-cultural interactions.

For myself, one important reason that I love teaching and English language itself is that it always has something brand new to me. With continuous teaching practices, I could experiment with different approaches and methods to teach more effectively with different students while with English language, I am able to constantly seek new perspectives and opportunities to communicate with the world and better understand the meaning of life using the language. Both of them encourage and sustain me to be a lifelong learner and self-explorer.

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Appendix A

Unit Plan

Course Information:	

Students of second year of high school

- Novice High Level in speaking /listening

- Intermediate Mid Level in reading/writing

Target Proficiency Level/Standards:

ACTFL – focus mostly on oral and listening skills, keep working on literacy skills

- Intermediate Mid Level in speaking/listening

- Intermediate Mid to High Level in reading/writing (Pre-Intermediate High level)

My Goals for Student Performance:

- Students can understand English as a tool for meaningful communication rather than a subject of tests.

- Students can interpret various kinds of messages from various media.

- Students can use English to express and present ideas to different audience for different purpose.

Global Can Dos	
Interpretive	- Students can easily understand straightforward information or interactions. - Students can understand a few details in ads, announcements, and other simple recordings.

	• Students can understand the main idea of and a few supporting facts about famous people and historic events.
Interpersonal	• Students can start, maintain, and end a conversation on a variety of familiar topics. • Students can talk about their daily activities and personal preference. • Students can exchange information about subjects of special interest to them.
Presentational	• Students can make a presentation on something they have learned or researched. • Students can write about an entertainment or social event. • Students can compose communications for public distribution.

Thematic units in the course:

1. Music
2. Plan
3. Culture events
4. Olympics
5. Commercials/Ads
6. Poetry

7. Travel
8. Time-travelling
9. Commercial/Ads
10. Blog
11. Horror film
12. Publication

Other important information about my student performance goals:

• Students can learn useful and in-depth knowledge from daily conversational topics even though their current language proficiency might not fulfill academic purpose.

> - Students can be more observant to authentic materials of language learning.

Unit Theme: Commercials/Ads

Time period, class meetings:

45 mins/period, 4 periods/week, 2 weeks (8 periods) on this unit

Other details about unit such as textbook, student preparation, etc.:

(No textbook is needed.)

Materials (temporary):

- Flyers of advertisements

- Super Bowl commercials Top 10

- History of Advertising: https://www.youtube.com/watch?v=b7c27ikbR20

- TV series clips: Mad Men

- Reading: History of commercials of Coca-Cola http://www.coca-colacompany.com/stories/coke-lore-slogans

  Commercial: https://www.youtube.com/watch?v=1VM2eLhvsSM

Students preparation:

- Students need to collejct advertisements from magazines, papers, mailbox, bus stations and bring the real flyers or pictures into class

- Students need to bring their laptops

KEY CAN DOS	1. Students can talk about their daily activities and personal preference.
	2. Students can understand a few details in ads, commercials, and other simple recordings.
	3. Students can make a presentation on something they have learned or researched.
	4. Students can write about an entertainment.
	5. Students can understand the main idea of and a few supporting facts about historic events.

How will the activities you plan prepare students for the Can Dos?

• Students can talk about when, where, what kind of ads/commercials they see in daily life.

• Students can give information about the content of ads/commercials they collected.

• Students can give reasons to their preference/dislikes of the ads/conmercials.

Can do • Students can talk about their daily activities and personal preference.

- Students can name what service/product is being offered in the video clips.

- Students can name the features of the product and target audience based on the video clips.

- Students can discuss the visual/sound effects of the video clips.

Can do
- Students can understand a few details in ads, commercials, and other simple recordings.

- Students can understand one piece of comercials in Mad Man.

- Students can inteprete the meaning of the slogan and the message it contains.

- Students can write a summary about the plot.

Can do
- Students can write about an entertainment.

- Students can read a short summary of the commercial history of a famous brand.

- Students can draw a timeline according to the reading.

- Students can understand how the commercials change with times.

Can do
- Students can understand the main idea of and a few supporting facts about historic events.

• Students can find a commercial that relavant to the popular elements under the times background.

• Students can research on the times when this commeicial is made.

• Students can analyze the elements and messages in the commercial based on their research.

Can do • Students can make a presentation on something they have learned or researched.

IPA

Authentic Text:

The History of Advertising https://www.youtube.com/watch?v=7d3VAYGnXjY

Interpretive Task

I. Key Word Recognition. Watch the video and describe the following words from the video in English based on the contexts and what you've learned so far

1) Billboard

2) Agency

3) Brand

4) Publicity

5) Advertising

6) Commercial

7) Budget

8) Consumer

II.   Main Idea(s). Using information from the video, provide the main idea of how

advertising changes through centuries. What are the big factors that influence such

changes in different time?

III.   Supporting Details.

1. Circle the letter of each detail that is mentioned in the video (not all are included!).

2. Write the information that is given in the article in the space provided next to the

detail below.

a) Printer -_____

b) Opera -_____

c) Flashy publicity events -_____

d) Television commercials - _____

e) Drama -_____

f) Brand selling - _____

g) Psychology - _____

h) Internet - _____

IV.   Organizational Features. How is this video organized? Choose all that apply and

explain briefly why you selected each organizational feature—what were the clues in

the video?

a) Problem-solution

b) Sequential (by the sequence of something happened)

c) Cause-effect

d) Descriptive

e) Compare-contrast

Justification from text: _____

V.   Guessing Meaning from Context. Based on this video, what the following three words

probably mean in English.

1) Pioneer – "pioneer the art of looking cool" _____

2) Tactics – "the tactics got less predictable" _____

3) Household – "among women when they do their household" _____

VI.   Inferences. "View and listen between the lines" to answer the following questions,

using all the information and clues (visual, texts) in the video

1) Why do you think the appearance of the internet helps booster advertising industry?

2) What is the meaning of "Kodak began selling their brand not just their products"?

VII.   Producer's Perspective. Select the perspective or point of view you think the producer of the video adopted as s/he made this video and justify your answer with information from the text in English.

a) The producer of this video analyze the scientific grounds that promote the development of advertising industry.

b) The producer of this video summarizes the big historical development of the advertising industry.

c) The producer of this video compare and contrast the influence of advertising on people's way of living in different times.

Justification from text: _____

VIII.   Comparing Cultural Perspectives. Answer the following question in English What are the cultural similarities and differences between the advertising in China and U.S? (You don't need to describe an entire industry or history, but elaborate with certain examples you see in daily life.)

IX.   Personal Reaction to the video. Using specific information from the video, describe your personal reaction to the video in English. Be sure to provide reasons that support your reaction.

Possible perspectives you can consider:

1) Influence of internet on modern advertising industry

2) Brand-building (how and why)

3) What do you think the future of advertising will be like?

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/ listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/ practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/ practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/ products to perspectives is superficial or lacking.

Evidence of Strengths: Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

Interpersonal Task

This video mentions several types of advertising, like print ads, billboards, radio commercials, TV commercials and internet commercials etc. Discuss with your partner about one piece of ads or commercial that impresses you so much that you eager to purchase it immediately and explain the reasons.

Make sure you include the following:

- What does the ads/commercial sell?

- What does it look like? (Show your partner the picture or video clips)

- How does it succeed in persuading you? What element in it that strikes you most?

- Are there any similarities or differences between the two pieces you and your partner choose? (optional)

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Has no real functional ability.
Text Type Quantity and organization of language discourse (continuum: word · phrase · sentence · connected sentences · paragraph · extended discourse)	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.
Communication Strategies Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication	Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing.	Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating.	Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication.	Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?	Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.	Is generally understood by those accustomed to interacting with non-natives.	Is generally understood by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.

Evidence of Strengths: Examples of Where You Could Improve:

Presentational Task

In this 1-min-long video, we can have a bird-eye view of how the advertising industry evolved throughout centuries. With the development of science and technology, society as well as people's life style, the forms and content of advertising keep refreshing. Sometimes, if we have a careful eye on the ads or commercials around us, we can notice some elements which reflects the themes of current times (people's life style, common values, technology development etc.). For example, in previous class, we talked about how the Coca-Cola commercials changed with times and how does the content of it echo with the current themes of that time.

Choose one piece of commercial/ads of the brand you are interested in, and make an 8-10 minutes presentation on what elements in it that reflect the theme of times.

Some elements you can consider:

- Does it reflect some sort of values that people at that time all share?
- Does it echo with people's current lifestyle?
- Does it suggest the influence of technology, science development on people's life?
- Does it take the elements or symbols from current events, news and issues (for example, Olympics, environmental protection, festivals, etc.)?

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks the speaker/ writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncompli-cated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal informa-tion related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombin-ing known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Has no real functional ability.
Text Type Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	Uses mostly connected sentences and some para-graph-like discourse.	Uses strings of sentences, with some complex sentenc-es (dependent clauses).	Uses simple sentences and some strings of sentences.	Uses some simple sentenc-es and memorized phrases.
Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	Presented in a clear and organized manner. Presen-tation illustrates originality, rich details, and an unex-pected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presen-tation illustrates originality and features rich details, visuals, and/or organiza-tion of the text to maintain audience's attention and/ or interest.	Presented in a clear and organized manner. Some effort to maintain audi-ence's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic interlocutors used to the language of non-natives? Can a native speaker unaccustomed to the speaking/ writing of non-natives understand this speaker/writer?	Is generally understood by those unaccustomed to the speaking/writing of non-na-tives, although interference from another language may be evident and gaps in comprehension may occur.	Is generally understood by those accustomed to the speaking/writing of non-natives.	Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required.	Is understood with occa-sional difficulty by those accustomed to the speak-ing/writing of non-natives, although additional effort may be required.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	Demonstrates significant quantity and quality of Intermediate-level lan-guage. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of In-termediate-level language. Accuracy and/or fluency decreases when attempt-ing to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when pro-ducing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with mem-orized language, including phrases. Accuracy de-creases when creating and trying to express personal meaning.

Evidence of Strengths:

Examples of Where You Could Improve:

Appendix B

Lesson Plan
Second Hour of Instruction

Second Day of the Unit: Lesson Overview

Teacher / School:	Wenna Li
Lesson Theme:	Commercials/Ads
Which "Can Do" statements for this unit will students be making progress on today?	- Students can understand a few details in ads - Students can analyze the elements and messages in the ads - Students can exchange information about a certain topic - Students can make a presentation on something they have learned or researched
Time:	45min
Materials Needed:	White board, laptops, vocabulary list of this unit, graphic organizer of ads evaluation sheet
Methodological Approach:	Task-based Instruction Content-based Instruction
What is this lesson's connection to other lessons in this unit?	A hand-on task to engage student in using the words and structure they learned to evaluate a piece of ads by themselves.

Second Hour of the Unit: Lesson Plan

Stage	Teacher Activity	Student Activity	Issues Anticipated	Time	Materials Used

1) Preparation the night before		Students review what they wrote in the vocabulary last time and add some new thoughts based on what they learned the first day of class.			Vocabulary list, Vocabulary Journal
2) Opening activity Retrieval Practice	What do I need if I want to make a commercial on my cell phone? What elements should be definitely included in this video so that I could sell it best?	Name and write down all the elements regarding to making a commercial to review the keys words of this unit	Students may talk around the "right" words, but teacher would clarify and name the words for them.	5min	White board, markers
3) Pre-Task	Explore the topic of print ads. And explain to students the objectives and content of the following task. Introduce to students the ads evaluation sheet **(See Appendix)** and the vocabulary list.\n\nTask: Work in group: Find two pieces of print ads online for the same product but from two different companies.	Students listen to the instructions and ask questions.		10min	Vocabulary list, ads evaluation sheet

	Evaluate and compare the effectiveness of advertising with the guidance of the ads evaluation sheet.				
4) Task	Teacher monitors.	Students work in group to search online and finish the sheet for later report.	Students may discussion in their native language.	10min	
5) Planning/Report	Planning: Teacher monitors. Report: Give feedback on each group. As a whole class, come up with the list of effective advertising techniques.	Planning: Students prepare to report to the whole class which one of the ads they found is more effective in advertising. Report: Groups report to the whole class. Whole class comes up with some effective advertising techniques.	Students may not identify every detail of the ads they find.	12min	

6) Analysis/Assessment	Give feedbacks on the overall performance on language focus (vocabulary, structures, presentational skills) Revisit the objectives of the task.	Students' self-reflection on their performance in completing the task.		6min	
7) Closing: CAT – Exit Ticket		Exit ticket What do you think is helpful? What do you think we might change next time?		2min	

Lesson 2 - Advertisement Evaluation Form

Product/Service Name:		
	Ads/Company 1	Ads/Company 2
What's the target audience?		
What does the advertisement say to the viewer? What lifestyles, values, opinions, and points of view are represented? (Pay attention to the difference between two ads)		
What techniques are used to attract a viewer's attention? (Ideas, imagery, print words, design…etc.)		

What makes you believe or unbelieve about what this ads trying to say? Why?		
Personal reaction: Anything else you specifically like or dislike about the ads?		

Appendix C

Case Study Final Report

Introduction to the Learner

For this case study, the participant I secured is a typical Chinese student who studies English as a non-native speaker in Chinese context. In most situations, English is more of a subject of examination than a media for communication before entering college. Under the pressure of the most significant test- College Entrance Examination (CEE), many teachers tend to teach English for passing the test with fixed curriculum rather than for the practical skills like reading and writing. Therefore, I chose one of these students as a typical example for this case to analyze her oral and written language, evaluate her speaking and writing skills under different contexts, probe into influential factors and finally, propose some suggestions for further development.

Janine is a 23-year-old Chinese girl, born and raised in Shanghai, one of the biggest and most developed cities in China. As most of Chinese students, her first language is Chinese with all of her family members speaking only Chinese and Shanghai dialect. Since Shanghai is one of the most important coastal cities with prosperous international economy, English has been regarded as a significant and useful media for people living here since early period of children's education. Under this circumstance, Janine began to learn English at a very early age. To be more specific, although the time when English appeared as a formal subject was in her first grade of elementary school, her first exposure to English alphabet took place during her kindergarten period, which was much more ahead of time than that of students from other regions. Since then, Janine took regular English class every day until she graduated from high school.

With regard for the English curriculum she had in school, since the great emphasis Shanghai has placed in English learning, as well as rich resources like foreign teachers, excellent teaching staff, modern teaching methods, students here have more opportunities to gain exposure to authentic learning environment. However, despite meaningful resources, it is undeniable that English education in Shanghai still progresses under the pressure of CEE, thus, English teaching and learning in school, especially in junior and senior high schools, is still test-oriented.

English test in China from junior to senior high school focus mainly on the grammar and vocabulary with basically four parts, including listening comprehension, grammar, reading comprehension and writing. Speaking is excluded from the test guideline. Therefore, Janine has little training in oral language. In terms of writing, the teaching instructions emphasize rigorous organization of presenting ideas and grammatical correctness. However, the effectiveness of English education still depends variably on teachers' own perspective in designing the instructions, even though first and foremost, shall not demonstrate interference with test preparation. During the high school years, one of Janine's English teacher indeed created a helpful classroom that encouraged practical use of English in various activities, greatly increasing her motivation in English learning.

After graduation from high school, due to the CEE result, she began her undergraduate study in a science-oriented school, majoring in industrial design. Since it is a major with much focus on physics and technologies, combined with school environment where liberal arts subjects receiving less attention, she gained almost none formal English instruction for four years in college. It is not until now did she began again to systematically practice English skills when preparing for the IELTS test. And she is planning to further study in an English-speaking country

next year, thus, more preparation targeting at using English in academic, especially in content-area context, is necessary for her.

Generally, Janine performs well throughout her academic years, especially in liberal arts subjects like Chinese, arts, history, and of course, English. She presents a good cognitive ability in comprehension, appreciation and meaningful outputs like speaking and writing in her mother tongue. For instance, she likes reading literature, news commentary etc., and had served in Journalists' organization in college years. Also, she shows an outstanding appreciation for arts and classic movies, all of which build upon her good learning ability. Besides, Janine has good conversational skills in her mother tongue in that she manages to make modifications to her speech according to contexts. This is due to her profound understanding of what is required or expected of in her response in different contexts, which serves as the precondition of meaningful conversation. The good cognitive ability might also contribute to her second language learning.

In terms of Janine's characteristics, she is a girl full of vigor and enthusiasm for language learning. She used to learn to speak British English accent by imitating the speaking pattern in English TV series Downtown Abbey. And she also took part in dubbing for English film. All of these activities concerning English language ignite her passion for being an active self-learner, which to some extent, creating more possibilities in making improvements in English acquisition in the future.

Analysis of Oral and Written Language Abilities

In this section, I'll make an analysis on Janine's speaking and writing skills in four aspects, including phonology, semantics, grammar and pragmatics, basing on four oral language transcripts and five written language samples that I collected throughout several meetings. The contexts of these conversations and writing include both formal, cognitively demanding situations and casual, low-anxiety situations. Therefore, a comprehensive interpretation and evaluation on her English language skills could be made.

Phonology

For interpretation of Janine's phonological skills, I'll focus mainly on a casual conversation between us about her recent trip. Basing on the oral transcript and audio sample, it could be found that generally, Janine shows good pronunciation skills and minimal accent effect in oral language with occasional lapses and repetitions that don't interfere with intelligibility. However, she needs improvement in stress and intonation patterns as well as fluency and coherence of speech, especially in academic contexts.

In terms of pronunciation, Janine pronounces most words with precision and shows a good control of most segmental features like vowels and consonants, but needs improvement with certain vowels, consonants and ending sounds of words. First, she has some problems in marking the difference between some similar vowels, and tends to mispronounce one for another, for example,

/æ/	Travelled /ˈtrævəld/ → /ɛ/	/ɒ/	Walk / wɑk/ → /ɔː/
/ɛ/	Excellent /ˈɛksələnt/ → /æ/	/ iː/	Beach /biːʧ/ → /ɪ/

This is common among Chinese students because in the Chinese language, there's only one unique sound for each character but with different tones. However, in English, there's nuance in the shape of mouth and length of sound when pronouncing a single vowel. Therefore, Janine has a tendency to categorize them into one sound or has difficulties in distinguishing each of them, especially during conversations when not much attention is paid to pronunciation. It would indicate the influence of first language in developing second language in the phonological aspect. We could partly attribute this pronunciation error to the first language. Besides, it also explains the mispronouncing of ending sound because in Chinese each word has just one sound, with neither beginning nor ending. For example, she usually stresses and prolongs the ending /d/ sound of the word "and" and some definite articles, but it could probably be an indicator to her thinking and does not influence her generally good performance.

Besides, Janine sustains awareness in intonation and stress. For instance, when describing the blue sky and delicious foods during her trip, she is expressive with various pitches to indicate either enthusiasm or disappointment. Also, she pays special attention to stressing the key words in every sentence, which makes it effortless for listener to follow even though there are still some inappropriate intonations which sounds like a little unnatural. For example, in the sentence "it's quite **modern** …people are quite **friendly**…everything is just very **ordered**." It is easy to grab the key points that the city is "modern, friendly and ordered". But in "…I think it's a very nice city", there is an inappropriate rise tone for a conclusion.

Besides, in fluency and coherence aspects, she basically maintains flow of speech but uses repetition, self-correction and hesitance to search for the correct manners of expression. For instance, she tends to over-use many filler words like "and" "ah" "then", causing many pauses in her speech. Also, she lacks in variability of connectives except for some simple ones like "then",

"so", indicating her difficulty in producing complex sentences. But in general, most of the lapses and hesitation don't interfere with intelligibility of her thoughts.

Semantics

In terms of semantics, it should be first noticed that the difference in context will likely exert a critical influence in analyzing semantics because word choice varies in cognitively demanding situations or low-anxiety ones. Therefore, to give a comprehensive evaluation of Janine's semantic knowledge, this analysis will respectively focus on both academic and casual contexts in her speaking and writing skills. In terms of causal context, it includes a personal diary and again, a conversation about her trip. In terms of academic context, it contains an argument as regard to evaluating a theory as well as an issue topic concerning a general phenomenon. By comparing her performance in different styles of contexts and in different forms of output, I could make a comprehensive interpretation on her semantic knowledge in three aspects, including lexical diversity, word accuracy and word style.

Overall, Janine has a higher lexical diversity but more difficulties in word accuracy in writing than speaking in both contexts. Besides, despite some word misusage, she shows awareness in differentiating word style in different contexts but lacks expanded academic vocabulary, which to some extent, interferes with her functioning on a more academic level. Janine's performance of semantics in casual and academic contexts is presented as followed,

Casual Context	Lexical Diversity (%)	Reading Ease (Readability)
Conversation	37.71	83.50
Diary	69.94	73.50

Academic Context	Lexical Diversity (%)	Reading Ease (Readability)

Issue Topic	45.54	63.20
Argument (written)	56.84	46.10

Note: Reading Ease test, the higher the score is, the easier to read the material is.

Compared with oral discourse, Janie tends to use more words that are unique and contain more shades of meaning in written language. For example, in conversation, to indicate the meaning of "good experience", she repetitively uses the adjective form word "best" while, in her diary, she is inclined to use more noun form words like "aspiration" "enterprise" and "cheer" to elaborate feelings with details. Similarly, to express a sense of depression, rather than simply use the word "pity", she tries to visualize it with words like "trapped" "occupied" and "gambling", making the expressions subtle and infectious. On the other hand, she tends to repeat simple words in orally describing problems or eliciting opinions on issue topic, like "think" "should" "good" and "bad". In written argument, more complicated words appear, like "reveal" "prove" "contradictory" and "promote". The discrepancy in lexical diversity is partly due to the variation of length of time available for thinking. Written form of output allows for more time to come up with specific words while oral form of output featuring as instantaneous discourse.

Despite the higher lexical diversity in her written language, it contains more inaccurate word usage in contrast with oral discourse. If examined carefully, these inaccuracies could be classified into the following situations. First, she sometimes simply equates words that look alike as containing same meaning, like "programme" and "program", "specially" and "especially". She also makes mistakes in verb-noun matching, like incorrectly forms the phrases "achieve potential" and "receive marriage". Another situation is that she simply matches word meaning in English with that of Chinese, regardless of some subtle difference in English context, like the

phrase "superior ability". In Chinese, the word "superior" contains a rough meaning to "better" while in English, it specifically means high quality, high in rank or feeling more important than others, which is not usually used in describing ability.

Concerning the word style in different contexts, Janine pays special attention to differentiating word choice in casual or academic topics (as reflected in Readability score) but still needs improvement. She generally sustains a free and informal word style with words describing personal feelings and experiences while keeping some formal tone in academic topic with conjunction words indicating inner logic within sentences. But sometimes the words like "good" or "bad thing" still seem a little informal, suggesting Janine's lack of productive oral vocabulary (Peregoy & Boyle, 2013) in academic field, which means she could recognize and understand some words but fail to use it when speaking.

Grammar

For evaluation of Janine's grammatical knowledge, this analysis will be based on both oral and written language samples (200+words) in morphological and syntactical aspects. Particularly, contrast will be made between different forms of output (speaking and writing). For oral utterances, I will focus on a narrative task of retelling a movie story while for written words, an argumentation concerning an issue topic will be included.

Overall, Janine demonstrates her basically solid knowledge in grammatical area despite some errors that do not interfere with intelligibility. She presents strength in morphological diversity in giving meaningful output but needs improvement in sustaining proper tense and forms of words. Syntactically, she shows good ability in word order, sentence structure and basic cohesive linking devices for grammatical function but needs further development specially in using devices to reveal logical relation.

Morphological Ability: Regarded as a reliable guide to evaluate the acquisition of morphological knowledge, Mean Length of Utterance (MLU) is calculated here to reflect Janine's mastery of grammatical morphemes. In terms of oral utterance, the 230-word transcript of the spontaneous speech contains 251 morphemes in 16 sentences, so her MLU is 251 divided by 17, which is 10.91. In terms of a 203-word written sample, 210 morphemes are contained in 11 sentences, thus indicating her MLU is 14.93. Both scores are relatively high.

Regarding the free morphemes, apart from various content words, Janine utilized various grammatical functional words like prepositions, conjunctions and determiners. For bound morphemes, she used different inflectional suffixes to create a variant form of a word in order to signal grammatical information. For example, when narrating the movie story, "-ed" was added at the end of verbs like "moved" and "controlled" to indicate a past tense while in a phrase like "is not just combined with", the ending "-ed" of "combined" is to signal passive voice. Another example is the "-s" attached to nouns like "friends" and "challenges", which means the utterances are about several countable entities. In this case, Janine sustains a flexible application of the same endings to signal different functions. Besides, she also used many derivational suffixes to create one word from another like adding "-less" onto "count" to form "countless", thus changing the verb to an adjective. Likewise, "-ship" was attached to "relation" to create the new word "relationship".

However, Janine needs improvement in sustaining the correct tense within narration. For example, she unconsciously struggled with differentiating past tense and present tense when retelling a story. Besides, the classification of countable and uncountable nouns could be another obstacle to her. For the countable nouns like "suggestion", "stuff" and "obstacle", she did not add "-s" when indicating the plural form.

Syntactic Ability: In both contexts, Janine generally managed to arrange words in proper grammatical order. For example, the most common one is Subject + Verb+ Object order. What's more, she could use the correct word order to indicate certain meaning like describing "who did what to whom" in the passive voice. Besides, she seldom formed incomplete sentences and could basically include subject and predicate, despite some mistakes. And most of her errors took place due to her difficulty in classifying part-of-speech. For example, in the sentence "people against the illegal organization", she missed the predicate verb "be" before "against" because she might misuse "against" as a verb rather than an adjective. Besides, most incompleteness in sentences specifically emerged in oral utterances, which could be attributed to her difficulty in searching for appropriate expressions, so she just gave up and began another sentence.

In terms of cohesive devices, she showed some intentional usage of logical linking devices in eliciting opinions. For example, she used phrases like "That is to say" to indicate reformulation and "On the other hand" to begin a critical perspective. However, her lack of such expressions in narrative utterances was also apparent, which means that she somewhat lacks in various linking devices when describing incidents. As she did in retelling the plot, she tended to merely use "and" to link the entire course of the story. But she did well in grammatical devices, like using the pronominal form "Such contradictory statement…" to replace the previous sentence. Also, for lexical devices, she utilized different expressions to avoid repetition like using "cause" and "is the result of" to infer causal relationships.

In comparing oral and written outputs, her performance reflects the relatively better mastery of grammar in written than oral language. Morphologically, the higher MLU score in writing suggests that she tends to express more ideas per sentences when writing. But the higher scores could also be partly influenced by her inclination to use more long sentences in writing,

thus leading to the reduction of divisor. Syntactically, she shows more intentional and functional usage of cohesive devices in writing for argumentation than narrative speaking which she lacks practice before. Besides, although the incompleteness of sentences happened relatively more frequently in speaking, it could be rather attributed to a fluency problem.

Pragmatics

In this analysis for pragmatics, I will respectively focus on two conversations with Janine in both casual and academic contexts. The first one is a mundane conversation concerning a trip she took last year and the other one is a presentation-like speech on introducing her newly-designed product (she is a graduate of industrial design program.). Both of these conversations took place via FaceTime and I will evaluate her pragmatics knowledge through face-to-face oral utterances.

The analysis will theoretically base on context types and Grice's Maxims (Grice, 1975). Generally, Janine's utterances were influenced by three context types, including linguistic context, situational context and social context. In terms of Grice's Maxims, Janine basically adhered to maxims of quality and relevance but needs improvements in maxims of quantity and manner. Specifically, her adherence to relevance and quality reflects her desire to communicate with people and make her speech as informative as possible (Ninio & Snow, 1999). However, in casual conversations, such desire may lead to excessiveness of words. In academic context, despite her great endeavor, the lack of certain academic expressions for explanation and elaboration causes some obscurity.

In both conversations, the meanings of Janine's utterances varied from different types of contexts. First, what she said was linguistically influenced by the precedent utterances, whether said by me or herself, which went through almost her entire discourses. For example, in the

conversation about the trip, after I offered perspectives like scenery and food in order to elicit

more concrete description of her trip, she talked in detailed about the sights she viewed in both

city and country, mountain and coastlines, as well as the traditional foods in night markets.

Likewise, in the other conversation, since I asked her to give elaboration on the inspiration and

principle in designing this project, she frame the introduction to the work by these two points. In

this case, what she said was to some extent driven by topics and preceded particular utterances.

In addition, sometimes Janine's words contain situational information that allows me to

make inference on account of our shared knowledge even though she did not mention it

purposefully. For example, when she said "Taipei it's a modern city …you can see…ah…it's

just quite like Shanghai…", I could generally infer that Taipei is a city with ordered urban

planning and fast-paced lifestyle without additional description because we share the common

sense about what Shanghai (our hometown) looks like. Thus, I could easily make inference about

what Taipei looks like in comparison with Shanghai.

As regard to social context, since Janine and I are friends, the social relationship between

us is almost equal. Thus, we basically talked in casual style without some certain modification of

language due to the discrepancy in social position. For example, after discussing traditional

foods in the trip, I felt free to kidding about weight she gained after coming back, and she would

not feel embarrassed or annoyed but rather make fun of herself as a fatter girl. The entire

conversation progressed with laughter and joy. Even for the second speech regarding a project,

Janine talked just like presenting the project to a friend without using too abstract vocabulary.

In terms of Grice's Maxims, Janine basically adhered to maxims of quality and relevance

but needs improvements in maxims of quantity and manner. Generally, she always gave

evidence to back up her ideas. For example, she described the city Hualian as very natural, and

then sustained her point in giving detailed description like "blue sky" "green trees" and "mountain roads". Likewise, when explaining where she got inspiration of her design, she elaborated with facts and authentic feelings of commuting experience, which made much sense to me. In addition, what she talked about was closely related to the topics and precedent utterance, barely being off the track or shifting topics randomly.

However, she has tendency in violating the Maxims of quantity and manner sometimes. For example, when I asked "how was the trip like", she tried to express the meaning of "good", but she actually contributed too much about why they chose Taiwan as destination, which seemed to be too much than is required. Another example is when she showed her appreciation of the blue sky there, without detailed description, she just repeatedly said the phrase "quite blue sky", making parts of her utterances less informative. On the other hand, she used expressions that would cause some ambiguity, especially in introducing the project. For example, she just said that newly-constructed handrail with DNA structure will solve the difficulty of holding it when the carriage is full but failed to give concrete explanation. It seemed to be obscure and less orderly to audience who know nothing about DNA structure and its principle.

Assessment of the Learner's Current Stage of Second Language Acquisition

and Theoretical Framework

Overall Assessment

In this section, I'll give an overall assessment of Janine's current stage of Second Language Acquisition respectively in English speaking and writing skills. Moreover, I'll specifically attend to her academic language acquisition.

In terms of speaking skills, generally, Janine shows good comprehension and communicational skills in daily conversations. She can communicate thoughts more completely and initiate conversations in casual contexts but lacks in expanded vocabulary and complex grammatical structures in academic situations. Besides, she performs well in describing, telling and comparing but needs further improvement in producing connected narrative and some higher level utterances functioning as evaluation and explanation. Therefore, referring to the Language Acquisition Chart, she could be classified as much beyond low intermediate level but having not yet reached the high intermediate fluency level, which, in other words, Academic Language Stage.

Another meaningful standard that may help us understand Janine's English language development is IELTS Speaking assessment criteria (see Appendix I). Since Janine is preparing for her IELTS test at present, it serves as a useful reference for evaluating her speaking skills. It divides assessment criteria into four parts, including fluency and coherence, lexical resources, grammatical range and accuracy, pronunciation. Basing on the oral transcripts, in both casual and academic contexts, Janine shows her willingness to speak at length despite some lapses, repetition and self-correction that do not interfere with intelligibility. She has intentional usage of connectives and linking devices but sometimes inappropriately or repetitively. In terms of

grammar, she uses both simple and complex sentences but with limited variability and flexibility. And the grammatical errors she made rarely cause comprehension problems. For phonological aspects, she shows some effective use of pronunciation features but is not sustained in some certain sounds like vowels and ending sounds but her discourses could be generally understood throughout. On the basis of the previous analysis, according to IELTS assessment criteria, Janine could be classified to the level of score 6. And the actual score of speaking section for her IELTS test last month was also 6, which adding credibility to this standard.

In terms of writing skills, I'll make evaluation on the basis of her writing samples that involve different types or genre first with reference to Writing Traits Matrix (Peregoy & Boyle, 2013). Since Janine manages to write at length, following standard organization for different genre such as narration, diary and argumentation. She makes minor grammatical mistakes but needs improvement in flexible word choice in expressing finer shades of meaning. Besides, she has better performance in sentence variety but still needs to be further refined. Basing on these analysis, since she generally outperforms those of intermediate level in fluency and organization categories but still not reach the Advanced Level like native writers in grammar, vocabulary and genre parts, her writing skills may fall into between Intermediate Level and Advanced Level.

If we further examine certain elements of good writing (Peregoy & Boyle, 2013), including lead, focus, voice, show not tell and ending, we may have a better understanding of her writing skill specifically. Overall, she chooses a single focus of each of her pieces of writing and keeps as relevant as possible. Also, the voice in her writing remains consistent throughout a piece, being expressive and authentic, despite some unnatural or awkward expressions. And she frequently utilizes examples and descriptions to present her ideas rather than just make flat statements.

Another crucial element of her language skills assessment is academic language acquisition, which is reflected in those oral and written language samples taking place in academic context. For evaluation of her academic language skills, WIDA Standards for Features of Academic Language serves as a reference (see Appendix II). According to it, in word level, Janine uses some specific and technical vocabulary but not sufficient to give a full explanation. In sentence level, she uses various sentence and grammatical structures in writing more than in speaking, but she needs improvement in using formulaic and idiomatic expressions as well as flowing ideas at fluency level in both forms of output. In discourse level, she tends to write and speak in length with high density but sometimes lacks coherence and cohesion of ideas especially in oral utterances.

Theoretical Framework

There are many influential factors that contribute to how well a learner acquire a second language, including one's native language, the time and age of learning, as well as one's motivation and learning context (Mihalicek & Wilson, 2011). For better understanding of these factors that have impact on Janine's English language skills, in this section, I'll give further illustration with most crucial theoretical frameworks that informs my analysis, with focus respectively on the four elements of language, including phonology, semantics, grammar and pragmatics.

1. **Language Transfer & Contrastive Hypothesis**

First, Janine's native language plays an important role in that having learned Chinese influences the subsequent learning of English, which is called language transfer (Mihalicek & Wilson, 2011). However, this transfer could be positive or negative. For example, Janine's learning of Chinese facilitates her understanding of word meaning efficiently because she could

refer to the Chinese equivalents to new English vocabulary. Nevertheless, sometimes Chinese

equivalents may not reflect finer and subtler shades of meaning of words, thus leading to her

inaccuracy of word usage in English context. Likewise, having already known about Chinese

grammatical rules is beneficial to mapping English grammar to it, but the fossilization of some

native-forms as part of morphology and syntax remains fixed despite years of instruction

(Mihalicek & Wilson, 2011) like adding "s" to indicate plural forms. This phenomenon

influences her phonological skills, especially in pronunciation part, which could also be

explained by Contrastive Analysis Hypothesis (Dulay & Burt, 1974). Basing on this hypothesis,

some of her difficulties in grammatical and phonological areas are predictable in her English

language learning. In terms of pragmatics, her learning of Chinese build upon her knowledge of

how language works in different contexts and for different communicative goals.

2. **Critical Period Hypothesis & Interaction Hypothesis**

The term Critical Period describes a period of time when a behavior must be acquired. In

language acquisition, this critical period is assumed to extend from birth to puberty, which means

children should be exposed to this language during this time if they want to achieve language

competence in second language. However, what should be noticed is that the influence of critical

period varies among different elements of language (Mihalicek & Wilson, 2011). To be specific,

phonological and grammatical knowledge will be incrementally increase between birth and age 5

or 6, while developmental increases of semantics will not be influenced by the critical period,

and will still occur after that (Byrnes &Wasik, 2009).

In the case of Janine, when tracing back to her generally good pronunciation and minimal

accent effect, the Age of Exposure (Baker, 2008) to English plays a role. According to her

English learning experience, she was exposed to English at the age of 6 (before 12), the critical

period when phonological knowledge of second language is being added and refined (Mihalicek & Wilson, 2011). In grammatical area, she began to learn English grammar as early as she did in phonology, and kept adding onto grammatical rules in later school years. Since grammar plays an important role in English learning and examination in Chinese context, intentional exposure and great emphasis on grammar memorization may strengthen her grammatical knowledge. And in terms of her semantic knowledge, the early exposure to English seems to have less positive influence. Therefore, the increase in word meaning and vocabulary mainly occur more in quantity than quality.

Likewise, combined with Critical Period Hypothesis, her good pronunciation could also be explained referring to Interaction Hypothesis (Flege, 1992). According to Flege, the influence of first language and second language interaction depends on the age when second language is learned. When in childhood, second language phonetic system is less likely to be treated as a variant of the first language (Baker, 2008), so children tend to regard them as separated. Since Janine began to be exposed to English language at an early age, she would be less influenced by Chinese language phonetic system, thus developing a good production in second language sound.

3. **Other factors**

Apart from native language and learning critical period, there are some other factors that also contribute to Janine's English language skills. The first one is motivation which means whether a learner is self-motivated to achieve fluency level of second language. Janine's generally good conversational skills and willingness to speak at length, according to her, could be partly attributed to her prior English learning experience. She participated in many English activities like drama performance, songs and films during high school years when conversational skill increases occur (Byrnes & Wasik, 2009). Such activities provide scaffolding for oral

language development, and various comprehensible inputs facilitate communication under a low-anxiety environment (Krashen, 1982).

Another factor is the context in which a learner learns a second language and amount of exposure to this language (Mihalicek & Wilson, 2011). Throughout the academic years, Janine learns English in a non-native context with English serving as just a subject for exam. Moreover, she is never exposed to instruction in English language, let alone native-speakers of English. The limited time for English class every day and every week prohibits her development in native-like fluency, especially in intonation and stress, which rely mostly on authentic speech accent.

Instructional Plan

Tracing back to Janine's previous English language learning experience, her process of learning was formal and conscious study of language forms and functions taught explicitly in foreign language classrooms. According to the Acquisition/Learning Hypothesis (Krashen, 1982), such language learning could not be considered to be language acquisition, which occurs when target language is used in meaningful interactions with no particular attention to form. Therefore, this section will focus on how to further acquire English that is available for natural and authentic language use.

On the basis of the analysis of Janine's English language ability at present, I'll make a specific instructional plan for her, attending to four main elements of English language (phonology, semantics, grammar and pragmatics). It will also include the methods for further development of overall speaking and writing skills to facilitate her future learning in an English-speaking country. And specifically, the instructional plan will be combined with her characteristics and future learning contexts.

Phonology/Semantics/Grammar/Pragmatics

Since Janine has a generally good performance in pronunciation but has difficulties in speak with fluency and appropriate intonation, stress and sentence rhythm, instructions will mostly target at the later parts. For further improvement, Janine should be exposed to some authentic listening materials spoken by native speakers, and then imitate the speaking pattern, which could meanwhile help improvement in more appropriate conducting of stress and intonation in word and sentence level. Besides, for oral practice, she could make self-recording and then listen to it, paying purposeful attention to the precision of certain vowels and avoidance of filter words to make self-correction, thus improving fluency and pronunciation gradually.

Since Janine has a high lexical diversity but needs improvement in finer and subtler shades of meaning of words, as a self-learner, she should refer to some authentic learning tools. For example, when facing some new vocabulary, she could use Monolingual, Language Learner Dictionary which provides authentic meanings of words explained in English. At the same time, she could meanwhile get familiar with high-frequency words and expressions when reading the definition (Peregoy & Boyle, 2013), thus reducing the mapping process of new language on L1 in semantics. Also, she could first guess the meaning of new words by the contexts before referring to dictionary, which helps learning word meaning in actual situations. This, to some extent, strengthens the comprehension of certain words bearing subtle meanings.

Due to systematic instruction with special focus on grammar during previous English learning years, Janine has had a basically profound knowledge in grammatical area except for some common errors in morphology and syntax. For further improvement in morphology, what she needs is more targeted practice like narration, and pay purposeful attention to tense and word form in spontaneous speech. For syntactical skills, she could make classification of cohesive devices basing on different logical functions, and then create contexts to practice on every class, like describing a process with the group indicating enumeration. This helps enrich her own productive glossary for linking sentences logically.

For improvement in controlling quantity of speech, Janine should have timed oral practice with certain topic, thus avoiding excessiveness. Besides, since social interaction plays its role in language acquisition (Mihalicek & Wilson, 2011), Janine should be more exposed to various contexts for further and deeper comprehension of contextual-based meaning of language.

Speaking and Writing in Academic Context

Since Janine is preparing for further study in an English-speaking country in the future, her academic language skill is a critical area that requires specific attention. She seldom receives academic language training during previous schooling years, except the preparation for IELTS, but academic language proficiency takes at least five to seven years to develop (Cummins, 1979). Therefore, it is more difficult for her to develop academic language currently without special extra-training. Basing on this circumstance, I'll give instructional recommendations on improving Janine's academic language skills in word, phrase and discourse levels.

At the word level, academic language includes general academic terms, specific content-area words, special connectors as well as qualifiers and hedges (Peregoy & Boyle, 2013). Janine could make her own glossary of terms and content-area words regarding to her major and turning them from receptive vocabulary to productive vocabulary with intentional use of them to create sentence. Likewise, she could create certain contexts to use special connectors that showing relationship among ideas and indicating logic and sequence. The same as to qualifiers and hedges that soften a claim to avoid extremity, such as might, generally, probably.

At phrase and sentence level, particular grammatical structures are critical to forming long and complex sentences, which serve as one of main characteristics of academic tone. Janine could revise and edit the pieces of writing she did for class or IELTS writing test preparation, examining the use of particular grammatical structures to see if there are any illogical or inappropriate expressions. For example, could these two sentences be combined with dependent clause to better indicate the inner logic? Or, would the sentence sound more impersonal if changed into passive voice? This process of review and revise practice Janine's intentional usage

of some certain grammatical structures to better clarify her ideas with order and sustain a more formal tone in academic contexts.

At discourse level, more practice in various expository structures for the organization and presentation of ideas should be conducted. These structures serve to explain, compare and contrast, persuade, show cause and effect, or delineate a procedure (Peregoy & Boyle, 2013). With regard to her major, for example, she could practice in elaboration of design principles and rationales with orderly logic. Or, just like what she did in writing sample 5 and speaking sample 4, she could imitate a presentation of a project she designed. Such kinds of practice are critical and common to her future study abroad.

Moreover, Janine should learn more background knowledge of her major due to its significant role in academic language development. With the increasing of background knowledge, she would grow in the ability to grapple with more complex subject matter, preparing her for more advanced study in her major (Peregoy & Boyle, 2013). Besides, it will contribute to more exposure to academic words, sentence and discourse structures at the same time, as supplementary resources to herself practice.

Critical Reflection

This is the first case study I did targeting at an English language learner, typical of which I'll work together with in the future under the Chinese background. From this case, during the process of collecting writing and oral samples as well as the later analysis, I've learned something valuable which not only bring in more reflection and insights regarding language learning, but also enlightenments and confidence in future language teaching.

First, this case study systematically helps me gain a basic but comprehensive knowledge of SLA theoretical frameworks. Although I've learned about some of them before, but the case study provides me with a good opportunity to put them into practice, as references to analyze language ability of an actual second language speaker. I managed to crack into every element of language and analyze the influential factors with theoretical basis, which is informative for my future analysis and evaluation of one's language ability.

Specifically, this case study gives me a more valid methodology in considering one's language learning development. I learned much profound knowledge regarding to the sociocultural factors that play their role in one's language ability cognitive background, learner characteristics, linguistic background, etc., most of which are those I used to tend to neglect. In addition, I learn how to effectively elicit various types of language outputs in different contexts from an English learner so that an in-depth analysis and reliable assessment could be made. And thus, I could give more concrete and targeted instructional recommendations to help further improve her language ability.

Secondly, this case study presents to me the importance of noticing one's strengths in language learning. Before conducting this study, I used to focus more on one's drawbacks because they are so noticeable to find out and easy to crack into. However, through this case

study, when I probe into each element of language performance, I made great efforts in giving credits to the areas the participant did well. And surprisingly, the result of the assessment of her language ability is far more beyond my expectation, which means that she outperformed the level in which I used to regard her may fall into. This is indeed very impressive to me and leads me to further reflect on some misconceptions I held before when evaluating one's language ability. Moreover, I learned that the strengths will also contribute to an effective instructional plan. Therefore, I think I tend be more considerate in the future working with language learners.

In conclusion, this case study serves as a valuable experience in understanding ELL students' language performance, which I believe, the precondition of being a good language teacher. Besides, it endows me more confidence in both myself and my future students when working together.

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Appendix I

IELTS Speaking assessment criteria (band descriptors – public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• Speaks fluently with only rare repetition or self correction; any hesitation is content-related rather than to find words or grammar • Speaks coherently with fully appropriate cohesive features • Develops topics fully and appropriately	• Uses vocabulary with full flexibility and precision in all topics • Uses idiomatic language naturally and accurately	• Uses a full range of structures naturally and appropriately • Produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• Uses a full range of pronunciation features with precision and subtlety • Sustains flexible use of features throughout • Is effortless to understand
8	• Speaks fluently with only occasional repetition or self-correction; hesitation is usually content related and only rarely to search for language • Develops topics coherently and appropriately	• Uses a wide vocabulary resource readily and flexibly to convey precise meaning • Uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • Uses paraphrase effectively as required	• Uses a wide range of structures flexibly • Produces a majority of error-free sentences with only very occasional inappropriacies or basic/unsystematic errors	• Uses a wide range of pronunciation features • Sustains flexible use of features, with only occasional lapses • Is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• Speaks at length without noticeable effort or loss of coherence • May demonstrate language-related hesitation at times, or some repetition and/or self-correction • Uses a range of connectives and discourse markers with some flexibility	• Uses vocabulary resource flexibly to discuss a variety of topics • Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • Uses paraphrase effectively	• Uses a range of complex structures with some flexibility • Frequently produces error-free sentences, though some grammatical mistakes persist	• Shows all the positive features of band 6 and some, but not all, of the positive features of band 8
6	• Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • Uses a range of connectives and discourse markers but not always appropriately	• Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • Generally paraphrases successfully	• Uses a mix of simple and complex structures, but with limited flexibility • May make frequent mistakes with complex structures, though these rarely cause comprehension problems	• Uses a range of pronunciation features with mixed control • Shows some effective use of features but this is not sustained • Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • May over-use certain connectives and discourse markers • Produces simple speech fluently, but more complex communication causes fluency problems	• Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • Attempts to use paraphrase but with mixed success	• Produces basic sentence forms with reasonable accuracy • Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• Shows all the positive features of band 4 and some, but not all, of the positive features of band 6
4	• Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • Rarely attempts paraphrase	• Produces basic sentence forms and some correct simple sentences but subordinate structures are rare • Errors are frequent and may lead to misunderstanding	• Uses a limited range of pronunciation features • Attempts to control features but lapses are frequent • Mispronunciations are frequent and cause some difficulty for the listener
3	• Speaks with long pauses • Has limited ability to link simple sentences • Gives only simple responses and is frequently unable to convey basic message	• Uses simple vocabulary to convey personal information • Has insufficient vocabulary for less familiar topics	• Attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • Makes numerous errors except in memorised expressions	• Shows some of the features of band 2 and some, but not all, of the positive features of band 4
2	• Pauses lengthily before most words • Little communication possible	• Only produces isolated words or memorised utterances	• Cannot produce basic sentence forms	• Speech is often unintelligible
1	• No communication possible • No rateable language			
0	• Does not attend			

Appendix II

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	**Linguistic Complexity** *(Quantity and variety of oral and written text in communication)*	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	**Language Forms and Conventions** *(Types, array, and use of language structures in communication)*	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	**Vocabulary Usage** *(Specificity of word or phrase choice in communication)*	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA CONSORTIUM

Appendix D

Experience Paper

Community Description

Nolensville Pike, now considered to be the "international corridor" in Nashville (Alfs, 2014), has witnessed the historically prosperous development of Latino and Hispanic immigrant community in this region during the past two decades. Founded in 2012 by Conexión Américas, the leading force in assisting Latino and Hispanic families in Middle Tennessee since 2002, the community center called Casa Azafrán is also located in this area. It helps revitalize surrounding neighborhoods in this "Nashville's most ethnically diverse district" ("About Casa Azafrán", n.d.). Various services welcoming immigrants are provided there, ranging from health, finance, education and legal consultancy, exerting critical influence on creating an inclusive and ideal places for these newly-settled people. During the field trip, we found that along the street stand the retailors, restaurants and service shops owned by Hispanic and Latino immigrants. The joint effort of organizations serving immigrants leads to the prosperity in international business and the growth of community from a small minority to the "rich culturally and commercially" area (Alfs, 2014). And these newcomers bring with them diverse cultures and language resources like Spanish and Arabic, invigorating the local areas with multicultural and multilinguistic exchange.

Community Literacies and Artifacts in Classroom Implementation

Community literacies and artifacts could be regarded as meaningful resources in collecting funds of knowledge (Moll, 1992) due to their intimate association with daily life of immigrants. The classroom implementation of such materials is a meaningful way for teacher to attend to students' diverse cultural background as well as linguistic experience. Therefore, the incorporation of community literacies and artifacts in my class will target at these two aspects.

Community literacies reflects some certain features in "cultural capitol" that all students bring with them (Risko & Walker-Dahlhouse, 2012). For example, when visiting Casa Azafrán, we saw many paintings, artworks and decorative patterns in its art gallery. Some of them are made by immigrant families like the painting in Figure 1 (in Appendix), of which the unique patterns and bold color usage may present Arabic art style. Another one is the colorful hanging decorative ropes in Figure 2, seemingly represent African or Latino features. After collecting such samples, students would be encouraged to introduce them to their peers about the meanings of these artistic features or the purpose of making them, which are unknown to others. Likewise, during the visit to an Indian grocery store on Nolensville Pike, we found a great variety of seasonings and sauces, each of which functioning differently in cooking. It might be fascinating to both teachers and students hearing from Indian students about instruction in using them. And the poster in Figure 3 seems to be a notice to DIWALI celebration, known as "Festival of Lights" in Hindu. Students could learn the origin of it as well as some cultural significance in it. All of these kinds of things reflects more or less the cultural realities of our students, help building on their prior knowledge (Jimenez, Smith & Teague, 2009). Moreover, the exchange of ideas among students from the same community adds to their familiarity with each other, adding to sense of belonging and empathy in living in a new place. In this case, embracing these resources demonstrates the action-driven culturally responsive caring for them (Gay, 2010).

On the other hand, community literacies contain language use in everyday context, having documented the rich repertoires of literate practices that people engage in during their everyday life (Martínez, 2008). Therefore, community literacies serve as accessible learning content to students and would be beneficial to improve their language practice in real world. For example, students could work in groups and translate the posters written in English into their

native language and then address it to class. Teachers, as well as peer students could produce

comparative text to see if there's any variation in interpretation and make comparison between

two language systems. During this process, student would "negotiate the linguistic and pragmatic

choices for creating best translation" (Jimenez, Smith & Teague, 2009). The codeswitch on both

language may lead to better comprehension and cognitive benefits (Martínez, 2008). In addition,

students could first sort the samples by purpose or domain and then analyze the key elements in

creating texts for different purposes. Then, they could try to make their own texts. This activity

gives them practice in writing for a variety of purposes, adapting language according to contexts.

Teacher's mechanism and challenges to becoming familiar with community

As the core implementer of class activity, teachers should apply the principle of

educational equity, being responsive to the linguistic and cultural diversity among immigrant

students (de Jong, 2010). Therefore, they should also spend time becoming familiar with local

community and identifying the community literacies that would be incorporated in classroom.

They could themselves make field trip to community, exploring places concerning religions,

finance, daily necessities and service centers like community center to know more about the

community in various perspectives. But there's still challenges facing them, including

psychological uneasiness due to unfamiliarity and physical burden from extra work. To relieve

the uncomfortable feeling, they could visit the community with the guide of students and their

families, thus not only increasing efficiency but also engaging family members. And the

collaboration with other teachers and community leaders could to some extent reduce the amount

of work. What is worthy of bearing in mind is that the significance of it will offset the

drawbacks.

Appendix

Figure 1

Figure 2

Figure 3 (DIWALI Celebration)

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Appendix E

SIOP ® Lesson Plan

TEACHER: Wenna Li	CLASS: Grade 7 (level 2)	DATE:

TOPIC: Characterization		

CONTENT OBJECTIVES: Students will be able to identify the character's traits based on textual evidence.	LANGUAGE OBJECTIVES: Students will be able to describe the character's traits with adjectives and find supporting details from text.

KEY VOCABULARY: - Character - Characterization - Trait - Imply	MATERIALS (including supplementary and adapted): - Powerpoint - Portable key vocabulary wall - Character Web (2 for each student) – see appendix - Whiteboard - Markers

HIGHER ORDER QUESTIONS: How can we know a person?

TIME: 50min	ACTIVITIES **BUILDING BACKGROUND** - *Links to Experience*: Describe the familiar characters. - *Links to Learning:* Knowledge of story elements, identifying characters in a story, identifying supporting details, Ruby Bridges and segregation (they watched the movie in prior lesson) - *Key Vocabulary*: Unfold and introduce definitions within activities. Review with portable word wall throughout the lesson. **STUDENT ACTIVITIES** (check all that apply for activities throughout lesson): Scaffolding: ✔Modeling ✔Guided ✔Independent Grouping: ✔Whole Class ✔Small Group ✔Partners ✔Independent Processes: ✔Reading ✔Writing ✔ Listening ✔Speaking

Strategies: ☐ Hands-on ✔ Meaningful ✔ Links to Objectives

REVIEW AND ASSESSMENT (check all that apply)**:**

✔ Individual ☐ Group ✔ Written ☐ Oral

PROCEDURE

(5 mins) Warm-up Activity
Show students 3 images of the characters (Harry Potter, Superman and Minion) that familiar to them.
Question: How would you describe these figures? What kind of persons are they? How do you know?

(5 mins)
Introduce and discuss the content and language objectives.
Identify the key vocabulary: character, characterization, trait, textual evidence (relate to prior learning, portable vocabulary wall)

(3 mins)
Characterization
Question: How can we know a character? How can we tell what kind of person he is if no one tells you directly about him? (revisiting the warm-up activity)
Introduce the skill of "inferring" – the process we look for evidence that reveals a character's traits

(3 mins)
Introduce the Character Web and explain the five bubbles
 (action, appearance, dialogue, thoughts and feelings, relationship)

(10 mins)
Modeling: Think Aloud with a short paragraph (four sentences) about Ruby Bridges's first day in an all-white school using the Character Web to infer Ruby's traits
  - Introduce what is "think aloud"
  - Show the painting of Ruby Bridges's first day (activate prior learning)
  - Show the paragraph sentence by sentence, using "I do, you watch; I do, you help; you do, I help; you do, I watch" model

(10 mins) Think-Pair-Share Activity (3+3+4)
  - Read a short description of an event. Using Character Web, identify the character trait with adjectives based on textual evidence.
  - Pair with your shoulder partner and explain your answer to each other (you might use the sentence frame below).
    Come up with one adjective you two agree on and prepare to share
  - Let's share with whole group

Sentence frame: I think _____ (the name of character) is _____ (adjectives) because

	she/he _____ (words, actions, appearance, thoughts, relationship…).
	(12 mins) Individual Practice
	Define the character trait. (Use bilingual dictionary to check the word meaning if necessary).
	Write a short paragraph of 2-3 sentences about what a character showing that trait might be like. (Refer to character web if you want.)
	What will the character say, do, look like, think….?
	Example:
	"Greedy"
	• Definition: Unwilling to share, selfish
	• What will the character say, do, look like, think….?
	A greedy character wouldn't share their chips, even if other people have shared with them before. And he only thinks about himself and look like he is always ready to get more from others.
	(2min)
	Review key vocabulary and concepts
	How can know a character or a person?

Template adapted from Echevarria, Vogt, and Short (2008), Making Content Comprehensible for English Learners: The SIOP ® Model.

Characterization
– The Way in Which the Author Presents and Defines Characters

Name: _____   Class: _____

Thoughts and feelings
(What does the character think and feel?)

Actions
(What does the character do?)

Character Name:

_____

Dialogue/Words
(What does the character say?)

Appearance
(What does the character look like?)

Relationship to others
(How does the character get along with other people?)

Individual Practice

Direction
- Define the word about character trait. (Use dictionary if necessary)
- Write down what a character showing that trait might be like. (Refer to character web if you want.)
  – What will the character say, do, look like, think….?

Example:
"**Greedy**"
- **Definition**: Unwilling to share, selfish
- **What will the character say, do, look like, think….?**
  A greedy character wouldn't share their chips, even if other people have shared with them before.

"Responsible"
- **Definition:**

  _____.
- **What will the character say, do, look like, think….?**
  A responsible character

  _____.

"Considerate"
- **Definition:**

  _____.
- **What will the character say, do, look like, think….?**
  A considerate character

  _____.

"Efficient"
- **Definition:**

  _____.
- **What will the character say, do, look like, think….?**
  An efficient character

  _____.

Rationale

1. **How does this lesson align with the CLT approach?**

This lesson is planned with content-based and task-based instruction, engaging students'
in using the language to talk about characters they read and see. The language objective is
designed for the sake of learning content. As a teacher, I work as facilitator and guide,
carefully sequencing and structuring tasks for students in interacting with the content
using the graphic organizer (strategy-based instruction) to facilitate their understanding of
the content.

2. **To what extent are the content and language objectives clear and productive in helping students learn?**

(a) **Which features of communicative competence can learners develop in this lesson? How?**

Actional Competence: In the think-pair-share activity, students will engage in
interpersonal exchange to reach an agreement on the one adjective they think is more
appropriate to describe the character's trait. They might need to negotiate meaning
and express opinions to the peers.

Sociocultural Competence: In teacher's modeling with the text about Ruby Bridges,
students will involve in the conversations that require them to think from social
contextual perspectives. Also, by analyzing character's action, appearance, thoughts,
relationship to others, students learn to interpret people's motivations from
sociocultural angle.

(b) **According to WIDA, how does the lesson support students in attending to language (at the word, sentence or discourse level)?**

At the word level: Students will negotiate and learn shades of meaning of adjectives
that they used to describe character's traits referring to various aspects. They will
learn to use more accurate and rich-in-meaning words rather than generic ones to
describe a person.

At the discourse level: Students will have opportunities to work on the cohesion of
ideas – how to support your inference with textual evidence to make it more
convincing and logical.

3. **How does the lesson plan set up environments, question, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking?**

I set up the "inquiry" classroom environment in which I keep asking probing questions, prompting them to look for textual evidence to support their inference of character's traits. And I keep tracing back to the beginning activities to engage them in thinking about how they know about these characters (because they're interested in them), how they know about Ruby Bridges, and how they know about a person in their own life.

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

My students are watching movie and reading stories about Ruby Bridges this week and they are going to take a role of the movie and write a letter on behalf of the role to the audience. Therefore, in my lesson, I choose the topic that scaffolds them in learning the content, to help them better understand the characters' traits in texts and movie. And I try to build background knowledge by relating to prior experience, prior learning and reinforcing key vocabulary.

I investigate their prior knowledge about skills of identifying characters' trait with some familiar characters at the beginning and meanwhile activate their prior experience with these characters to lead in the topic of this lesson. I also link to their prior learning about Ruby Bridges and segregation to do a think-aloud modeling with the graphic tool to identify Ruby's traits. Throughout the entire class, I keep referring to the key vocabulary on the portable word wall and use them orally in my speech to increase input.

5. **How does the lesson make complex texts comprehensible for English language learners?**

This lesson does not have a complete text for students to read, but I incorporate several paragraphs for students to interact with the graphic organizer to help them understand the content "characterization". In think-aloud modelling, I choose a paragraph about Ruby Bridges's first day at all-white school to activate their prior learning, chunk the paragraph sentence by sentence, using "I do, you watch; I do, you help; you do, I

help; you do, I watch" pattern to model how to use the graphic tool to infer the character's traits. And after that, they have their own "think-pair-share" time to process. (5-2-1 SIOP techniques)

6. **How are activities in the lesson plan sequenced and designed to scaffold tasks that challenge students to develop new disciplinary and linguistic skills?**

   I sequence the activities to gradually move students towards the content and language objectives. I start from what are familiar and interesting to them in life and then relate to what they've already learned and do structured modeling and practice <u>with them</u>. Finally, as a challenge and assessment for this lesson, I ask them to practice with new texts to process what we learn <u>on their own</u>. And throughout the lesson, I give them opportunities to interact with the graphic organizer and provide sentence frames for oral report after the tasks.

Appendix F

Three-Genre Lesson Plan

Name: Wenna Li
Class: English Literature
Lesson #, Lesson Title: Vietnam War in Literature/Media Representations
Date: Day of Week, Date, Time:

Instructional Context
What do I know about my students that will inform this lesson?
- Students should be familiar with the theme of war and peace   - Students should have a general idea about the background of American participation in Vietnam War   - Student should have exposures to different genres and forms of texts in previous experiences
How do you expect to build on this lesson in subsequent lessons?
This lesson should serve as the rehearsal for students' further discussion and creation of multiple representations in both literature and media perspectives

Standards Addressed
Common Core State Standards/Local Standards
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).   - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Learning Objectives	
Objective	Assessment
- Students should be able to compare and contrast the technical or literary features of different forms and genres of representation.	
- Students should have a deeper understanding of history of Vietnam War and its significance to US	
- Students should be able to use re to present ideas (genres of texts, media, tools)	
Note any expectations related to student participation in the lesson.	
- Active thinking and reciprocal responses - Creative writing	

Academic Language Demand/Language Function	
Language Function	Support/Scaffold
Literary/Media terms	Pre-teaching vocabulary Guide students to use these terms in discussion

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
15min	Picture Slides and Brainstorming (personal response)	Pre-reading activity: Activate students' prior knowledge about the topic.

	1. Photos of Vietnam (map, flag, people, city, foods), ask students about their knowledge about this country 2. Photo of Vietnam War Memorial in Washington D.C., ask students if they have visited it before and what they know about this war 3. Timeline of Vietnam War and notice the period when US troops participated in it (1964-1974), introducing the war background	Provide historical background knowledge.
5min	Inform students of the multiple representations of Vietnam War in literature, media and pop culture and their thematic significance, as well as the compare and contrast with these genres and forms. Pre-teaching key terms in discussing literary and technical effects	Explicitly inform students the learning purpose.
15min	Students do think aloud with the excerpt of *Death Coming Up the Hill,* a novel in verse from the perspective of a teenage boy who eventually joined the army to fight in Vietnam War. Group discussion about character's mental process. Write down the features of verse form in constructing character and advancing plots with examples (with sticky notes)	First time exposure to theme. Understand the features verse form and its literary effects.
10min	Students listen an anti-Vietnam War song called *Fortunate Son* and read closely the lyrics of it. Groups discussion about the motivation and complexities in American youths' joining the war. How is it reciprocal to the verse in theme and effects? Write down the features of song in expressing ideas and emotions (with sticky notes)	Deepen understanding of the theme with a different media. Understand the features of music and lyrics in expressing ideas
20min	Students watch a video clip from the movie called *Deer Hunter* from the perspectives of three American young men who returned from the Vietnam War. Group discussion about what they notice in the clip that deepen their understanding or reflect the themes. What other technical devices in it that facilitate thematic reflection? Write down the features of video in constructing character and advancing plots (with sticky notes)	Deepen understanding of the theme with a different media. Understand the features of movie in reflecting themes and creating atmosphere
10min	Jigsaw Activity (shared response) Place all the sticky notes accordingly on the poster of Poetry, Music and Movie and have a gallery walk. Whole class analysis about the major effects of different genres and forms. Compare and contrast the technical effects/literary effects.	Collaboration in class, build on others' opinions
20min	Student Writing (playing the theme instrumental music of the movie) As a group, students choose phrases or words that seem powerful and expressive to them in *Death Coming Up the Hill* and *Fortunate Son*, create their own line poetry of anti-	Authentic assessment: Encourage students to use diverse expressive skills to better present ideas in multimedia contexts.

	war (not limited to Vietnam War) with pictures they choose online. Share with the whole class. (Optional/After class) Make a video with pictures and line poetry, embed with music for later presentation in class (iMovie/Animoto)	

Student Supports

o Consider the topic, skills, and strategies used in this lesson. How and where have supports and scaffolds for these been incorporated into the lesson(s)?

 (Explained in the Procedure part)

o What are the places in the lesson where the content might be confusing or "knot up"? What alternative ways do I have to present/explain the content if I need it?

- This novel in verse doesn't share the traditional features of poetry
  Explanation: The novel is written in Haiku, a Japanese traditional form of poem which consist 17 syllables, 3 lines in each stanza
- The difference of literary effects between free verse and lyrics
  Explanation: Lyrics- the use of literary features (alliteration, rhyme…) and the coordination with music

     Free verse- does not use consistent literary features and tends to follow the rhythm of natural   speech

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

ELL- Provide more in-depth background knowledge about Vietnam War
- Relate to their prior knowledge, like the war that took place in the history of their own country
- Structure groups with both native speakers and ELLs to provide language/cultural background supports when necessary

Materials and Resources

1. Print-based text: *Death Coming Up the Hill*, by Chris Crowe, novel in verse about Vietnam War
2. Song: *Fortunate Son*, a significant song about Vietnam War
3. Movie Clips: *Deer Hunter*, the 51th Oscar Best Picture (1979) about Vietnam War
4. Pictures of Vietnam and Vietnam War Memorial in Washington D.C.
5. Instrumental music: Cavatina, the theme music of the movie
6. Vietnam War Timeline

Reflection

o What worked and for whom? Why?
o What didn't work and for whom? Why?
o What are instructional next steps based on the data from this plan?

Appendix G

Investigation of ESL to Go

ESL to Go, initially launched in 2011 by two women, Angie Harris and Leah Hashinger, is a program providing English class for refugees, who flee from their home country for fear of persecution based on their race, religion, nationality, membership of a particular social group or political opinion ("Convention and Protocol relating to the Status of Refugees", 1967). It is in Nashville, a new desirable place for refugees and immigrants. What distinguishes the program is the concept of "classroom on wheels" (Shelagh, 2013), incarnated by a 34-foot trunk specially designed to be a fully-functioning ESL classroom with tables, chairs, white boards and a projector. For most newly-settled refugees coming from underdeveloped areas like Bhutan, Burma, Nepal, Iran, Iraq, and Somalia, language is the first obstacle when they're trying fitting into a new cultural landscape. Lacking in English literacy, to a large extent, leaves even daily chores extremely difficult to navigate ("Our Story", 2015). However, English class is unavailable to them unless they manage to solve the foremost problem facing them, that is, lack of transportation. (Their limited English proficiency denies their chance of getting driving license.) Therefore, the idea of bringing English class directly to where the refugees live emerged ("Our Story", 2015).

Program-wide Support for ELLs

In general, students from different class level vary in language competence from barely knowing letters to acquisition of conversational skills. What we've acknowledged is that students' background characteristics indeed have influence on their learning outcome, to some extent (Jimenez, personal communication, September 2, 2015). Students of higher-level class usually come from much higher prior educational background while those of lower-level class

might have even no schooling before and poor at their first language literacy as well (Leah, personal communication, September 10, 2015). On account of the variations in home countries and socioeconomic status, the students differ from each other in the access to learning resources and conceptual knowledge in language learning, thus affecting their second language acquisition. To address the spectrum of education attainment, ESL to Go provided 4 classes of different levels, serving students of various language abilities.

With regard to the course curriculum, since"the need to learn English for very specific purposes shapes their reason for learning English" (de Jong, 2011), the program focuses more on the specific need of refugees, that is, not to be like a native speaker but be able to effectively accommodate daily life chores. Thus, more emphasis is placed on conversational skills, and less on the linguistic term knowledge. Teachers tend to combine the language learning with the real-world contexts, helping addressing students' practical needs in real life.   Besides, students from different cultural background are encouraged to make cultural interactions with each other like bringing home-made foods to class. Such cultural exchange, as it were, is meaningful to the validation of students' self-identity and cultural diversity, at least in class-wide. Further, bringing home cultures to the classroom helps "increase their involvement in class" (Leah, personal communication, September 10, 2015) because it helps reduce distance emotionally and establish mutual trust among students

In addition, ESL to Go is an English immersion program. Despite the nature of Limited English Proficiency (LEP) learners, teachers have requirements of English-only class where all the instructions are given in English and students are not allowed to speak their native language. However, Leah also gave consent that when students are learning content like conceptual and contextual knowledge, native language is a more effective alternative (personal communication,

September 10, 2015). In terms of educational benefits, if students are expected to receive

instructions solely through the language they are not yet proficient in and these instructions are

not explained elsewhere through their native language, they may not fully grasp the content of

what is being taught (this is often the case with students with no literacy skills at all) (de Jong,

2011). Nevertheless, due to limited funding and diverse language background in each class, it is

difficult to handle this issue at present.

Reflection and Suggestions

According to Leah, "the main challenge of the program still lies in the nature of refugees"

(personal communication, September 10, 2015), which means that the over-occupation of their

life and complicated family conditions lead to their failure to ensure a fixed time to take classes

and strong commitment to the program. Besides, the limited funding results in the limited

classroom settings, leading to the failure of placing the students in most appropriate class level,

which I think, combined with the irregular attendance, reduces the overall teaching efficiency. In

terms of this, teachers in ESL to go could personally step into their households and learn more

about their family histories, essential skills and community life, combining them with the

classroom instructions to develop "Cultural relevant teaching" mode (Allen, 2007; Moll, 1992).

Besides, students could be encouraged to get involved in their kids' learning because parents'

involvement in children's literate life is positively influential (Allen, 2007). For instance, kids

could be invited to class, learning together with their parents as both ELLs, thus creating a

respiratory in learning process. Then, an environment filled with trust and devotion may increase

students' learning passion and efficiency.

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Appendix H

Class Observation Paper

Based on the interview of ESL to go, we've acknowledged that students from different class

level vary in language competence from barely knowing letters to acquisition of conversational

skills. We're fortunate to be granted the chance to observe both the highest and lowest level

classes, which are called intermediate and literacy. We proceed in the examination of class

performance in several aspects.

Description and Analysis: Literacy vs. Intermediate

Instructional Materials and Methods

For both class, pictures, cards and even real objects were presented to students. Take the

intermediate class for example, as explaining the phrase "have a physical", teacher showed them

blood pressure monitor and even imitated the situation personally with some detailed

explanations. Such kind of sheltering techniques, including pictures, paraphrasing and gestures

were frequently used in class, thus facilitating students' understanding and memorization. In

addition, the class content was closely related to the real-world context, which meant that it was

what the refugee students would truly encounter in their daily life. For example, concerning the

topic of healthy lifestyle, apart from phrases of medical treatments, some basic conversations

about going to hospital were taught as well. Viewed from practical perspective, it indicated that

students' ultimate purpose of learning English was what shaped the learning materials and

content in class.

Besides, by comparison of literacy and intermediate class, we found that the ways of

teachers' talking varied in different levels. For literacy class, teacher tended to speak rather

slowly using more simple words like "Yes" and "Good" while in intermediate class more

complicated ones and basic grammatical structures were used, accommodating to students'

vocabulary developed so far. Teachers were particularly intentional of language use in different

level class, using words and structures that are just a little beyond the students' current level

because comprehensible input is "causative variable" in second language acquisition (Krashen,

1982).

Interpersonal Interaction

Apart from specific teaching techniques, teachers placed great emphasis on interpersonal

interaction, between teacher and students, and among students themselves, as well. When

eliciting words that learned before, instead of directly told them what the word was, teacher

would ask repeatedly "what's it" and point at the object meanwhile, helping engaged students of

learning process. Another example was when explaining the word "cholesterol", teacher asked

"what's it" "What will it lead to", initiating students' responses and then following them with

evaluation and supplementary contextual information. This demonstrated teacher initiation-

student reply- teacher evaluation model (Mehan, 1979), bringing about a more responsive and

interactive learning environment. Besides, social-emotional variables are related to the second

language acquisition, which means a favoring environment of low-anxiety where students'

motivation and self-identity are valued is of critical importance (Krashen, 1982). Teachers

adopted "colorblind" (Nieto & Bode, 2008) attitude when interacting with students, treating them

with impartial equality and wholehearted patience despite the students' socioeconomic status and

ethnical background.

Also, communication among students was encouraged. In literacy class, students were given

time to talk with each other concerning what was learned and figured out the correct way of

writing characters together, which was compatible with their beginning level. Thus, effective

interaction among students in class was produced.

Evaluation and Suggestions

Generally, the observation reveals that the classes provided there make efforts to apply

various ways of engaging students and take practical approach by using truly relevant learning

resources. But there's still space for further improvement in following aspects. First, in the

literacy class, students seemed to be a little confused about what teacher was talking about

basing simply on the few words said in English, which reduced, to some extent, their learning

passion, compared with that in intermediate class. Since in terms of educational benefits, mother

tongue of students is the best medium for teaching (de Jong, 2011), a teacher proficient in both

English and students' native language (in the case of this class, it is Nepali) is expected for

assistance in delivering content and conceptual knowledge. In addition, the nature of refugee life

inevitably alienates their relationship with school and teachers. In terms of this, teachers could

draw on funds of knowledge from their community resources, combining it with effective

classroom instructions to create a "multiple-stranded" relationship, which means they know their

students from various aspects (Moll, 1992) and manage to better address their needs. Thus,

students' commitment to class would be strengthened. Further improvement, indeed, will rely

more on their collaboration with local communities and refugee institutions in some detailed

aspects.

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