CAPSTONE EFL PORTFOLIO

Bo Su

Peabody College, Vanderbilt University

March 1, 2017

Abstract

In this portfolio, I will demonstrate my understanding of how to best serve English language learners (ELLs) for my future students in China. In a reflection of the theoretical knowledge I learned at Peabody College and teaching experiences, I shape my philosophy of teaching for ELL students.

This portfolio comprises three parts: 1) philosophy of teaching, 2) TESOL standards for EFL teachers and 3) final reflection and implications for future teaching. First, I will present my philosophy of teaching with Vygotsky's sociocultural view of learning as theoretical basis, coupled with other SLA teaching theories as support. Second, through artifacts I created through my course work, I will discuss and demonstrate my understanding TESOL standards in the eight following domains: planning, instructing, assessing, identity and context, language proficiency, learning, content and commitment, and professionalism. In the last part, I will envision my future classrooms, identify challenges and problems, and bring forward my plans to overcome the challenges.

Table of Contents

Philosophy of Teaching.

My teaching philosophy originates from my teaching experience in China and my study at Peabody College. The socio-cultural learning theory by Vygotsky will be the overarching theory in my teaching philosophy. Regarding language teaching, Krashen's hypothesis serves as the theoretical base from my instruction. Those theories are intertwined and supportive to each other throughout my entire teaching philosophy along with other theories and teaching methods.

The social-cultural theory focuses not only on how learning is influenced by social interaction, but also by cultural beliefs and attitudes(Vygosky,1980). Also, Vygosky's ZPD theory inspires me of the importance of teacher's scaffolding. Therefore, as for language learning, firstly, I believe it is import to meet students' social-cultural needs. Secondly, through interaction, scaffolding as in CLT model, teachers will help students to achieve their learning goals.

Meeting students' social-cultural needs

Learning students' background. Professor Jiménez (personal communication, October 27, 2015) defines the features of a good teacher as "Knowing their students, developing meaningful relationships with their students, learning about their out of school lives, using what they know to teach what their students need." I firmly agree with and espouse the theory "culturally responsive teaching "as my guideline of teaching philosophy. Even though my future students will be Chinese young adults, I still will think highly of the prior knowledge they bring to our class. Their family values, beliefs and goals not only

provide me with better insight of their behaviors and learning patterns(Herrera.et.al,2010), also help me build a good relationship with my students. Also, I validate students' linguistic knowledge. I mean students will be allowed to use their first language to engage the class activities. When students, by using code-switching, draw on their first language to learn a new one (e.g., associating words that have same or similar meanings in the two languages), they advance their knowledge of linguistic elements in both languages (Thayer-Bacon, 1993; 24 Be That Teacher! Breaking the Cycle for Struggling Readers Thayer-Bacon & Bacon, 1997).

Create a safe learning environment. In Krashen's affective filter theory, it points out that certain emotions, such as anxiety, self-doubt, and boredom interfere with the process of acquiring a second language, these negative emotions prevent efficient processing of the language input (Krashen,2003). Therefore, it is quite critical of teachers to provide students with a low-anxiety learning environment to reduce that blockage. In my class, I will create a welcoming environment for my students, and get my students involved with it, such as decorating the class and setting up the class rules with my students. Secondly, I will allow my students to make "mistakes," and they will understand making errors is a necessary process to build up their proficiency. To make that happen, I will share my experience of learning English, and it is tough for me at the beginning too.

Culturally Care and responsive to students. Genuine caring involves responding to students' needs (e.g., academic, social, emotional, and language) and developing trusting relationships with others (Thayer-Bacon, 1993; 24 Be That Teacher! Breaking the Cycle for Struggling Readers Thayer-Bacon & Bacon, 1997). I will send the message to my students that "I have faith in your ability to learn, I care about the quality of your learning, and I

commit myself to making sure that you will learn (Gray,2010)." It is believed that "genuine caring is necessary to create a learning environment that accommodates the learning needs of students(Gray,2010)." When students learn that their teacher care for them, they tend to better use their time to learn (Wood,1999). To implement this, I will be academically demanding but personally supportive and encouraging; responding to the needs of diverse students for friendship, self-esteem, autonomy, self-knowledge, social competence, personal identity, intellectual growth, and academic achievement.

Scaffolding in CLT model with multimedia

Social interaction plays a fundamental role in the process of cognitive development (Vygosky,1978). Students achieve learning through interaction with others. Another theory brought up by Vygosky (1980) is the idea of ZPD, Zone of Proximal Development, a distance between a student's ability to perform a task under adult guidance or with peer collaboration and the student's ability solving the problem independently. Teachers should provide support so that students will learn to complete the tasks independently, and then provide an structured environment that enables students to accomplish more challenging tasks (Wass, R., & Golding, C. (2014). Sharpening a tool for teaching: the zone of proximal development. *Teaching in Higher Education*, 19(6), 671-684.)

CLT model. I espouse Communicative Language Teaching because it is an approach that emphasizes "interaction as both the means and the ultimate goal of learning a language (Mitchell&Rosamond,1994)". Specifically speaking, " a) It places an emphasis on learning to communicate through interaction in the target language, and 2) introduces authentic texts into

the learning situation, 3) providing opportunities for learners to focus, not only on language

but also on the learning process itself, 4) valuing learner's own personal experiences as

important contributing elements to classroom learning.5) attempting to link classroom

language learning with language activities outside the classroom(Nunan,1991)."

  Multimedia in teaching. In the class of Reading in New Media and Print, I was

impressed by the power and convenience of web 2.0 tools. Therefore, I would like to bring

those multimedia tools in my class to serve my students due to the following reasons. Firstly,

the reading and communicating habit of teenagers' have been greatly changed by our

multimedia digital era. They encounter the text mostly come from social media, engage and

evaluate in the cycling fashion (Turner & Hicks, 2014). As they engage themselves with those

digital tools and media, they build up their new literacy competence." The ability to construct

and understand the different possibilities of meanings made available by differing textual

forms associated with diverse domains such as the Internet, video games, visual images,

graphics, and layouts (Gee, 2003; Kress & van Leeuwen, 1996)." It means that they can

figure out their way to access the meaning of the content. Also, engaging in digitally

connected reading might foster the opportunity for students to practice their literacy skills. For

example, they will activate their prior knowledge to facilitate their reading; they practice

writing skills by commenting on the friends' feeds and keep forwarding or repost it on his

social media, keeping this information circulating in their virtual digital community.

  In conclusion, my philosophy of teaching stems from the theory of Vygosky's

socio-cultural learning theory, and along with other theories and scholars. I believe as I

continue my teaching career, more other teaching theory will be added to my toolkit of

teaching methodology.

References

Communicative Language Teaching (The Communicative ... (n.d.). Retrieved October 20,

2016, from

http://www.myenglishpages.com/blog/communicative-language-teaching-communicative-app

roach/

Gay, Geneva. (2010) *Culturally responsive teaching: Theory, research, and practice* New

York: Teachers College,

Herrera, S., Perez, D., & Escamilla, K. (2010). *Teaching reading to English language*

learners: Differentiated Literacies. Boston: Allyn & Bacon.

Jiménez, R. T., Smith, P. H., & Teague, B. L. (2009). Transnational and Community

Literacies. *Journal of Adolescent & Adult Literacy*, 16–26.

Kress, G., & van Leeuwen, T. (1996). *Reading images: The grammar of visual design*.

London: Routledge.

Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Portsmouth: Heinemann.

Mitchell, Rosamond (1994). "The communicative approach to language teaching."In

Swarbrick, Ann. *Teaching Modern Languages*. New York: Routledge. pp. 33–42.

Nunan, David (1991). Communicative Tasks and the Language Curriculum. Tesol Quarterly

(25)2. pp. 279–295.

Risko, V., & Dalhouse, D. (2012). *Be that teacher!: Breaking the cycle for struggling readers*.

New York: Teachers College Press.

Reusser, K. (2001). Co-constructivism in Educational Theory and Practice. *International*

Encyclopedia of the Social & Behavioral

Sciences, 2058-2062.doi:10.1016/b0-08-043076-7/02408-6

Turner, K. H., & Hicks, T. (2014). *Connected Reading.* Urbana: NCTE.

Vygotsky, L. (1978). The Interaction between learning and development.Readings on the

development of children, 23(3), 34-41.

Vygotsky, L. S. (1980). Mind in society: The development of higher psychological processes.

Harvard University press.

Wood, C. (1999). *Time to teach, time to learn: changing the pace of school.* Greenfield, MA:

Northeast Foundation for Children.

Wass, R., & Golding, C. (2014). Sharpening a tool for teaching: the zone of proximal

development. *Teaching in Higher Education*, 19(6), 671-684

Webb N M, Palincsar A S 1996 Group processes in the classroom. In: Berliner D C, Calfee R

C (eds.) *Handbook of Educational Psychology*. Macmillan, New York pp. 841–73

TESOL Standards

Domain : Planning

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

As a teacher, the lesson plan serves as the base for any teaching practice. We implement our ideal design to facilitate students' learning. Meanwhile, we also modify them as we learn from what we fail from implementing the plan. Also, the lesson plan is critical for students because they depend on a more carefully designed, and tailor-fit plan to meet their learning goals.

To demonstrate my understanding of this standard, I would like to present the artifact of three genre lesson plan for my reading in the course of Reading and Learning in Print and New Media. This mini-unit lesson plan consists of three lessons with the theme of "bravery,"designed for 7th Grade ELA Classes (a mix of mainstream students and ELLs). In my knowledge, lesson planning should be purposeful. In my three genre lesson plans, I use Common Core state standard ELA literacy for 7th grade as a guideline. For example: "analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama." In my lesson plan of day 2, I include a study of a poem in my teaching content and develop instruction to teach students the rhythm and discussion of how it affects the understanding of the poem. As the **curriculum** aligns with the standard, the learning will become more meaningful, and students' achievement will be easily observed and assessed.

Also, a well-planned instruction should always center on students' learning goals and needs to encourage their engagement. The choice of theme, "bravery" is intended to connect to students' lives. Since school bullying is a hot topic for teenagers, which closely concerns their everyday life, they need to learn to face this fact and how to confront it bravely. Therefore, in the first lesson, students will read a piece of news about how a teenage girl suffered through bullying and finally stood up to it to fight back. Students would love to read a story like that and discuss this topic. Besides that, realizing the fact that students are surrounded by multimedia every day, to promote their **learning**, I would incorporate multimedia tools in my lesson plan. For example, they will watch a music video about bravery, commenting on the blog, and creating an animated story of their own regarding the topic. Instead of traditional teaching tools, those multimedia teaching platforms caters to students' taste; they will find it more comfortable to interact with, which will help to create a learner friendly **learning environment** to engage them and promote **learning**.

Finally, a successful lesson plan cannot be complete without an essential part of lesson planning: the **assessment**. I adopt several approaches to assess my students in my three-genre lesson. For example, in terms of informal **assessment**, circulating among group discussion is a convenient and comfortable way to receive feedback from students' learning. The teacher will gather first-hand information in their conversation to adjust for instruction. Apart from that, at the end of the class, they will be asked to comment on the story about the bullied girl (i.e. what do you want to say to her?)   It is quite flexible and easy for students to respond because it is human nature to feel compassion for the girl. Therefore, it is a neat way to elicit

their thinking and assess their **learning**. For the final project, they will create a multimedia project of their brave story, which will serve to assess their overall understanding of the unit.

For pre-service teachers, lesson plan will help them organized and on the track of teaching, hence boost their confidence in this profession. Also, a wisely planned lesson allows teachers to flexibly adapt the **curriculum,** and address the **learning** objectives to best serve the **learners**. Lastly, lesson plan will be used as a pedagogical repertoire for teachers to reflect on and refer to in the future.

Domain: Instruction

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

As Krashen's affective filter hypothesis indicates, the lower anxiety the students experience, the more likely they will be engaged in learning. Learning occurs in the social-cultural environment, and if teachers affirm students' identities in class, they will be motivated to participate in the learning process and ensure their success in school and outside of class. Apart from that, I apply the CLT model in my teaching approach to enhance meaningful interaction.

My artifact is my lesson plan for 9th grade Chinese ELL students mixed with native students. Considering their different sociocultural backgrounds, I prepare an article adapted from the famous Chinese classic fiction "Journey to the West," but in the English translation. The theme of the lesson is about the birth of a heroic character, "monkey king" who symbolizes rebellion to authority, justice, and freedom. The rationale behind the choice of the theme is the monkey king is a well-known superhero in Chinese culture and many cultures, and might be known as well to American audiences. Secondly, it easily connects with American values because of what the character represents: justice, freedom, etc. In addition, the article is in English, so the American students will find it comfortable to read, but culturally, it is more approachable to Chinese ELL. At the beginning of the class, to create a relaxing learning environment, I show the students all the famous superheroes in different cultures and ask them who they are, what superpower they have, and where they were born. When I demonstrated this lesson plan to in my class with a mix of Chinese and American

classmates, they were quite excited about those superheroes. Then I introduced the main topic

of the lesson: the monkey king and its magical birth story, to increase their engagement in this

topic, I even brought a toy monkey king to pass around. The key of the activity is to have

each Chinese cohort brief the background story, what this fiction "Journey to the West" is

about, to the native students, and then ask them to share what they learn from their Chinese

classmates. After this, they will dive into the article of the birth of the Monkey King.

Since I espouse the culturally responsive teaching approach, I therefore always believe

the power of prior knowledge and what socioculturally the learners can bring to the class, and

how much it affects the **learning environment,** and thus the **learner** 's academic

achievement and identity development. In this sense, I always prioritize culturally relevant

content in my **curriculum**.

I value the CLT model, which emphasizes negotiating the meaning by communicating

in the target language. Not only will students of minority culture become more confident

about their culture and identity because teachers validate them (de Jong, 2011), but also this

boosts the cultural exchange for all students with different backgrounds, hence improving the

engagement for all students. Through the meaningful interaction between peers, an informal

but authentic **assessment** can be easily implemented in the lower anxiety **learning**

environment. Through observation, it is easy to measure their oral language skills, and

evaluate their understanding of the content. In addition, in the following activity, talking to

the text, students will make annotations to the text while reading. I will also assess their

mastery of the reading strategies when they are asked to share their notes with peers and the

whole class. The last **assessment** will be the exit ticket regarding their takeaway of the text

today, which will help me reflect on my efficiency of instruction.

Domain: Assessing

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

Assessment is crucial for the teacher to implement a successful lesson. The reasons are, the assessment will provide instant feedback on you lesson plan, which means as a teacher, you would know if the design in the lesson plan works effectively for students or not; The assessment also helps teachers know what level the students are, and what is needed to be done to improve that.

The artifact I chose for this domain is the Student Oral Language Observation Matrix (SOLOM) On January 24th, all the students in assessment class conducted a group assessment on the incoming students at the English Language Center (ELC) at Vanderbilt University. I, together with other classmates, assessed three ELC students on their oral English language proficiency. Two students (Yumi and Nauko) are from Japan, and the other (Mi yong) is from Korea.

During the group assessment, I noticed that all the participants were uneasy and tense. It occurs to me that maybe it is because they meet each other for the first time and being surrounded strangers/ assessors can be intimidating. Reflecting on their language performance, they tended to be reluctant to speak, and their fluency was affected as well. In contrast, after

Professor Daniel prompted and facilitated their talking, they became more comfortable, and they started to become more confident and speak more smoothly.

This experience inspires me that when I conduct my assessment on my students, I need to perform it in a lower anxiety **environment** to reduce the influence of affective filter. For instance, such face to face interview should be conducted in a more private place. What is more, we assessors should explain ahead the procedure to the participant, when they are in knowledge of what is coming, they will relax more.

In addition, looking back, it also enlightens me that **assessment** must be reliable and valid. In the following class of assessment, we discussed SOLOM, the tool we used to assess the participants. Besides its merits, we particularly mentioned its possible drawback, which is the gap between each scoring category, and its one-sided conclusion about students' language proficiency. If I were to adopt certain approach to assessing my students in the future, I will integrate various authentic assessments to appraise my students fully and all-roundly, and base my acknowledgment of students' proficiency on the formative assessment.

Another reflection comes from the insightful talk I had with my practicum mentor Ms, Carrie Cargile, which is in some informative assessment, for example in the classroom setting, I should allow more time for my students to respond because there are many factors involved in students' motive and intention when they respond. They might feel shy and nervous at the beginning, so it might take more time for them to muster up their courage to answer. Or simply because they might need more time to organize their thoughts and language. As we assess students, it is important to take all those factors into consideration.

The Assessment also serves to provide feedback on how you adapt your teaching to align with the **curriculum.** After the assessment, ELC incoming students are placed into a different class. My mentor and I decide to adapt our lesson plan flexibly since the **curriculum** requirements might not fit their learning objectives and current proficiency levels. We make this decision because we are supported by the valid data and facts about our students' level and performance. By the time we implement the actual lesson plan, we will do it according to the informal and formative assessment during the course.

To conclude, I would like to share the quote from Brown and Abeywickrama (2010) to present my thinking on a relation between assessment and **learning**. "the optimal learning takes place when **learners** are offered freedom to experiment the language, try out their own hypothesis without feeling their oval competence being judged with these trials and errors". Teachers set up the practice opportunities for **learners** to listen, risk, set goals and process feedbacks from teachers and recycle through the skills that they are trying to master. During that practice, teachers are indeed observing their performance, possibly taking measurements, offering qualitative feedback and making strategic suggestions."

Domain: Identity and Context

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

As Risko (2012) states, "Culture and language background define students as individuals: If valued, they can serve as a resource for promoting reading engagement and providing differentiated learning through appropriate materials, experiences, and instructional practices."

Professor Jiménez (personal communication, October 27, 2015) defines the key features of a good teacher, "Knowing their students, developing meaningful relationships with their students, learning about their out of school lives, using what they know to teach what their students need. For that reason, I firmly agree with and embrace the theory "culturally responsive teaching "as my guideline of teaching philosophy." Apart from that, teacher should treat their students with genuine caring, which involves responding to students' needs (e.g., academic, social, emotional, and language) and developing trusting relationships with them by creating a respectful **learning environment** that accommodates the learning and social-cultural needs of students. (Thayer-Bacon, 1993; 24 Be That Teacher! Breaking the Cycle for Struggling Readers Thayer-Bacon & Bacon, 1997).

Here I present the artifact of my visit to John Overton High School and observation in Ms. Lynne Robinson's sheltered English Language Development (ELD) Reading 3 classroom

of 18 low intermediate ELL students there. I notice that environment the teacher set was very

supportive since it embraced diversity and was culturally sensitive: a world map, souvenirs

from different countries, Chinese students' calligraphy paintings and such. The decoration

highly valued the differences in languages and cultural backgrounds of the students. It is

important to let ELLs see the value of their home culture and language as they transition to

the English language and become acclimated to American culture by decorating the classroom

and creating a welcoming **learning environment** for them. Though poor language literacy

may be a barrier for ELL students, building on diversity in the classroom can help to bridge

differences, encourage communication across groups, and lead to innovation (de Jong, 2011).

Recognizing that students' life experiences are shaped by these factors is essential to

understanding how to engage, instruct, and respond to **learners'** academic, social, and

emotional needs. During the observation, Ms. Robinson involved ELLs' cultural background

knowledge and made the difficult terms more understandable. For instance, when talking

about the "arranged marriage," the teacher intentionally invited Indian and Kurdish students to

share their cultural backgrounds with the class: most of the marriages now in Indian and

Kurdish culture are still determined and controlled by parents. By involving diversified

culture into the classroom, the teacher helped students use their own background knowledge

to respond to literature, as well as valued students' individual responses and motivated them to

become independent readers of literature (Suzanne & Owen, 1997).

For teachers, we should establish our own repertoire of the transnational literacy in the

community and try to "make pedagogical sense" (Jiménez, Smith, & Teague, 2009) out of

them. In my second artifact, Community Literacy field trip to Nolensville Pike, I gathered

community literacy artifacts from the Latino community and discussed how to tap into that resource to serve the learners. In retrospect of this project, I realize community like Casa Azafrán would be a great resource to know how the community is composed, just by looking at the language markers at the entrance you could tell what the major minority groups here. The local newspaper is a good way to know what is going on in the community and what people care. Religious venues like Islamic mosque would be great to visit. That is where teachers would learn the shared culture and values that people accept and adhere. Of course, for educators, maybe we should never limit the "literacy" to characters, texts, those written words. It could also mean the art forms, spoken words, even body language. Since the way people think and behave will be reflected in those norms. Thus, learning how to put what you find as a repertoire of community knowledge into effective teaching practice will be a lifelong subject for good teachers.

Therefore, it enlightens me that as teachers, we should adapt the **curriculum** with some flexibility to cater to their needs and resonate with their cultural identity. The teaching material should not be limited to the requirement of the **curriculum** but incorporate more funds of knowledge from **learners**' community, which is culturally relevant to them. In addition, **assessment** needs to be readjusted to truly reflect **learners**' knowledge. There will be multiple ways to **assess the learners**, and language should not be the barrier. For example, texts with illustration, allowing them to refer to their L1 through a bilingual dictionary. The tests should necessarily be culturally assessable instead of being social-culturally biased.

Domain: Proficiency

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.

I started my English learning since middle school, and I also majored in English in university. It has been almost 20 years up till now. My English education in schools built a solid foundation for me. However, the experience of working as an English tour guide benefit me in depth. First, it provides me with authentic input while I communicated with native speakers; second, I had an opportunity to practice my spoken English in my output. Apart from that, being a visiting scholar in Peabody College of University of North Carolina, and participating in academic seminars and researching, truly develops my academic English skills.

In addition, I scored 108 in TOEFL to apply for Vanderbilt, which demonstrated my ability in four domains of English.

During a two-year study in Vanderbilt, I improved my English proficiency through reading and writing academic papers, interviewing subject candidate, discussion with teachers and classmates, making a presentation, as well as daily life communication such as seeing doctors, replying emails. Those accumulative snippets of input and output practice in school and real life help to expand my vocabulary and enhance my fluency. I think my artifacts to support all other domains well demonstrate my proficiency.

In my knowledge, it is important for ELL teachers to acquire high proficiency in English. Because, firstly, it will provide **learners** with an authentic **learning environment.**

They look up to their teachers as role models, so they listen to and will adopt what their teachers say. They need authentic input from teacher to improve their English; otherwise one can imagine what kind of impact will be imposed on them if teachers are not proficient.

Teachers with high proficiency will be able to comprehend and make good use of the **curriculum** as guidance. To make a lesson plan and align their curriculum with learning objectives, teachers ought to be able to fully understand the curriculum requirement and state standards. To extract the key points and integrate them into the lesson design, it also demands high proficiency of English from the ELL teachers

Assessing learners is also a duty for teachers to address their weakness and help develop their English skills. On the SOLOM form, it is stated in the directions that "The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being **assessed**" (SOLOM). ELL teachers with high proficiency can examine and determine the learners' level, accurately address their issues.

All in all, to that end, I will strive to perfect my English proficiency in the future to be a qualified teacher for my future Chinese ELL.

Domain: Learning

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

ELL teachers should possess comprehensive knowledge of linguistics and second language acquisition to guide their lesson planning and instruction. It means they not only will master the knowledge of syntax, semantics, phonology, and pragmatics, but also understand how the language is acquired through learning, how it is different for children and adults to acquire the language, and how teachers can do to help promote their learning.

The artifact I would like to present is my final report on Case Study of a Non-Native English Speaker for my Educational Linguistics and SLA class in the first semester. It examines the overall English language' proficiency of participant who is well educated Chinese housewife living in Nashville with her family. It firstly briefs her background information and list sociocultural factors that influence her language ability. Then, it will evaluate her strengths and weaknesses in four dimensions, phonology, semantics, pragmatics, and grammar under the SLA theoretical framework. Next, it offers instructional plans for her to improve her skills.

This project helps me to reflect on my study in linguistics and SLA theories. For example, the contrastive analysis hypothesis. This theory explains why she is not able to attain the accent free native speaker like pronunciation as she grows up. Her L1 exerts a strong influence over her second language learning. In addition, monitor theory takes effect when her speech exhibits the presence of repeating and self-correction. As the theory explains,

"Before the learner produces an utterance, he or she internally scans it for errors, and uses the learned system to make corrections. Self-correction occurs when the learner uses the Monitor to correct a sentence after it is uttered (Krashen, 2003). She often repeats and self-corrects whenever there is word related hesitation. Also, the affective filter theory helps to understand why she intakes many vocabulary and phrases gradually when interacting with her native friends in a low anxiety environment.

With this theoretical analysis in mind, for the instruction in the future, I realize the significance of knowing the social-cultural background of the **learner**. That is conducive to understand the proficiency level, learning needs and motives. I intend to work on improving **learner**'s phonological awareness, which means to train her to identify the phonemes, blending the phonological units such as syllables, and breaking them down again for her to practice. In addition, providing the learner a learning environment with rich, comprehensive input is also critical for the learner. Therefore, they will have plenty of opportunities to negotiate meaning with the help of the context.

More importantly, I will provide the more **learner friendly learning environment t**o lower their anxiety. For **curriculum**, there will be text modified to be more relevant to their daily life and serves the more practical purpose. I will pay attention to the literacy level of the text to make sure it is i + 1 to the learner' s proficiency. Besides that, Communicative competence will be their main learning goal in the curriculum. I will have more group interaction in my lesson plan so that they will have more opportunities to negotiate meaning with peers and with me within the context, and ultimately build up their communicative competence.

As for **assessment,** since I adopt the CLT model, therefore, my **assessment** will be ongoing and formative by observing and monitoring the learner's' class discussion, individual response, assignment and performance in the activity. More importantly, I will adapt my following lesson plan and instruction based on the result of the **assessment** and provide her with feedback to improve the **learning**.

Domain: Content

Teachers understand that language learning is most likely to occur when learners are trying to use the language for legitimate communicative purposes. Teachers understand that the content of the language course is the language that learners need 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.

Krashen emphasizes that success in acquiring a second language depends on focusing on meaning rather than solely on form, and learning environment having ample opportunities for meaningful interaction (Crandall, 1992). When people use language, they use it for a purpose. When they are trying to achieve the purposeful communication, they must negotiate the meaning in using the language. That is when the language learning happens. For ELLs, they have the urgent need to communicate meaning in daily life and the academic environment. Whether it is ordering food, or talk in the classroom with peers, once the teacher affirms their need regarding language learning, they will be highly motivated, simply because whatever they do with the language is meaningful to them.

My artifact for this domain is a lesson plan for my practicum：adult ELL class at ELC (English Language Center of Vanderbilt University). This lesson plan is titled "how to order food in the restaurant." We chose this topic because of the students' need survey we conducted at the beginning of the course. How to order food is highly voted among all the other interesting topics. Because all my students are from all over the world, most of them just came to the United States. They all have experienced the difficulty ordering food in the

American restaurant due to the language barrier. This lesson will focus on comprehending the waiter or waitress' questions, and more importantly, learning how to respond properly in that situation.

This lesson will provide learners with the authentic, comprehensive input by showing them a video about people ordering food with a waitress in the restaurant. Also, it is an appropriate activity to tie in their previous experience of ordering food in the restaurant. Since most of my students are at low proficiency level, therefore, after watching the video twice, they will be reading the script of the video, highlighting the words or phrases they don't understand on it. That is when they activate their prior knowledge about ordering food in the restaurant. They will recall their memory of that vocabulary to see if they come across before, also try to negotiate meaning with the help of the context. This activity will serve to put the learner into an authentic l**earning environment.** To consolidate their learning, at the end of the lesson, the **learner** will have the opportunity to practice target sentence patterns, phrases and words in the authentic situated dialogue, by that I mean, they will make up their own dialogue between a waitress and a customer in turns with what they learn.

In my belief, as teachers, for **curriculum,** we should not be constrained to textbook we are given. Instead, we should be more flexible, and take the **learners'** learning need as a priority and try to balance it with the Standards. For our **curriculum** of ELC class, the recommended textbook seems way challenging for them, so my mentor, my colleague and I agree to adapt our unit plan to proper level, and base and design our curriculum on their learning need. For example, seeing a doctor, shopping in the market, and such. But I borrow

the ideas from the ACTFL can-do statements for the novice to intermediate and integrate them into my lesson plan.

As for the **assessment**, I employ the informal **assessment** in my lesson plan. I observe students' performance in the group activity, for example, one of them is to reorganize the sentences of a dialogue on the paper slips, within the group, they must work together to figure out the correct order. Their interaction will show if they all understand the content of the dialogue. Since my content objective is to learn how to order food, the final activity, role play, is an excellent demonstration of their learning in this lesson, which offers me an opportunity to observe their performance for assessing them.

Domain: Commitment and Professionalism

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

To be a qualified English teacher means one should possess the professional knowledge, in this case, as in Grossman (1990)'s "model of teacher knowledge," including subject matter knowledge, general pedagogical knowledge, pedagogical content knowledge, and knowledge of contexts. I totally subscribe to this idea; therefore, I will continue my learning of English, the linguistic knowledge, and class instruction. More importantly, I will strive to learn about my students, and learn how to build healthy relation with them. Because, especially for ELLs, the issue of care and instruction are interdependent (Jimenez, 2010). In addition, I am also aware that I should reach out to broader teaching community, learning from each other. Through keeping up with the up to date teaching theories and practice, I can best serve my future students.

The artifact I would like to present is the transcript of the audio recording among me, my practicum mentor and my college. In the audio record, my mentor is giving me feedback about my lesson for my practicum adult English lesson. I believe this positive interaction between preservice and experienced teachers will lay a sound basis for new teachers to improve. Although I have been teaching for many years, it is still an excellent opportunity for me to see me teaching practice from a different perspective. Especially because I am used to teaching young adults of the intermediate level with my first language Chinese, but this time I

learn to adjust myself to adult students of novice low who don't speak Chinese. The challenge

is new for me, so the professional communication like this plays a significant role in my

professional development, I will embrace this teaching community in my career in the future.

During the feedback, my mentor appreciated my understanding of the importance of

connecting to **learners** by showing genuine care for them. I show my care not only by

greeting them but also by asking about their life and sharing mine. I know this healthy

relationship will help lower their learning anxiety and motivate them to learn. But that is not

enough; there are other aspects I should be aware of my students. My mentor also points out

that I should adjust my teaching practice more to their level. For example, they are at the level

of novice low to mid, so I should use modeling more than just verbal instruction. In addition,

my language is supposed to be straightforward instead of too many complex academic

vocabularies.

Apart from this professional talk with my mentor, other experience in work with her

also benefits me much. In my observation, I noticed my mentor would put a lot of thought in

table arranging every time before class begins. I realize the purpose of this is trying to provide

a suitable and comfortable **learning environmen**t for the **learners** to achieve the best

efficiency of learning. The various ways of putting the tables are subject to the learning

activities in the lesson. For example, if the role play requires students of a mixed level, the

tables will be separate in three or four. If there will be many modeling from a teacher in front,

the table will be arranged in U-shape with students sitting around the teacher.

As for **curriculum**, the recommended textbook seems way challenging for them, so my mentor, my colleague and I agree to adapt our unit plan to proper level, and base and design our curriculum on their learning need.

For the **assessment**, I incorporate the informal assessment in my lesson plan. By observing students' performance in the group activity, it will show if they all understand the content of the dialogue. For example, one of them is to reorganize the sentences of a dialogue on the paper slips, within the group, they will work together to figure out the correct order. Since my content objective is to learn how to order food, the final activity, role play, is an excellent demonstration of their learning in this lesson, which offers me an opportunity to observe their performance for assessing them.

References

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

de Jong, E. (2011). *Foundations for Multilingualism in Education: from Principle to Practice.* Philadelphia: Caslon

Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. Teachers College Press, Teachers College, Columbia University.

Jiménez, R. T., Smith, P. H., & Teague, B. L. (2009). Transnational and Community Literacies. *Journal ofAdolescent & Adult Literacy*, 16–26.

Jimenez, R. T., & Rose, B. C. (2010). Knowing How to Know: Building Meaningful Relationships Through Instruction That Meets the Needs of Students Learning English. *Journal of Teacher Education, 61*(5), 403-412. doi:10.1177/0022487110375805

Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Portsmouth: Heinemann.

Risko, V., & Dalhouse, D. (2012). *Be that teacher!: Breaking the cycle for struggling readers*. New York: Teachers College Press.

Risko, V., & Dalhouse, D. (2012). *Be that teacher!: Breaking the cycle for struggling readers*. New York: Teachers College Press.

Final Reflection and Implication for Teaching

Teaching has always been my family profession, and most of my family members now are teachers in various fields. Whenever there is a family gathering, we can't help exchanging thoughts and ideas about teaching. Growing up in the family like this, the passion of being a teacher runs in my blood. For this reason, ever since I became a teacher, I often ask myself, how I can best serve my students to achieve the very best out of themselves, and have been seeking those answers unendingly.

Thanks to my two years' study in Peabody school of Vanderbilt University, it unravels most of my mysteries in language teaching, more importantly, maps out the entire field of this discipline for me, which helps me envision its past, its future, and where we are standing now. Specifically speaking, firstly I now have established my own theoretical framework to back up my teaching practice. Secondly, I will keep up with the updated teaching theories, and test and validate them in a real classroom. Thirdly, I will keep reflecting on teaching practice by observation and feedback to tweak my teaching philosophy.

My vision of future classroom

First and foremost, I will provide my students with a comfortable learning environment. Instead of teacher condescending on the platform, I prefer the arrangement where the tables are arranged based on the learning goals with teacher circulating among students. I think this helps build rapport with students as to lay a solid foundation for a healthy student-teacher relationship. Besides, I will pay attention to the use of my target language in teaching to make my students comfortable expressing themselves. My language will be modified to suit their level, and invite more responsive and give positive feedback. In addition, for that I espouse

the belief that authentic, comprehensive input is critical for learners' second language acquisition, therefore, I will assure the authenticity of my language when I instruct.

Secondly, I value the student-centered CLT model in my class. I see myself as a knowledge facilitator more than deliveryman; I believe the students will construct their learning by themselves and through group effort. Particularly, the group discussion will be highly encouraged in class to help them negotiate an understanding of the meaning. Apart from that, to build communicative competence will be the focus of my teaching approach. I will provide real life scenarios and authentic context for my students to invite more talk from them. Therefore, they could put what they learn with my right into practice after they walk out of the classroom. If they find it useful, they are willing to delve into it more.

Lastly, language teaching makes no sense without content. In other words, content behind the language makes the language learning meaningful. I will present them with multimodal teaching materials they feel highly related to instead of dull, and rigid textbooks. Even if I must observe with the state's curriculum guideline, I will adapt them flexibly to cater to my students. My artifact of three genre lesson plans well exemplifies my ideal teaching practice in this regard.

The challenge in future teaching

However, although I feel ready to implement new ideas into my instruction, admittedly, there will be new challenges to face and overcome. Firstly, insufficient language input in the first language dominant environment. I assume my language teaching setting is in China where Chinese will be the dominant language; the concern would be that once my students walk out of the classroom, they will immerse in the only Chinese-speaking

environment. I can't count their language acquisition on my 2 hours' instruction in the class. This lack of input will result in failure of intake for students ultimately. They find difficult to retrieve what they have learned previously and require repetition of instruction from a teacher, which is a waste of time and inefficient.

Secondly, lack of motivation. I find most of the students are enthusiastic about learning another language at the beginning but lose passion and interest gradually as the workload increases, or they feel overly challenging. This phenomenon is very common among my former Chinese ELLs. As we know, insufficient motivation will directly lead to loss of engagement in class consequently to academic failure, and it holds true to language learning as well. Especially in China, there are various factors involved in students' issue with the motivation. For example, in many cases, many young students learn English just because their parents force them. If educators are blind to this, there is no way for them to address this issue properly.

Finally, teaching model switching from test-centered to communicative competence based. In China, it is inevitable for language teachers to be driven by the test-centered teaching model. Even though they understand the importance to build students' communicative competence, they still have to give it in for the test. Therefore, the audio-lingual teaching approach is quite prevalent in China. Students who pass all the standardized English test still have trouble articulating themselves in daily conversation, so as we called "dumb English." It seems irreconcilable between those teaching approaches. For me, to take this challenge takes great effort and wisdom.

How do I address the challenges

To take on those challenges, I will adhere to my teaching philosophy, equip myself with professional knowledge, continue my study of literature in the educational field. In, addition, I will reach out to broader English teaching community. Exchange insights and experience with other professionals to hone my expertise.

Professor Jimenez reminded us that we should consider what we international students would bring back to my students in China. During the past two years, I have been collecting resources inside and outside of classroom, including not only my textbooks, web 2.0 teaching tools for my reading course, youth books from my child literature class, and other ESL online resource from my second language teaching course, but also the advertisements, posters from shops and bank letters. Especially the latter ones, they are no longer print texts to me but the flexible teaching materials for a lively and content-rich lesson for students.

To increase exposure to authentic input, I will encourage my students to get involved in our local international community, where they will meet native speakers and participate in culturally diverse activities, such as parties for a western festival, book reading club. They will immerse themselves in the culture and explore the practicality of the language, hence be motivated to learn.

Furthermore, I will bear in mind that learning process is incremental, therefore one should allow students for a silent period or speaking in their native language if necessary. Forcing them to talk when they are not ready will discourage them and ruin their motivation. Also, input should be comprehensible to them. I find that most Chinese students are less engaged in the class is because the text is not accessible to them because teachers are not aware of students' proficiency levels. As a considerate teacher, I will adapt the text to their

level, also provide them with materials that are related to their lives and inspires thinking. I

will show my care to my students, because a healthy student-teacher relation helps to build

the trust and bond between them, therefore promote motivation for learning.

        For the third issue, I will strive to seek the alignment between the mandated

curriculum and my CLT teaching approach. I firmly believe communicating centered lesson

will empower students to acquire the target language, and equip them with this

comprehensive capability. Ultimately, they will perform well over the standardized tests.

Through professional meeting with my colleges in this field, I have been informed there are

successful cases in China right now. I am looking forward to seeing myself as a part of the

contribution.

        During the two years'study here, I have broadened my social network in terms of

professional communication. I joined the TESOL community and became a member of it. I

organized weekly talk with my classmates who are experienced English teachers. I think I

will continue my professional development and learn from other outstanding fellow teachers

and educators.

        I will constantly strive to enrich my teaching philosophy with up to date

research-based teaching approach. I will build on my skills in teaching with reflection from

my practice and students' feedback and assessment.

        I know, to be a successful and perfect teacher is a long and endless journey ahead.

However, I fully subscribe to what a line from an old Chinese poem says, "The way ahead is

long; I see no ending, yet high and low I will search with my will unbending."

Appendix

Artifact A

Three-Genre Lesson Plans By Bo Su   1

Name: Bo
Class: 7ᵗʰ Grade ELA Class (mix of main stream students and ELLs)
Lesson Title: what does bravery mean to you (part 1)
Date: 12ᵗʰ week, April 5ᵗʰ, 2016

Instructional Context
What do I know about my students that will inform this lesson?
Bravery gives people power to face challenges hence overcome the difficulty. Students will experience all kinds of situations in their lives where bravery is needed. This topic will relate to them and story learned in the lesson will inspire them definitely.
How does this lesson connect with and build on the previous lesson(s)?
Previous lesson is about Think-aloud strategy introduction, lesson today is to practice one type of strategies: talking to the text.

Standards Addressed

Common Core State Standards/Local Standards

1, CCSS.ELA-Literacy.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

2, CCSS.ELA-Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

3. CCSS.ELA-LITERACY.SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

4, CCSS.ELA-LITERACY.SL.7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

5, CCSS.ELA-LITERACY.SL.7.1.D
Acknowledge new information expressed by others and, when warranted, modify their own views.

6, CCSS.ELA-LITERACY.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives

Objective	Assessment
SWBAT use metacognition strategy to make meaning out of reading.	Observation on individual annotation on the text.
SWBAT present their thinking in writing.	Comment on the blog
SWBAT analyze different kinds of texts (news, video etc.) For important information (implied meaning).	Observation on pair and group discussion
SWBAT discuss and exchange their ideas	Observation on pair and group discussion
Note any expectations related to student participation in the lesson.	
Students are expected to be responsive to this topic, and seek inspiration from the story shared in class.	

Instructional Strategies and Learning Tasks (Procedures & Timelines)

Three-Genre Lesson Plans By Bo Su   2

Time	Instructional Strategies/Learning Tasks	Purpose
10 minutes	Pre-reading activity: what does bravery mean to you, create a wordle about bravery by asking student to type in their ideas in the paste box.	Pre-reading activity is to engage students into the topic of the lesson, so they will have a general idea of it.
5 minutes	Watch the video about a girl from bullied to bravery. Teacher explains the task of the lesson today.	Background information of the text. Students will have general idea of what they are expected to do.
10 minutes	Read news about a girl from bullied to bravery: Teacher gives brief context introduction of the article, and explains the talking to the text strategy, and models talking to the text on the board,	Introducing the reading strategy.
15 minutes	Students practice on their own.	Students familiarize with the strategy.
10 minutes	Pair discussion about questions and their understanding of the text. Group discussion about questions and their understanding of the text. Teacher walk around and provide scaffolding when needed.	Pair and Group activity are for exchanging and sharing their understanding the text.
10 minutes	Teacher summarizes the questions and discuss with the students about the answers. Teacher summarize the strategies when students read to understand.	Teacher scaffold students with their strategy application and understanding the text.
5 minutes	Group discussion about what you can do to stop school bullying. Write their ideas on padlet.	Reflection on the topic, and respond to the text. Assessing their understanding.
5 minutes	Write a comment at the girl's blog: what you want to say to her.	Respond to the text, assess their learning through writing.

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)?
1, Teacher models the talking to the text strategy. 2, Teacher briefs on the background information about school bully. 3, Teacher will provide support in students discussion, such as proposing question when they are lack of questions or inspire them to think from other perspectives
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?
In case they have difficulty in decoding the vocabulary, teacher will provide word-decoding tips mini lesson on site.
o   Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted?
ELL students need context about school bully in US, but teacher will inspire them to relate to what they know based on their prior experience.

Materials and Resources
o   News feed from US Today with video and text: "From bullied to bravery"
Wordle & Padlet
Losergurl.com
Computer, projector with screen and board

Three-Genre Lesson Plans By Bo Su   3

Name: Bo
Class: 7th Grade ELA CLass(mix of main stream students and ELLs)
Lesson #, Lesson Title: what does bravery mean to you (part 2)
Date: 13th week, April 12th, 2016

Instructional Context
What do I know about my students that will inform this lesson?
Students are able to see the bravery from other perspectives: bravery doesn't only mean standing up to the bullies, but also means being confident with who you really are.
How does this lesson connect with and build on the previous lesson(s)?
Previous lesson is to practice one type of think-aloud strategies: talking to the text. This lesson will review and reinforce the skill by practicing it with other genre of text.

Standards Addressed
Common Core State Standards/Local Standards
1, CCSS.ELA-Literacy.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 2, CCSS.ELA-Literacy.RL.7.7: 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). 3, CCSS.ELA-Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 4, CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 5, CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. 6, CCSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 7, CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives	
Objective	Assessment
SWBAT use metacognition strategy to make meaning out of reading.	Observation on individual annotation on the text.
SWBAT use web 2.0 tool and other resources to make a video regarding the theme.	Animoto assignment about bravery.
SWBAT analyze different kinds of texts (news, video etc.) for important information (implied meaning).	Observation on pair and group discussion.
SWBAT synthesize information from different text and discuss and exchange their ideas.	Observation on pair and group discussion.
SWBAT compare and contrast ideas in different genres.	Observation on pair and group discussion.
SWBAT read the poem with rhythm.	Shadow reading with teacher of the poem.
Note any expectations related to student participation in the lesson.	
Students are expected to actively share their thinking regarding what the poem mean in terms of bravery.	

Three-Genre Lesson Plans By Bo Su   4

Instructional Context		
Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
5 minutes	Pre-reading activity: Watch the music video "brave" with lyrics on board	To engage students into lesson and inspire them to think about bravery from other perspectives.
5 minutes	Group discussion: 1, what is bravery meant in this song? 2, How is bravery here different from it of last lesson?	To practice their speaking skills of synthesizing and contrasting information.
15 minutes	Teacher explains the task today. Silent reading of the poem: The Road Not Taken - by Robert Frost Students practice talking to the text.	To review the think-aloud strategy in different genre of text.
15 minutes	Group discussion about how they understand this poem. Teacher summarize their answers and share his ideas of the poem. Mini lesson on the figure of speech in the poem if needed.	To articulate their thinking verbally. Understanding the figurative language used in poem.
10 minutes	Pair discussion about how this poem is related to bravery, comparing with song. Write up their ideas on google doc. Teacher summarizes their ideas.	To compare and contrast the same idea from different perspectives.
5 minutes	Teacher models how to read the poem, students imitate reading it after. Discuss how rhythm in specific stanza impress you and why.	To understand the rhythm of poem.
5 minutes	Teacher explains the assignment: create a video with text on animoto about the brave story of themselves' or the ones they know.	To elicit personal responses to the topic, and assess their understanding of what the bravery means to them.
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)?		
Students might need help to understand the deeper meaning between the lines in the poem. Teacher will provide help with that by explaining the figurative language in the poem.		
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?		
If students find it hard to relate the poem to bravery, other visual aids such as picture which describes the poem might be needed as backup material for them to comprehend.		
o Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted?		
ELLs need more scaffolding when it comes to read the poem with rhythm. Teacher will help them mark the pauses and tones they need to address.		
Materials and Resources		
o The Road Not Taken – Poem by Robert Frost		
Music video "Brave" by Sara Bareilles		
Google doc; Animoto		
Computers for each student, projector and screen.		

Three-Genre Lesson Plans By Bo Su   5

Appendix

1, US Today News
From bullied to bravery: one girl's story
http://www.usatoday.com/story/news/nation/2013/10/24/from-bullied-to-bravery-one-girls-story/3184789/

2, Losergurl Blog:
http://allydelmonte.com/

3, Music Video: "Brave" By Sara Bareilles
https://www.youtube.com/watch?v=QUQsqBqxoR4

Lyrics
You can be amazing
You can turn a phrase into a weapon or a drug
You can be the outcast
Or be the backlash of somebody's lack of love
Or you can start speaking up
Nothing's gonna hurt you the way that words do
And they settle 'neath your skin
Kept on the inside and no sunlight
Sometimes a shadow wins
But I wonder what would happen if you
Say what you wanna say
And let the words fall out
Honestly I wanna see you be brave
With what you want to say
And let the words fall out
Honestly I wanna see you be brave
I just wanna see you
I just wanna see you
I just wanna see you
I wanna see you be brave
Everybody's been there, everybody's been stared down
By the enemy
Fallen for the fear and done some disappearing
Bow down to the mighty
Don't run, stop holding your tongue
Maybe there's a way out of the cage where you live
Maybe one of these days you can let the light in
Show me how big your brave is
Say what you wanna say
And let the words fall out
Honestly I wanna see you be brave
With what you want to say
And let the words fall out
Honestly I wanna see you be brave
Innocence, your history of silence
Won't do you any good

Three-Genre Lesson Plans By Bo Su   6

Did you think it would?
Let your words be anything but empty
Why don't you tell them the truth?
Say what you wanna say
And let the words fall out
Honestly I wanna see you be brave
With what you want to say
And let the words fall out
Honestly I wanna see you be brave
I just wanna see you
I just wanna see you
I just wanna see you
I wanna see you be brave
I just wanna see you
I just wanna see you
I just wanna see you
See you be brave

4, The Road Not Taken - Poem by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference

Artifact B

<div align="center">Lesson Plan</div>

Topic: The Birth of Monkey King	Class: 9th grade English literature class with Chinese ELL and native students.	Date: 4/13/2016
Content Objectives: 1, SWBAT apply the Talking to text reading strategy. 2, SWBAT practice other metacognitive reading strategies. 3, SWBAT learn traditional Chinese culture through fiction.	Language Objectives: 1. SWBAT figure out the meaning of vocabulary. 2. SWBAT understand the literal meaning and connotation of the vocabulary. 3. SWBAT describe and paraphrase to make themselves understood.	
Key Vocabulary: Monkey King Translating Classic Chinese fiction Talking to the text	Materials (including supplementary and adapted): 1, Handouts of adapted chapter 1 from fiction "Journey to the West". 2, Metacognitive bookmark. 3, Projector or document camera. 4, Video clip of "Journey to the west". https://www.youtube.com/watch?v=3b3kSLuPZy8 5, Printed exit tickets. 6, Monkey King toy.	

Introductory Activity (Explain, convince, demonstrate to students why this material, skill, activity is worth learning. Make a connection to students' experience. Includes building background. Should be only 3-5 minutes) Show students pictures of all fictional heroes (with monkey king in them), Ask students to identify any heroes with super power they adore, and with questions: 1, who he or she is, 2, what superpower he or she has, 3, ask them how they were born.

Assessment Evidence Observation on individual performance in pair and group discussion.Checking annotations they make in the Talking to the text. Examining exit tickets with what they learned.

Time: 60 minutes	What steps, procedures, and components of your objectives do you need to identify or explicitly teach? (analysis)
3 minutes	1, Introductory activity.
5 minutes	2, Transit to the topic today: The birth of Monkey King. And show students the Monkey King toy, and brief the background story of the Monkey King. Show them a video clip of the birth of the Monkey King with English subtitles. Pass around the Monkey King toy.
5 minutes	3, Divide students into groups with at least one Chinese student in each group, briefing the background knowledge about Monkey King to other group members. Ask the native students in each group to summarizes what they learn.
15 minutes	4, Hand out the text "the birth of the Monkey king". Let them read silently for 5 minutes. Then review all the reading strategy learned so far. Hands out them the metacognitive bookmark to refer to. Then teacher model the Talking to the text (learned in previous lesson).
7 minutes	5, Ask students to practice the next paragraph with talking to the text strategy.
5 minutes	6, Pair one Chinese ELL with one native student, and ask them to share their Talking to the text marks and what strategies they have used.
3 minutes	7, Summarize all the questions they encounter on the board.
10 minutes	8, Ask the native student and ELL to explain for each other by translating: Native student explains literally, and ELL connotatively. Ask them to work together to negotiate and figure out what confuses them in the article.
10 minutes	9, Ask each group to present their answers. Have whole class discuss about those answers.
2 minutes	10, Teacher summarize the results of their discussion and comment.
	11, students write exit ticket about what they learned in the text.

Artifact C

Student Oral Language Observation Matrix: SOLOM
Student Name _____   Grade _____   School _____   Date _____
Language of Student _____   Rater Name _____   Total Score _____

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	

Artifact D

Observation Paper

After giving a brief introduction to Overton based on online research and interview, this part of the paper then illustrates the observation of teacher's teaching in ELL classroom at Overton.

On September 4th, my colleagues and I visited Overton and did our first class observation. We were in Ms. Lynne Robinson's sheltered English Language Development (ELD) Reading 3 classroom of 18 low intermediate ELL students. After several sentences of self-introduction, we entered the classroom and started our observation. Looking around the classroom, I found the environment the teacher set was very supportive since it embraced diversity and was culturally sensitive: there hung a world map, souvenirs from different countries, Chinese students' calligraphy paintings, and photos of the students from the school's International Day 2014 on the wall. The decoration highly valued the differences in languages and cultural backgrounds of the students. It is important to let ELLs see the value of their home culture and language as they transition to the English language and become acclimated to American culture by decorating the classroom and creating a welcoming community for them (University of San Diego School of Education, 2015). The positive classroom climate relates to the theory of the pluralist discourse. Within pluralist discourses, diversity is considered a fundamental part of "an increasingly mobile, global, and diverse world," and it stresses the need to negotiate diversity with respect and fairness to all. Though poor language literacy may be a barrier for ELL students, building on diversity in classroom can help to bridge differences, encourage communication across groups, and lead to innovation (de Jong, 2011).

Aside from the classroom decoration that embraced diverse cultural backgrounds, the way that the students were arranged caught my attention as well. Students in the observed classroom were required to sit around tables (3-4 students at each), so that they could collaborate together in small groups. Since ELL students are challenged to speak during group work, providing collaborative practice in articulating their ideas in English helps both social and academic language development (Suzanne & Owen, 1997).

As the school bell rang, the sheltered reading class started. And based on my understanding on classroom dynamics, I have divided the class into four phases.

Phase1: Warming up. Primarily, Ms. Robinson greeted the students with the sentence, "How is your day?" The students then actively called out words and phrases like "So far so good," "exhausted," and "So busy," etc. Meanwhile she wrote them down on the whiteboard and led students repeat those words chorally. After this, the teacher divided the students in six groups according to their English Language Proficiency test scores: students with higher scores were paired with students with less English proficiency, with the aim of helping the latter group become comfortable and proficient in class (Suzanne & Owen, 1997).

Phase2: Emerging. After the warm-ups, Ms. Robinson led the class in a brief review of *Romeo and Juliet* that they had learnt the week before and transitioned to today's reading topic: marriage. After presenting an article about different attitudes towards marriage through an overhead projector, the teacher informed students to work in group, read for the gist, and answer the gist/detailed questions that were designed for each paragraph. She first modeled a response to the question, emphasizing the variety of acceptable responses, and then provided the students the questions. During the group discussion, the teacher walked around to see

whether the students needed assistance, and the students shared opinions with each other regarding the questions they had read. This group-discussion interaction mode helps students learn to value individual ideas not only through individual feelings but also through the unique interpretations of structure and form of literature (Suzanne & Owen, 1997).

Phase3: Developing. At this stage, students were invited to share the results of their group work with the whole class. Each team answered one at a time, and students were welcome to express different ideas and engage with others in discussion. After making sure the students understood the ideas of each paragraph, the teacher then moved to a deeper level by explaining some additional terms. During this process, she involved ELLs' cultural background knowledge and made the difficult terms more understandable. For instance, when talking about the "arranged marriage" [1] point, the teacher intentionally invited Indian and Kurdish students to share their cultural backgrounds with the class: most of the marriages now in Indian and Kurdish culture are still determined and controlled by parents. And when students encountered difficulties in explaining some terms in English, the teacher would step in and help them by asking questions like "Do you mean XXX?" and "I think you mean XXX." etc. By involving diversified culture into the classroom, the teacher helped students use their own background knowledge to respond to literature, as well as valued students' individual responses and motivated them to become independent readers of literature (Suzanne & Owen, 1997).

Phase4: Expanding. In this stage, the teacher again informed students to work in groups, answer the questions on teacher-designed cue cards, and then share with the whole class. At

---

[1]Arranged Marriage: a type of marital union where the bride and groom are selected by a third party rather than by each other (Jodi O'Brien, 2008).

the end of the class, the teacher asked students about their personal viewpoints towards marriage: "XXX, what do you think?" and "How do you think of XXX's idea?" etc. Then the teacher summarized the class and assigned the homework.

After observing Ms. Robinson's sheltered reading class, I was impressed by the clear stages that were designed for ELLs, as well as the usage of the special classroom setting and the emphasis on group work. However, the class would be better if the teacher could encourage the students, especially those students with low English proficiency to speak more during the group discussion section since students with higher language proficiency may take initiative in speaking while the rest would keep quiet. But overall, under Ms. Lynne Robinson's teaching mode, the ELL students not only practiced their reading techniques and cooperation skills through group discussion, but also introduced their cultures and brought diversity to classroom.

References

de Jong, E.J. (2011). *Foundations for multilingualism in education: From principles to practice.* Philadelphia, PA: Caslon, Inc.

Jodi O'Brien. (2008). *Encyclopedia of Gender and Society*, 40-42.

Suzanne F. P, Owen F. B. (1997). *Reading, writing, & learning in ESL: A resource book for k-12 teachers.* New York: Longman, Inc.

University of San Diego School of Education. (2015). *TEACHING ESL-CREATING POSITIVE ENVIRONMENTS*. Retrieved from A Resource Site for Teachers and Tutors of English as a Second Language Students:

https://www.sandiego.edu/esl/teaching/positiveenvironments.htm

Artifact E

Final Report

Bo Su

ELL program

Vanderbilt University

Abstract

This final report of the case study examines the overall English language' proficiency of my participant, referred as TM.   It will firstly brief her background information and list sociocultural factors that influence her language ability. Then based on the SLA theories, it will evaluate her strengths and weaknesses in four dimensions, phonology, semantics, pragmatics, and grammar. Next instructional plans will be provided for her to improve her skills. Lastly, it will be my reflections from this case study and how that benefit my future teaching.

Key words: English proficiency, assessment, SLA theory

PART I: Introduction to the learner

The participant, referred as TM, is 31 years old mother of 2 year old daughter, and has been lived in U.S for more than half a year. She was born, raised and received all her education in China. We attribute her English language ability to the following factors: family influence, education, cultural and linguistic exposure, first language, personality and personal motivation.

Firstly, Family influence. TM's father was a college graduate in 1970s, which is considered rare because chance to be enrolled to college back in that time was remote and competition was ferocious. The value of the bachelor degree was highly regarded. TM's good memory and quick mind was just inherited from her father. For example, when the interview was over, she mentioned that she still remembered where and when she learned those new terms. This really paved her way to be intellectually capable for English study, which means she picks up new words and phrases she believes necessary much quickly and could be able to

use them flexibly in most cases. For example,   she explains that she just learned the word "budget" once from her husband, but she could be able to use it in the interview, because she feels it quite related to her life and very necessary to learn.

Moreover, since her parents work in the government, so they are in a better financial condition which enables them to send her to the best school in the city and even put her in extracurricular programs. For example, annually, TM was the volunteer tour guide and translator in her primary school to welcome the international students who came to visit her school. Also she had opportunities to go abroad to visit. This really provides her opportunities to interact with English speakers and practice what she learned in her English class. Although TM's mother was a high school graduate, both of TM's parents expect highly of her in academic achievement. Her parents purposely increased her contact with English when she was in preschool, for example, watching English teaching cartoons or comic books. However, the push from TM's parents to learn English became barriers for her to continue pursuing her passion in her English class of high school. But the foundation she laid in early years does equip her with solid skills in terms of listening and pronunciation. In phonology analysis, it is found that she understand most of what the interviewee says and most of her articulation is clear and comprehensible. Another noticeable factor from family is that TM married to an English teacher. Later they together worked in the English Training Department of an overseas study agency affiliated to a famous local university specialized in language study. Her husband has been a big help in her English study at work. For example, when she try to figure out those academic terms, her husband will explain to her. Very often, he will share English learning experience with her and speak to her in English.

Secondly, the education. As a child, because she watched English cartoons for fun and got exposure way earlier that other peers, so the advantage of that made her being appointed as English class representative in junior high school. This position always was granted to the overachieving student in this specific subject. This boosted her confidence and motivated her to work hard on her English study.   After graduation from high school, she was admitted in one of the prestigious language colleges in west of China: Xi'an International Studies University. Although her major is Chinese, she still had to take College English as a mandatory course for two years. She did not perform well in course test because English was no longer her focus. However, she managed to pass the English proficiency test in china: College English Test Level 4, which is the basic level of English skill required to grasp for all college graduates. This explains why in her vocabulary stock, there is still some high level words she has remembered. In the semantic analysis, she mentioned the words such as "connection", "earn", and "normally". The level of those words are considered parallel with the test words of CET.

Thirdly, Participant came to U.S in 2014 with her husband who was to conduct research as a visiting scholar. So the family lived in U.S for half a year. During this time, she met an American neighbor, Grace, who had been to China for two years and could speak fluent Chinese. They became good friends and often hung out. They communicated in an interesting way: Grace spoke English to her, she responded in Chinese, so both of them would improve their language skill. sometimes they will negotiate the meaning by switching languages, but this experience really benefits more on her listening skill, but not so much on her speaking so that is why it went smoothly for her to understand the prompts in the

interview we conducted, but not smoothly when she spoke.

When she came to Nashville, she attended a conversation-based English classes which focuses on English speaking practice in ELC (English Language Center) Of Vanderbilt University. However, she quitted this class because what they do is mainly to chat with classmates and the facilitator about some topics. So it doesn't benefit her in improving her skills but she is more confident with her English speaking skill and her fluency is evidently improved. With sufficient interpersonal experience and cultural, linguistic exposure, it allows her to pay attention to her different styles of speech in different contexts. For example, she knows that in the context of requesting, she is supposed to say "excuse me" before she asks the question. This social manner is universal, so when she transfers her pragmatic knowledge to her second language, it appears to be very appropriate for her to say so. Since she has lived in U.S for months, her daily contact and input help her acquire new vocabulary that is related to her life. For example, she knows the word "preschool" because she sent her 3 year old daughter there, and she can understand "budget" because coupon books and fliers she often receives carry those words.

Fourthly, the influence from her first language: Chinese. When she speaks, there is still negative transfer mandarin, which affects her accuracy in conveying the meaning. For example, there is no difference between "take" and "cost" in Chinese, so this causes her confusion in using the word "take" properly in sentence, "things cost woman long time…." . This rationale also accounts for the misuse of "power", because "capability" and "power" are the same word in Chinese. Phonetically, the same negative language habits from Mandarin also impede her from articulating, which will be analyzed in details in the following section.

Fifthly, during the interview, TM left the interviewee an impression that she is extroverted and sociable. It seems she would talk more and longer if she is not limited to her English capability. Her open personality makes it easier for her to make friends in U.S. And because she is with 3 year old daughter, it is easy for people around her to find a topic to start a talk with her, which creates many opportunities for her to practice her English.

Lastly, when it comes to whether she likes learning English, her response is that she might not be a big fan of English, but she has the urge to learn it because of practical purpose that she lives in U.S now, and life will be much easier if she is with better English skill. This serves as motivation for her to learn English now.

PART II: Description of the learner's oral and written language abilities

Communicative Competence refers to "knowledge of linguistic and social rule of communication. It emphasize that proficient language use extends beyond grammatical forms and meaning to include social conventions required for successful communication" (Peregoy & Boyle, 2012). Inspired by this concept, therefore, I place phonology in front, because that is the base for understanding and being understood in communication. Along with the ability of word meaning, the third one is the ability to decide what to say in different contexts.   That the Last one is grammar doesn't mean it is less critical, it is only because the meaning can be determined through contextualized negotiation. TM successfully expresses herself with the help of context though her syntax is chaotic. For example, she says; "what men should do the second things woman didn don't doesn't do." It doesn't quite make any sense because it is ungrammatically structured until we review the context of the conversation. She explains previously that when woman is cooking, man must take care of the children, when man is

reading a book, or working, woman should take care of children. So we conclude that what

she means would be they should cover each other's shift when one is busy. For that rationale,

we put grammar analysis at the end.

1. Phonology Assessment

TM has her strengths in the overall pronunciation. Her utterance is highly

comprehensible, which means it doesn't require extra effort for listener to understand, and for

those frequently used word pairs, there even exhibits the liaisons in her response, such as

"when I (wenaɪ)". However, there are still confusion and unclear pronunciations as the

following chart shows:

Item	Variant	IPA	Correct	IPA
1,	"sey"	(seɪ)	see	/si:/
2,	"por"	(pɒə)	poor	/puə/
3,	"fade"	(feɪd)	feed	/fi:d /
4,	"neighbo"	(nɪbɒə)	neighbor	/neibə/
5,	"smelling"	(smelɪŋ)	smiling	/smaɪlɪŋ/
6,	"allando"	(ɒˈlendoʊ)	Orlando	/ɔ:ˈlændəʊ/
7,	"canifunia"	(kʌnɪˈfʊnijʌ)	California	/kælɪˈfɔ:njə/
8,	"narth charston"	(nɒsˈtʃɑ:Stən)	North Charleston	/nɔ:θ ˈtʃɑ:lstən/
9,	"closis"	(kloʊsis)	clothes	/kləʊðz/

First, most inaccuracies of her pronunciation lie in that she has confused single vowels and

diphthongs. For example, the item 1 and 3: /ei/=/i:/; Item 5: /ɛ/=/aɪ/. The explanation for this

is the negative transfer of her first language, because in Chinese phonetic system, there are similar phonemes with English ones, for example: [ɑʊ̯] and /aʊ/; [eɪ̯] and /eɪ/. In addition: due to that Chinese syllables are compounded with initial consonants followed by final vowels, so Chinese speaker tend to not pay much attention to the length of the vowels, for example: /i/ =/i:/. Also, in item 5 and 8, whether it is /ɒ/, or /ɔ: / doesn't make any difference to Chinese ears.

Secondly, when Chinese consonant is pronounced individually, it always has a vowel at the end, for instance: [b]=[bɒə], this cause the variant in item 4, instead of ending with/bə/, it was assumedly pronounced as [bɒə]. This pattern of variant occurs in the item 2 as well. Thirdly, for most Chinese, they know how to pronounce the "clear L (voiced lateral alveolar approximant)", rather than the "dark L (alveolar lateral approximant)". So when the "dark L" appears in the middle or the end, Chinese tend to either ignore it or substitute with similar one. In the item 7 and 8, participant chooses to ignore the /l/ in the middle: (kʌnɪˈfʊnijʌ) = /kælɪˈfɔːnjə/; (nɒsˈtʃɑːStən) = /nɔːθ ˈtʃɑːlstən/. Also, this "to ignore or substitute with similar" strategy also works on the item 6. Because there is no/æ/ (near open front unrounded vowel) and /θ/(dental fricative) in Chinese phonetic system, and the closest one is/e/(high-mid front unrounded vowel) and/s/(alveolar fricative) would be the best fits for substitutions: (ɒˈlendoʊ)= /ɔːˈlændəʊ/.

As for fluency and coherence, according to the IELTS Speaking Assessment Criteria, the participant "usually maintains the flow of the speech but uses repetition and self-correction and slow down to keep going", she often repeats and self corrects whenever there is word related hesitation: "he..he will think there is.. there are". Also, she "produces simple speech

fluently but more complex communication causes fluency problem", for instance, when she said: "it's use……. less …..as speaking and learning", she actually means that grammar is less used as she was speaking and listening. She did have the difficulty phrasing her words, which affects her fluency.

2. Semantic ability assessment

Firstly, analysis of participant's word choice. Globally, the participant demonstrates a good command of word range in both written and oral sample. In other words, she is able to describe and express herself to the topic with the vocabulary she possesses. For example, in the oral sample, when she responds to the question about U.S education, she uses "preschool", and "kindergarten" precisely in the context. In her written sample, such as this sentence: "the cost is not out of the budget", it shows that she understand the meaning of the word "cost" and "budget".

However, the participant vocabulary range is limited to tier one and some tier two words, which means she lacks of some high level content-specific vocabulary when she wants to articulate more sophisticated ideas. For example, she doesn't know "responsibility" and "standard". Another weakness in the participant's semantic competence is that her usage of certain words is inappropriate and inaccurate, such as the word "cost", and "power" (see table 1).

Table 1. Inappropriate use of words

Inappropriate Use of Words	11, These things "cost" woman long time to do.	12, if the woman has more "power" to earn the money….

This will be further explained in the following section. In addition, the participant

repeats using words, this indicates although she has sufficient vocabulary to cover most topics in conversation, she still lacks of lexical diversity to express her ideas precisely. For example, there are three times of using the word "earn" in the sentence and 10 times use of "think". With the help the text content analyzer, in contrast of her oral and written sample, it appears that the participant performs better in terms of TTR (See table 2) and lexical density especially in writing.

Table 2:

Item	Oral sample	Writing sample
Tokens	594	167
Types	187	99
TTR	0.31	0.59
Hard Words[2]	3.33%	6.67%
Lexical Density[3]	30.88%	58.18%

Her TTR of written sample is 0.59 whereas that of oral sample is 0.31. What is more, her lexical density in writing almost reaches to 60%, which is considered as benchmark for high lexical density text. Other than that, both the hard-word index and lexical density increase evidently from speaking to writing. This implies she potentially has more vocabulary storage but due to time limit, she feels challenged to recall them in the oral interview. But holistically, her word choice in writing sample resembles much of that in her speaking sample, it means

---

[2] Hard words* are defined as words with three or more syllables. This definition is used in calculating the readability and difficulty of a text.

[3] Lexical Density* is a Readability Test designed to show how easy or difficult a text is to read.

most of the words she knows well of are low level cross-disciplinary words such as those over lapping ones: "do", "can", "think" and "have".

The overall analysis of the two samples indicates participant's preference of verbs and nouns over other types of word form. For instance, adjective "normally" and "usually" are only two adjectives found in both her writing and speaking samples. The reason for this is she might have low storage of those vocabulary, but more convincing one is the negative influence from her first language, since in Chinese, adjective and adverbs often refer to the same word, such as "mei" can be either beautiful and beautifully. when it comes to the prefix and suffix in compound words, it is worth noticing that it is rare to see the participant applies her knowledge in prefixing words in order to expand her ways of expression, in fact, even the compound words are less seen in both her written and oral script.

3. Pragmatics assessment

Context types

The entire conversation analyzed is more than 300 words. Throughout the interview, two context types: linguistic and social context have been identified. Firstly, the context of each participant's response is determined by the interviewer's prompt, For example, when the interviewer asks the difference between men and women in shopping, participant answers: "I think most of woman like shopping, but most men don't like shopping. when I in the supermarket….". This becomes her context in the following speech. When she mentions words like "things", "one", she refers to the items she intends to buy. However, when it comes to the topic of responsibility for men and women at home, because the context changes to what men and women should do, the word "things" in her response means the duty of man

and woman instead. So it is categorized as a linguistic type of context because the referent is affected by the precedent utterances in the conversation.

Secondly, in the conversation, she uses "in our life, I think", which suggests the relation of the participant and interviewer is that they are about the same age, and share the similar social background. But because this is a formal interview, so she also uses "excuse me" such phrases before she asks a question. Therefore, we regard this as the social type of the context.

Adherence to Grice's Maxims

Overall, the participant basically adheres to the Grice's Maxims. Firstly, for the maxim of quality, she believes what she says is right, and she backs up her opinions with supporting ideas and evidence. For example, when she responds to the question about the difference between men and women in shopping, she points out the difference is that women like shopping, but men don't. This answer is followed by her supporting idea that women can choose many things so they are happy whereas men can't decide what to buy when given too many choices. In addition, to avoid over-generalization, she even hedges her language, such as "I think not everything, but…", "in my opinion".

Secondly, for the maxim of quantity, the participant does not fully comply with the standard: "making the contribution as informative as required". Her responses to all the prompts in those conversations are not thorough and needed to be further developed. For instance, as she explains whether children necessarily have to always obey their parents, she ends with this sentence: "So I think children must listen to her parents the rules but other decided I think the children .. will have.. will have their..mind minds."   Clearly she fails to provide enough information to instantiate her argument. So the interviewer has to say "like

what" to elicit the supporting details. Thirdly, for the maxim of relevance, she did a good job in staying relevant on the content being discussed all the time.

Lastly, for the maxim of manner, which required to avoid obscurity and ambiguity. This could be the area for the participant to improve. In her response, there are several cases where the intent of her utterance is ambiguous. For example, on the topic of shopping, she says, "when I in the supermarket, I think that is my time". The phrase "that is my time" entails various possible explanations about how she thinks in the supermarket, such as it is her favorite time or it is a time to do something. Therefore, this is considered as an example of a violation of maximum of manner. Another case of violation is when she tries to explain what the responsibility of men and women have. She said: "en.. it is not**…** what men should do the second things woman didn't don't doesn't do." Because of her inadequate syntactic competence, she fails to explain her idea clearly, thus this case falls onto the violation of the maximum of manner as well.

4. Grammar assessment.

Participant's morphological ability

Firstly, to examine MLU of the oral script, 200 words are excerpted from the beginning to the number 200th word. Every participant's natural stop is counted as an utterance. For example, "maybe…time is out." Since the participant pauses at "maybe" for a bit of time, and then utters "time is out" continuously without hesitation. So this sentence is counted as two utterances. By this standard, the total utterances in the script are 80. Next is to identify morphemes, the participant's total morphemes amount to 205. So her MLU of oral sample = 205/80=2.56. Likewise, the first 200 words of her writing sample is collected and

the count of utterance is according to where each sentence stops, such as "then we met a black

monkey, it was on the tree." Because there is a comma in the middle, this sentence is counted

as 2 utterances. The total numbers of utterances and morphemes are 34 and 216, so the MLU

of written sample is 216/34=6.35. When counting the morphemes in both of oral sample and

written sample, it appears that the participant has a good command of basic morphological

knowledge such as inflections in regular plural, regular past tense, and present progressive, as

the following table shows:

Table 1. Morphological features in oral and written samples

Morphological features	Examples in oral sample	Examples in written sample
Regular plural -s	"I see six <u>pictures</u>"	"Lot of <u>animals</u>"
Irregular Past tense	"He <u>saw</u> the watch"	"We <u>spent</u>…"
Passive voice -ed	"the car <u>is covered</u> with.."	"She <u>was excited</u>"
Present progressive -ing	"man <u>smeling(smiling)</u>"	"some areas are <u>building</u>"
others	Contractions: "I <u>don't</u>"	Perfect tense: "<u>have been</u>" Third person singular present: "<u>she likes</u>.."

However, there still are areas to be further developed. In the oral sample, Participant

missed all inflections in the third person singular present, such as: "he want to.." and "he get

up". The other weakness is irregular past tense. For example, "the car drived near".

Although she knows the correct form of past tense for the word "see" as "saw", she still

hesitates and confuses it with "sawed" and "seed". However, in her written sample, the

participant makes almost no mistakes in irregular inflections of past tense and third person singular present, but she still has difficulty in addressing appropriate tense for the context, so there are many mixed up the past tenses and present tenses in one sentence. For example: "today is sunny day, we arrived at..", "we saw a meerkat which looks like a .."

Participant's syntactic ability

Basically, the participant's sentence patterns are correct and complete in both her written and oral samples. Firstly, most of her words are placed in the right order. The adverb is put before the adjective to modify: "they are very cute", as well as the correct placement of superlative form of the adjective in front of the regular adjective to modify the noun: "the most famous Chinese restaurant".

Furthermore, although the majority is the simple sentences, such as "he saw the watch", "he missed the bus", occasionally, she is able to use complicated sentence structure: "I see the man who is late getting into the car." Especially in the written sample, her sentence variety increases, and most of the sentences are properly structured. For example: "there is a little train in the zoo.", "we saw a meerkat which looks like..", "I think it's boring but children like it". As for the linking device, in the oral sample, the most frequent ones are addition and transitions: "and", "So", "but", "then". In her written sample, the participant's linking words starts to increase, such as: "however", "first", "if", "also", "after".

However, her overall flexibility of linking device using is relatively limited. The frequent repeating of them is seen in both of her two samples, and some linking word is missed, which affects the flow of the ideas. For example: "My baby girl was excited, she wanted to go there one month ago." The conjunction "because" is needed here.

Global assessment of your participant's grammatical knowledge

In a comparison of her written and oral sample, the participant performs better in her writing in terms of morphological and syntactic skills. Morphologically, the MLU of writing sample is nearly three times of that in the oral sample. Because there are more combinations of inflections in her writing, for example, "was excited", it means she is able to manage two different inflections at the same time, whereas, in her oral sample, she could only focus one at a time.

Moreover, in speaking, the participant concentrates more on communicating her ideas, so she tends to omit inflections that don't block understanding such as the third person singular present. Syntactically, compared with oral sample, writing sample shows an significant increase in variety of sentence patterns: from simple: subject + verb +object, such as "we ate lunch" to compound sentences: "I think it's boring but children like it", and attributive clause "we saw a meerkat which looks like.."

Globally, the participant's written and oral sample suggest that she had adequate knowledge of morphology and syntax. The written sample reflects she understands the basic rules of inflections of all the word forms. Also, both of her samples present a broad range of sentence structures with certain accuracy. In spite of her limited flexibility of proper linking devices, she still is able to communicate her ideas fluently.

Nevertheless, there still are areas she needs to work on, which is to familiarize with irregular inflections of the word forms, such as irregular past tense. Also, she needs to expand her knowledge of linking devices to facilitate the smooth transitions of the ideas.

PART III: Assessment of the learner's current stage and SLA theoretical framework

1. Overall English Proficiency:

In this section, we will first examine TM's overall English proficiency according to Language Acquisition Chart. Then we will in details assess her oral based on the samples collected with the help of Students Oral Language Observation Matrix .

To begin with, overall assessment of TM's English proficiency places participant at in between of Level 3 and level 4: Low intermediate and high intermediate fluency. The reason why I come to such conclusion is because both of her oral sample and written sample exhibit what describes in Low Intermediate and High Intermediate Fluency. First of all, TM's overall performance is more aligned with the definition of the Level 4, "students can communicate thoughts more completely, can participate everyday conversations without highly contextualized support". In the oral samples, the interview we had with the participant covers the various content, such as her description of illustration prompts, and some topics that demands higher English skills such as "the difference between men and women in terms of shopping", "the responsibility at home for men and women", "should children listen to their parents", and "what is the difference in education between US and China".   All of these facts show that she is in fact able to discuss and articulate her ideas flexibly in most contexts.

Secondly, for vocabulary, the descriptor says "up to 7000 receptive/active word vocabulary". While it is difficult to quantify her vocabulary capability, the lexical density in written sample arrives at 57.96% which is close to 60%-70%, a percentage that is considered an indicator of high density text. Secondly, when it comes to student behaviors and "able to", she demonstrates the features described both in level 3 and level 4, such as in level 3, "show good comprehension when given rich context". And in level 4, "engage in and produce

connected narrative". Also, she is able to "describe", "compare" (level 3), and "contrast"(level 4). For example, she compares the two education systems in U.S and China, and meanwhile backs her statement up with supporting ideas in the oral sample XX. That is why the participant is rated as in between of Level 3, and level 4.

In order to analyze carefully, I also examine her speaking proficiency with by SOLOM. First of all, look at comprehension, as it is said in descriptors, Participant "understand nearly everything at normal speed", next, for fluency, her overall performance is "speech in every day conversation and discussion, frequently disrupted by the student's search for the correct manner of expression". In her sample of interview, she utters many "en" as pauses to search for the proper expression or words. For that reason, she is rated as 4. Regarding her lexical capability, level 4 suits her well. Since the participant has sufficient vocabulary to sustain her in daily conversations. However she "occasionally use inappropriate terms". For example, when she describes family responsibility, she says "it will cost more time". She confuses "take "with "cost". Moreover, for the sentence, "women has more power to earn money," she intends to say "women is more capable to earn the money". Next is pronunciation, she is rated as 4, due to the fact that the participant's speech is "always intelligible though one is conscious of a definite accent..." In addition to that, the participant's performance also exhibits traits in level 3. For example, "pronunciation problems necessitate concentration on the part of the listener." Her mispronunciations demand listener to refer to the context to understand. Such as "California" , (kʌnɪˈfʊnijʌ) = /kælɪˈfɔːnjə/. But because it occurs occasionally and doesn't block understanding, she is still rated as 4. Lastly, for her grammatical competence, she is marked 3 because she "makes frequent errors of grammar

and word order that occasionally obscure meaning". The participant repeats mistakes in third person singulars and tense. In terms of syntactic skill, she occasionally produce sentences with wrong word order, which handicaps the understanding, such as "what men should do the second things woman didn don't doesn't do", which cause extra effort to determine her meaning with the help of context.   Based on the analysis aforementioned, the final score for the participant is：4+4+4+4+3=19, falling into the Phase III, "limited English proficiency".

2. SLA theories that inform the analysis.

SLA Theory that pertains to her overall performance are Critical Period Hypothesis, Contrast Analysis Hypothesis and Input, and Monitor Hypothesis. Firstly, Critical Period Hypothesis (Singleton, David; Lengyel, 1995) claims that early childhood exposure plays an important role in second language acquisition, especially in pronunciation. It appears that her highly comprehensible pronunciation in her speech samples is attributed to childhood English exposure. In other words, watching English cartoons increases her phonological awareness greatly.

Secondly, it is the contrastive analysis hypothesis.   This theory suffices to explain why she is not able to attain the accent free native speaker like pronunciation as she grows up. That is because her first language is Chinese, and majored in Chinese in college. Her L1 exerts strong influence over her second language learning. As Lado(1957) in contrastive analysis hypothesis pointed out: "individual tend to transfer the forms and meanings of their native language to their second language", and "transfer" means "carrying the habits of the mother tongue into second language"(Corder,1971). For example, most inaccuracies of her pronunciation lie in that she has confused single vowels and diphthongs. For example, the

item 1 and 3: /ei/=/i:/; Item 5: /ε/=/aɪ/. The explanation for this is the negative transfer of her first language, because in Chinese phonetic system, there are similar phonemes with English ones, for example: [aʊ] and /aʊ/; [eɪ] and /eɪ/. In addition: due to that Chinese syllables are compounded with initial consonants followed by final vowels, so Chinese speaker tend to not pay much attention to the length of the vowels, for example: /i/ =/i:/. Also, in item 5 and 8, whether it is /ɒ/, or /ɔ: / doesn't make any difference to Chinese ears. Secondly, when Chinese consonant is pronounced individually, it always has a vowel at the end, for instance: [b]=[bɒə], this cause the variant in item 4, instead of ending with/bə/, it was assumedly pronounced as [bɒə]. This pattern of variant occurs in the item 2 as well. Thirdly, for most Chinese, they know how to pronounce the "clear L (voiced lateral alveolar approximant)", rather than the "dark L (alveolar lateral approximant)". So when the "dark L" appears in the middle or the end, Chinese tend to either ignore it or substitute with similar one. In the item 7 and 8, participant chooses to ignore the /l/ in the middle: (kʌnɪˈfʊnijʌ) = /kælɪˈfɔːnjə/; (nɒsˈtʃɑːStən) = /nɔːθ ˈtʃɑːlstən/. Also, this "to ignore or substitute with similar" strategy also works on the item 6. Because there is no/æ/ (near open front unrounded vowel) and /θ/(dental fricative) in Chinese phonetic system, and the closest one is/e/(high-mid front unrounded vowel) and/s/(alveolar fricative) would be the best fits for substitutions: (ɒˈlendoʊ)= /ɔːˈlændəʊ/.

Thirdly, Input and Monitor theory (Krashen, 2003). The Input theory reminds me her experience of making friend with native speaker. When they communicate, she has to recall what she learned before as to understand her friend. Also they will negotiate meaning of words and phrases when they miscommunicate. What is worth noticing is that their conversation covers basic topics that is related to her life, such as raising children, fun of

shopping, and education in different system. Those talk is conducted in the relaxing environment, especially because she is able to speak Chinese to get her ideas across, so she really is actively engaged in the bilingual conversation. It turns out during that time, her listening comprehension is greatly improved, and she also expands her vocabulary. For example, it is seen that most her "able" words in her response of the interview echoes our assumption that words like "budget", "pregnant" are probably acquired when she talks to her American friend. The reason for this is when I compare the words she knows and words she finds challenging to recall, it seems those words are at the same level, for example, "budget" vs "standard" (the word she fails to retrieve). They both are regarded as the tier 2 vocabulary. But because the word "standard" would be rarely mentioned in daily conversation with grace. Therefore it doesn't even register in her mind. In my opinion, this exemplifies the effective filter theory, which states providing low-anxiety environments would contribute to second language acquisition (Krashen, 2003). When she interacts with Grace, she subconsciously acquires those vocabulary like a sponge.

In addition, this monitor theory takes effect when her speech exhibits the presence of repeating and self-correction. As the theory explains "Before the learner produces an utterance, he or she internally scans it for errors, and uses the learned system to make corrections. Self-correction occurs when the learner uses the Monitor to correct a sentence after it is uttered (Krashen, 2003). According to the hypothesis, such "self-monitoring and self-correction are the only functions of conscious language learning" (Krashen, 2003). She often repeats and self corrects whenever there is word related hesitation: "he..he will think there is.. there are". Also, she "produces simple speech fluently but more complex

communication causes fluency problem", for instance, when she said: "it's use…….

less …..as speaking and learning", she actually means that grammar is less used as she was

speaking and listening.

PART IV: Specific instructional plan for this learner

Firstly, to help correct her variants in her pronunciation, we should make her

understand the difference between English and Chinese phonetic system by comparing and

contrasting. Then we work to improve her phonological awareness, which means to train her

to identify the phonemes, blending the phonological units such as syllables, and breaking

them down again for her to practice

The second is to expand her receptive and productive vocabulary. In order to address

her issues of limited high level vocabulary and incorrect usage of words, firstly, she needs to

expand her lexical input by getting exposed to more complicated contexts such as reading

newspaper and watching TV shows. Secondly, for new words, four square training technique

is fit for her, because it allows her to practice and familiarize with appropriate use the words

in contexts(Graves, August, & Mancilla-Martinez, 2013). Furthermore, it is highly

recommended for her to use those words in everyday life to help her review those words and

their usage. Journal writing is also a good tool for her exercise her learning.

Thirdly, In order to improve her grammatical skills, it is advisable to combine

deductive and inductive approach of teaching (Thornbury, 1999). That is to say, we should

explain explicitly grammatical rules of English to raise participant's awareness of correct

morphological forms. And this can be conducted through practice such as comparing

grammatical rules between her native language and English. Second advice is increasing her

exposure to diverse forms of sentence patterns as well as linking devices. For instance, reading level-appropriate materials, and asking the participant to detect and summarize patterns and connectors that might be useful in her writing works.

Lastly, it appears that the participant's weakness in pragmatic competence is to a large extent intertwined with her syntactic competence. In this sense, she is advised to work on her syntactic skill building through explicit instruction. Also, the authentic native speaker input will be greatly helpful for her pragmatic learning. (Kasper, G., 1997). By modeling from their action patterns and responding discourse in different social contexts, she will raise her awareness in this regard, and ultimately, improve her pragmatic skills.

Overall, beside explicit instruction, comprehensive input is critical to her, therefore, complicated contexts such as reading newspaper and watching TV shows. Making Friends with native speaker is a useful approach to increase her comprehensible input. Because "the authentic native speaker input will be greatly helpful for her pragmatic learning (Kasper, G., 1997)". In addition, the negotiation of meaning during the interaction helps her to fully understand the proper use in corresponding contexts. Reponses also attributes to reinforce the learning from the explicit instruction.

PART V: Critical reflection

My first gaining from this case study and this course is academic terms. As an ELL myself, those content-specific words are strange to me, especially when I write my case analysis. To really address every phenomenon discovered in samples with proper terms is quite challenging, even now there still are inappropriate use of them throughout my paper. But it is delightful to know and learn them, internalizing the "input" into "intake".

In addition, this case study incorporates practices of data collecting, analyzing samples from theoretical perspectives, and devising instructional plan with the support from theories. Therefore, the first thing that benefits my teaching practice is now I know it is critical to collect samples from my student before instruction. While what I used to do is give them a paper test. However this is not sufficient to determine one's holistic language ability. Also, the data analyzing tool is quite useful for me, whether it is TTR or MLU, they all provide me more legit analysis data of my future student's linguistic competence. Another resource worth mentioning is the website where there is the list first 3000 vocabulary for the learner. This is something I have been looking for, because I realize vocabulary learning process is incremental one, so when I plan my class, it is better to start with those first tier words, and gradually transit to second and third tire words. But before this class, it is hard to find those resources.

Secondly, theoretically- supported analysis is another takeaway from this class. Before this class, my only guidance is based on my previous teaching experience, I apply what I learned in one case to another case which shares similarity with the previous one. But the some of my instruction plans didn't take effective as I expected. That is because it lacks of theoretical support. Among all the theories I know of, the most impressive one is the monitor theory from Krashen, and another is contrastive analysis theory. They explicitly explain the way the second language learner acquire their skill and what impedes their learning. Those claims just echo some of my findings in my teaching experience that we should be aware of the influence of their L1 and we should provide a relaxing and fun environment in teaching practice.

I am also a father to a 3 year old daughter who now lives with me in U.S. What I have observed from her when she adapts into this bilingual environment is aligned with the theory of critical period. For example, she now speaks English with perfect pronunciation. As a sequential bilingual, she sometimes mixes two languages, but sometimes consciously switches them for fun. What is more, what her language performance demonstrates some traits from theory of Active Construction of Grammar. For example, after she says: "I am doing pooping", she tries to say: "I am done washing my hands". She is aware of the structure and attempts to imitate it and construct them to convey other meanings.

I believe all of those insights would apply and benefit my future students. I will conduct analysis like this before I design my teaching strategy. While I design my lesson plan, I will take factors such as what stage they are, what theories best support my instruction into consideration. If I bump into any obstruction of facilitating my plan, I would know what would be the best explanation for this theoretically, and what can be done to solve the problem.

Reference

Corder, S. P. 1971. "Idiosyncratic dialects and errors analysis." *IRAL Vol. 9.*

Gass, S., & Selinker, L. (2001). *Second Language Acquisition: An introductory course* (2nd ed.). Mahwah, N.J.: L. Erlbaum Associates.

Graves, M., August, D., & Mancilla-Martinez, J. (2012). *Teaching Vocabulary to English Language Learners*. Teachers College Press.

Kasper,G. (1997). *Can pragmatic competence be taught?* Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. Retrieved from the World Wide Web: http://www.nflrc.hawaii.edu/NetWorks/NW06/

Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Portsmouth: Heinemann

Lado, R. 1957. *Linguistics across cultures*. Ann Arbor, Michigan: Univ of Michigan Press.

Singleton, David; Lengyel, Zsolt, eds. (1995). The age factor in second language acquisition: a critical look at the critical period hypothesis. Clevedon [England]: Philadelphia. pp. 124–146. *ISBN* *1-85359-302-8*.

Peregoy, S., & Boyle, O. (2005). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (4th ed.). Boston: Pearson/Allyn and Bacon.

Artifact F

Lesson Plan

Teacher: Shuang Xie & Bo Su	**Date:** 2/7/2017	**Grade/Class/Subject:** Adult ELL, novice low to mid.
Unit/Theme: Order food in a restaurant		**Standards:** ACTFL Can-Do Statements
Content Objective(s): SWBAT order food in a restaurant.		**Language Objective(s):** 1. SWBAT use basic sentence structures to order food in a restaurant. 2. SWBAT use sentence patterns to make polite requests. 3. SWBAT comprehend waiter and waitress' questions.

KEY Sentence Patterns: **Order (drink & food):** I will have… May/can I have…, please? I'd like to… …, please I haven't decided yet. **Finishing the meal:** I will take this to do / may I have a box? **Check:** Can I take the check, please? Check, please?	**Supplementary Materials:** Video and script hand-out; Paper slips and answer sheets; White board and markers; Menu sheets; Role-play worksheets.

LESSON SEQUENCE:

1. **Opening:** Teacher will share and ask students their experience of ordering food in the US, and discuss what difficulty they come across. Next, students will watch a short video twice

about ordering food in a restaurant. The second time when they watch the video, they will be given the script (see Appendix) of the video and are asked to highlight the sentences or words they don't understand. The teacher will explain and answer questions.

https://www.youtube.com/watch?v=Gxd6LshVU8A

2.   List key sentence patterns. (15 min) Students will work in groups and list key sentence patterns for ordering drink & food, finishing the meal and asking for check. The teacher will write down what students report and provide alternative expressions on the whiteboard.

3.   Reorganize sentences (8 min). Students will work in pair. The teacher will hand out a bag of paper slips with the lines of a dialogue to each group and ask students to reorganize them in right sequence. After they complete the task, the teacher will give them an answer sheet to check. Then, they will practice the dialogue with partners.

Dialogue：

Hi! I am Richard! I will be your waiter today. Can I get you anything to drink?
I 'd like to have some water
Great! I will be right back
Are you ready to order?
I haven't decided yet,
Ok, take your time!
Have you decided yet?
Yes, I 'll have a cheese sandwich. Please!
No problem.
How is everything?
Very good!
Are you still working on that? Or shall I wrap it up for you
I will take this to go, can I have a box?
Sure, Would you like a dessert menu?
I am good, thank you.
Can I get you anything else?
May I take the check, please?
Absolutely!

4. Role-play (Give students the menu) (15 min)
  Students will be regrouped with new partners, and take turns to be the waiter/waitress and others pretend to be the customers and order food.

5. Closing: Exit ticket. Before class is dismissed, students will fill in the exit ticket with their takeaway: the most useful sentence or phrases.

Rationale

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

This lesson is planned based on the CLT principles.   First of all, it is learner-centered lesson, and teacher plays a role of facilitator and guide. Secondly, the lesson focuses on meaningful language use for pragmatic purpose. Lastly, the lesson serves to build students' specific components of communicative competence, such as sociolinguistic and discourse competence.

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

The content objective is to learn how to order food, very straight forward. The lesson plan is not going to cover all the food ordering occasions, but to focus on the more basic interactional language in a formal dining restaurant. The language objective includes mastering sentence patterns of asking for drink or food, comprehending waiter or waitress' questions and respond to that, and requesting extra service. Considering the proficiency of the students, the learning load is specifically tailored to their capacity.

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

   There are several features of the CC that have been developed in the lesson. The first one is sociocultural competence. Because the entire lesson is themed within the social context of ordering food in the American restaurant, which is the real life communication. The students in the role play has to bear this social, cultural context in mind when they conduct the dialogue. As for discourse competence, in the activity of reorganizing the sentences in order to make a meaningful dialogue, it involves elements such as selection, sequencing, and arrangement of the sentences to achieve a unified spoken text, which is just as how Celce-Murcia, Dornyei, & Thurrell (1995) defines discourse competence.

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

   This lesson, due to the time limit, does not include explicit explanation at word level except teacher will sweep those lexical blocks during the question and answer section. With the illustration and teacher modeling, students will contextualize and negotiate the meaning of the vocabulary. However, this lesson focuses more on sentence and discourse level. Students are exposed to the key sentence structures multiple time in different forms of comprehensive input. In the following activities, they will practice them by analyzing, synthesizing, creating and evaluating to make the dialogue meaningful.

3. **How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking?**
This lesson is designed for students of novice low and mid. To lower the effect of affective filter, and engage them. We provide video and its transcript with illustration on the handout, to support students' comprehension. We incrementally increase the challenge after we build on their competence. The activity of reorganizing is appropriate exercise for them to recall the learned sentence patterns but also incorporate higher-order thinking such as analyzing, synthesizing, and evaluating to make the dialogue meaningful.

4. **How does the lesson allow for opportunities for investigating, activating, bridging, and building background knowledge?**
In the opening section, to lead in the topic, teacher will ask students their difficulty in ordering food. Students will share and discuss that with teacher. In the end, the role play allows students to create the dialogue based on their own experience. So they could improvise and bring in their own background knowledge in the activity.

5. **How does the lesson make complex texts comprehensible for English language learners?**
We provide video and its transcript with illustration on the handout, to support students' comprehension. In the Q&A section, we explain all the word and phrases for them. Even when in role play, students have the handouts of key sentence and sample dialogue for them to refer to. The key sentence patterns appear repetitively throughout the lesson, which allow them to negotiate and comprehend them in multiple occasions.

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

The activities are sequenced in the incremental fashion where students are given comprehensive input first and then challenged with the task. Video watching at the beginning serves to engage students and provide input. All the other handouts such as script and key sentence patterns are scaffolding them during sentence reorganizing and role play sections

Reference
Celce-Murcia, M., Z. Dornyei, S. Thurrell. 1995. *Communicative Competence: A Pedagogically Motivated Model with Content Specifications. In Issues in AppliedLinguistics.*

Appendix

1. The script of the video

Dining out

Waitress: Hi, I'm Lori. I'll be your waitress today. Can I get you anything to drink?

Male: Just water.

Waitress: Would you like bottled or regular?

Male: Regular.

Waitress: And for you?

Female: I'll have a diet soda.

Waitress: Great. I'll be right back.

Ordering

Waitress: Have you decided what you'd like? Or do you need some more time?

Female: I'll have the grilled chicken and a dinner salad.

Waitress: And what kind of dressing would you like?

Female: What kind do you have?

Waitress: Italian, blue cheese and French.

Female: I'll have the Italian and can you serve that on the side?
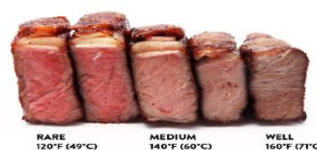
Waitress: Of course, and for you sir?

Male: The Peppered Salmon, is that very spicy?

(Waitress: Yeah.)

Male: I don't like spicy. I'll have the steak.

Waitress: And how would you like that cooked?

Male: Medium, please.

Waitress: Alright, so that's chicken with salad, Italian dressing on the side, and one steak,

(Male: Yes.)

Waitress: Thank you.

Serving

Waitress: Be careful, it's hot! Can I get that for you?

Female: Yes, please.

Waitress: And is there anything else I can get you?

Male: May I have a steak knife?
Waitress: Of course, I'll get that right away.
Waitress: How is everything?
Male: Excellent!
Female: Very good.
Waitress: Great.

Finishing the meal
Waitress: Are you still working on that? Or shall I wrap it up for you?
Female: I'm done.
Male: I'll take this to go.
Waitress: Would you like a <u>dessert</u> menu?
Male: Yes, please.
Waitress: Would you like coffee?
Male: Yes.
Female: I'll have some, too.
Waitress: Cream or sugar?
Male: I'd like some cream.
Female: I'll have sugar.

Ordering dessert
Waitress: Have you decided what you'd like for <u>dessert</u>?
Male: I'll have the chocolate cake.
Waitress: And for you?
Female: I'll have the cheesecake.
Waitress: Excellent, I'll be right back.

Getting the check
Waitress: Did you enjoy your meal?
Female: It was wonderful!
Waitress: Can I get you anything else, or should I get you check?
Male: We'll take the check.
Waitress: Thank you for coming.

Menu

Starters

Soup

Chicken Soup	$12.50
Mushroom Soup	$12.50
Vegetable Soup	$12.50

Bread and Salad

Garlic Bread (3 pcs)	$13.00
Smoked Salmon Salad	$18.50
Shrimp & Fresh Fruit Salad	$20.50
Sesame Chicken Salad	$16.50

Main Course

Sandwiches

Ham & cheese sandwiches	$15.50
Tuna & egg salad sandwiches	$16.00

Pizza (1 pc)

Beef, mushroom & onion Pizza	$15.00
Chicken & Pork Pizza	$14.50
Vegetarian Pizza	$14.00
Ham, cheese & Pineapple Pizza	$14.00

Burger

Cheese burger	$14.50
Beef burger	$16.00

Pasta

Lasagna	$28.00
Shrimp & Mushroom Spaghetti	$26.00
Super Seafood Spaghetti	$26.00
Chicken Spaghetti	$25.50
Salmon Spaghetti	$25.50

Cold Drinks

Orange juice	$12
Apple juice	$12
Lemon Tea	$11
Mineral Water	$7
Soft Drinks - Coke, 7-up, Fanta	$7

Dessert

Red Bean Sundae	$12.00
Vanilla/chocolate Ice Cream	$10.00
Banana Pancake	$10.00

4

Sample Conversation: Ordering Food at a Restaurant

Waiter: Welcome to Antico's. Here are your menus. Today's special is grilled salmon. I'll be back to take your order in a minute.
. . .
Waiter: Are you ready to order?
Customer 1: I'd like the seafood spaghetti.
Waiter: And you?
Customer 2: I'll have a hamburger and fries.
Waiter: Would you like anything to drink?
Customer 1: I'll have a coke, please.
Waiter: And for you?
Customer 2: Just water, please.
Waiter: OK. So that's one seafood spaghetti, one hamburger and fries, one coke, and one water. I'll take your menus.
. . .
Waiter: Here is your food. Enjoy your meal.
. . .
Waiter: How was everything?
Customers 2: Delicious, thanks.
Waiter: Would you like anything for dessert?
Customer 1: No, just the bill please.

Restaurant Role-play Waiter Sheet

You are a waiter in a restaurant. When people sit down at your table, give them some menus and take their orders:

Name	Food	Drink	Complaints	Comments

(1) Welcome.
(2) Give Menus.
(3) Tell the guests the special of the day.
(4) Give them some time to look at the menu.
(5) Take their orders.
(6) Confirm their orders.
(7) Ask how the meal was and if they want dessert.

www.bogglesworldesl.com

Artifact G

Excerpt from the transcript of debriefing with practicum mentor

Time period: 0-3'39"

Mentor: I like how you didn't jump right in the lesson, how you started "how was your weekend". It takes up sometime, and but it's important. Because it is all part of your establishing the rapport. You were showing that yes I went through this class for two hours a week, but l care about you. And I am interested in your life outside of the classroom. And then you spoke about what you did. The research shows that, and this is true for children as well, that when students know something about you outside of classroom, they feel more connected to you. And it is more successful learning experience. Sharing that you went to the Cheesecake factory and bring some of your life into the class room has been demonstrated by research to be very valuable to build rapport. So that was good. And, it was perfect, I don't know if it is intended, but I think it is a perfect transition in the lesson.

Me: That was intended.

Mentor: It was perfect. It didn't look artificial. And then, another thing, sometimes, when people, the English is not their native language, they are teaching English, it can be intimidating. For you rather than, there is different way to handle it. Some just feel nervous about it, and they never talk about it. But the fact, you kinda, as we say, "bring the white elephant out of the corner", like, hey, guess what, I have that problem too. You know, I really like that, because you know what, we have this in common, we are gonna work through this together. Here is some tool I found that worked for me. I think it is better than being, you know, having attitude that now I have lived in the US for two years, my English is superior.

But being like, hey, you know what, my English is not perfect either, let's work through this. I liked that. I like the agenda, except one thing, be careful with the agenda, because I love that you have an agenda, but just explaining to them, what next step is, efficient. You overload them, it is different from giving an academic presentation, they are going to spend so much time figuring out the directions, they are gonna miss the lesson. I think having an agenda is fine, maybe just hignlighting, this is where we are, this is what we are going to do, at the level.

Time period: 7'14"-8'00

Mentor: When you gave students the phrases, and ask them to find the phrases in the script, they did not understand the directions. What do you think can be done differently next time to help assure that they……

Me: I should just explain it, model it in front of class. Because I tried to fix the problem, I know most of them don't understand, cuz they just keep, just highlight the answer sheet. So I notice that, I tried to fix that problem. So I just step back and do the modeling later, but next I am gonna do it in front of the class.

Mentor: that was actually one of my comments with you. I think modeling is something you both need to focus on more.