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Capstone ELL Portfolio

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Abstract

This ELL portfolio demonstrates my understanding and competence in teaching culturally and linguistically diverse (CLD) English language learners based on my theoretical knowledge at Peabody College along with a variety of practices including fieldtrips, classroom observations and teaching experiences.

The portfolio consists of three parts: 1) Philosophy of Teaching, 2) TESOL standards for ESL/EFL Teachers of Adults, 3) Bridging theory and practice. In the first section, I state my philosophy of teaching under the theoretical framework of Vygotsky's sociocultural view of learning, Cummin's interdependence Hypothesis, communicative language teaching and culturally responsive pedagogy. In the second section, I interpret the TESOL standards and provide the artifacts I completed as evidences to illustrate the relevance and demonstrate my understanding of the eight domains—planning, instructing, assessing, identity and context, language proficiency, learning, content, commitment and professionalism. In the last section, I present my ideal vision of my future classroom, anticipate the challenges and solutions in future teaching and identify the direction of my continued professional development.

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Philosophy of Teaching

My past two-year study experience at Peabody College as well as practicum shaped my perception of being an excellent English language learner teacher. My teaching philosophy of second language teaching focuses on Vygotsky's sociocultural theory, Cummin's interdependence hypothesis, communicative language teaching as well as culturally responsive pedagogy.

Vygotsky's Sociocultural Theory of Learning

According to Vygotsky, sociocultural factors cannot be ignored when developing students' cognitive ability. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people and then inside the child (Vygotsky, 1978). This theoretical framework emphasizes that students' cognitive development can be improved through sociocultural interaction. Then, students are able to gradually internalize external activities and develop cognitive abilities.

The zone of proximal development (ZPD) is the key concept of sociocultural theory. The zone of proximal development is defined as the distance between the actual development level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). In other words, it refers to the range of tasks that a student can complete with the support from others but cannot perform independently. It represents the distance between what a student already knows and what the students is capable of doing.

Sociocultural Theory and Cummins' Interdependence Hypothesis

Language Choice

According to Cummins, a learner's competence in a second language is partly dependent

on the level of competence already achieved in the first language, since bilinguals are able to transfer skills from their first language for use in their second language (Cummins, 1979). Cummins' interdependence hypothesis focuses on the concept that languages are interconnected to one another. Therefore, it is of great importance to know linguistic and education backgrounds of the ELLs in my classrooms. Influenced by this framework, the use of the first language in the instruction facilitates the academic, cognitive and linguistic development in both the first and second languages. In my classroom, the first language will be valued especially when my learners have difficulties in expressing views or understanding key concepts in the target language. So I will make use of translation activity to foster students' English learning because while they are translating different items such as newsletter or advertisement, it requires students to do close reading and analyze as they move back and forth between the original text and the translation version. In this process, contexts, word choice as well as idiomatic expressions will also be taken into consideration to mediate the meaning. In the group of students who have the similar linguistic background, when they discuss complex issues or have problems in understanding complicated concepts, those students who have higher English proficiency can serve as tutors or translators for those struggling students. This way can get rid of those students' confusion and help in clarifying instruction for ELL students. Furthermore, I will also make use of visuals such as labels, posters and flashcards in both English and their first language to facilitate their comprehension in that their native language shares certain concepts with English. Allowing students to use their native language places value on their native languages, which is beneficial to create a safe environment where students feel being recognized. In turn, this productive relationship could make students more willing and eager to be engaged in activities.

Sociocultural Theory and Communicative Language Teaching

Task-based Approach

The ZPD occurs when the social interaction occurs between a student and a more knowledgeable individual in a particular subject matter (Vygotsky, 1979). Social interaction plays an important role in student learning because cooperative learning activities can enhance efficiency of studying, especially within the groups of students at different level who can help each other. In light of this theory, Brandle's communicative language teaching (CLT) is one key approach to be further applied into practice. The desire goal of this approach is to develop learners' communicative competence (Hymes, 1971). Learners can be meaningfully engaged in authentic communicative activities and tasks to facilitate their language use in the real life. Thus, in my class, I will empower my students to try out language use through task-based instructional activities.

According to Vygotsky, for the curriculum to be developmentally appropriate, the teacher must plan activities that encompass not only what children are capable of doing on their own but what they can learn with the help of others (Karpov & Haywood, 1998). Thus, when I design tasks, I need to think about the skills that students are expected to master and then determine the most suitable tasks for maximizing my learners' learning efficiency. The tasks should not be too complex with the support from teachers or peers, but it should be a little challenging when students do on their own. Only when the activities or tasks that fall in the zone can students make the most of tasks I assign for them. In my class, I will design a series of high-demanding and challenging interactive tasks appropriate to learners' English proficiency and age such as discussions and debates in order to motivate them to express and negotiate meaning in class. And my students are able to complete collaborative tasks involves planning, reporting, analyzing and practicing, by which they can be exposed to a whole range of lexical phrases, collocations, and

patterns as well as language form. Task-based instruction, to some degree, empowers students as active contributor instead of passive receivers for the learner-centered classroom.

Learning Environment

The sociocultural theory as well as CLT inform me of the necessity to create a collaborative and interactive environment, where learners search for knowledge through interaction, communication and negotiation. It is necessary for me to engage students actively in the learning through interactive language teaching model to develop caring and trusting relationship with students and create safe environment for them to speak English. Besides, I will provide ample opportunities for my learners to try out language use they have acquired through different kinds of communicative tasks—surveys, interview, role-play and other simulated activities. In order to complete these tasks, students are required to use the target language in gathering information, sharing opinion, exchanging information, reasoning, acting out or giving feedback. In conversational interactions, language structure or grammar rules will be discovered by students themselves. I also would like to create a natural context for interaction, which raises students' interest and motivation in exploring natural features of the target language. Generally, cooperative learning is promoted through small-group interaction. To complete a task, I will group students based on their strengths and weaknesses. For example, I will pair a struggling student with a student who has the high proficiency level in English, which not only offers the struggling one a new perspective for understanding the material but improves the knowledgeable student's oral skills in explanation. Clearly, group-work tasks are not only designed with a communicative purpose, but also designed to improve learners' comprehensive English abilities.

Authentic Material

According to CLT, it is necessary for English teachers to select authentic materials that

reflect real-life situations to offer students rich, meaningful and comprehensible input and stimulate their interests in English learning (Brandl, 2008). Based on my own experience in China, I notice a discrepancy between the language used in the textbook and that in the real-life contexts. Due to the long-term exposure to the out-of-context English instruction that prepares for neither the communication nor the culture in the foreign countries, the students often meet with some problems when communicating in the real life. Therefore, I will use authentic materials—videos, music, newspaper, articles, brochures, train tickets, letters, commercials, which are originally used by native speakers in real situations instead of designed for use in language teaching. When introducing authentic materials, I will take advantage of multimedia resources in order to stimulate students' interests in studying English and gain an insightful understanding of western culture. Unlike printed materials, multimedia can assist students in visualizing difficult concepts or procedures more easily and improving their comprehensive English abilities, especially listening and oral skills. Multimedia tools not only offer an attractive and a friendly interface, vivid pictures and pleasant sounds, but also give students and teachers more opportunities to share their ideas together through interaction.

Gradual Release of Responsibility Model

According to the sociocultural theory, the zone of proximal development is the area of exploration for which the student is cognitively prepared, but required help and social interaction to fully develop (Briner, 1999). In another word, individuals can develop at a higher level with scaffolding. To help students gradually internalize the learning and cultivate their ability of independent learning, I will employ the Gradual Release of Responsibility (GRR) Model— "I do it" "we do it" "you do it alone" (Pearson & Gallagher, 1983). In my class, with clear learning outcome or goals, in the beginning of the task, I will explicitly model the new concept, idea or

strategy, specifically showing the students how to do it, and think aloud while demonstrating. And then I will guide the practice with students together and give feedback as well as support if necessary in order to facilitate their learning. In the end, students begin to gradually complete the tasks on their own and become independent learners. Meanwhile, I also assign some challenging tasks to check their application of certain knowledge or strategy and promote their higher-order thinking skills.

<div align="center">**Sociocultural Theory and Cultural Responsive Pedagogy**</div>

As is mentioned before, learners could achieve the zone of proximal development (ZPD) with appropriate scaffolding. For culturally and linguistic diverse (CLD) students, I will scaffold ELL students' learning through culturally responsive teaching, which promotes to take advantage of "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay, 2000). As an ELL teacher, I need to develop a cultural diversity knowledge base including their students' cultural characteristics and contributions of different ethnic groups, which lays the groundwork for the further implementation of instructions.

Culturally Teaching Caring

As one important feature in this pedagogical approach, culturally teaching caring should be embraced in my class, which requires me to understand and be sensitive to learners' cultural and linguistic differences so that they will feel proud that their communities are valued and respected in class. It is my responsibility to help them feel esteemed and empowered. And I also treat everyone equally and fairly regardless of skin colors, social class or linguistic abilities in order that each student feels comfortable and motivated to be engaged in learning.

Funds of Knowledge

Culturally responsive teachers are good at using students' funds of knowledge to facilitate their L2 learning process. All students possess cultural capitals which means every student is unique in their own cultural experiences, prior knowledge and specific skills that acquired from their own cultural background and family origins (Risko & Walker, 2008). All of these kinds of information could be regarded as funds of knowledge, which could serve as meaningful resources for English instruction. Embracing and implementing transnational and community literacy is an effective way for me to better understand my learners' lives outside the classroom. I could gather and sort artifacts from students' communities through fieldtrips with my students and then take advantage of their prior knowledge to facilitate their learning outcome in the target language. As a culturally responsive teacher, I will get to know the students' family cultures and create meaningful relationship with families by visiting homes or organizing parent-teacher conferences in school. From home visits, listening and talking with parents and students, and even observing their clothes they wear, I am also learning about funds of knowledge from different families including music and dance, translation and interpretation, diet and health. The key of this method is to know the children's family cultures through ongoing, meaningful involvement in their communities in order that students' real-life experiences are legitimized as they become part of the official curriculum (Allen, 2007). I will create a trusting relationship with parents and exchange information about students' performance in campus or off-campus frequently so that I can build more comprehensive understanding of students and adjust instruction accordingly.

Conclusion

Vygotsky's sociocultural theory as well as other teaching theories support me to become a qualified ELL teacher. And I will gain a new understanding and apply them into teaching

practice to satisfy students' needs through tailored lesson plans and achieve the maximal

teaching effect.

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TESOL Standards for ESL/EFL Teachers

Domain 1: Planning

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

It is essential for an ELL teacher to bear learners' needs and interests in mind and prepare to make modification according to students' academic performance. In other words, this standard requires teaching instruction to be adjusted in order to accommodate students' specific demands in English learning. My interpretation to this standard is that the teacher follows the principle of "backward design" when planning lessons. More importantly, planning requires us to make both objectives and contents relevant to learners and comprehensible to their current level. Therefore, I should design motivating and level-appropriate tasks and develop the meaningful instructional content for learners.

The artifact A I chose for this domain is my lesson plan (see Artifact A) for novice-mid ELL adults to grasp key expressions about clothes for the course of Teaching English as Foreign Language. Taking learners' practical needs and their prior experiences into account, I choose the topic of "clothes", which is pretty familiar and useful to learners in their daily life. The main objective in my class is to improve their conversational skills in the context of making purchase in the clothes store in America. I start planning the lesson by identifying the desired end results of instruction. For example, I need to identify the Communication Standards from interpersonal, interpretive, and presentational perspectives. Then I selected the ACEFL proficiency guidelines for Novice High correspondent with the integrated skills they need to master, which include identifying the dialogue about clothes-related areas and managing several communicative tasks. I incorporate the requirement of the curriculum, the assessment of the unit, and students' linguistic

and cultural backgrounds to determine the ultimate objectives for this lesson.

In order to build learners' motivation and confidence in speaking English, I will make use of task-based approach, which progresses from pre-task, task, planning, report to analysis and practice, to facilitate their language learning. In all stages, learners will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. For example, learners are required to act out the dialogue with group members using the new vocabulary in the scenario they choose. Through this way, vocabulary could be grasped in authentic contexts rather than in the form of wordlist of isolated words. This way stresses more on meaningful language use in authentic communicative activities and tasks.

I will create a supportive and friendly learning environment so that learners could feel at ease to complete the task through group discussion and class sharing. What's more, grouping is another important factor that needs to be considered during the instruction. I will group them according to their English proficiency. For example, I would group the learner who is good at designing advertisement and another learner who is excellent in communicative strategies together to maximize each student's productive skills and make them contribute more to the group work.

Based on the curriculum standards, I designed the lesson plan to help students learn how to grasp the basic clothing information from an advertisement and exchange information with peers in the target language. I choose the topic which will cater to learners' learning need and interests. For example, based on the topic of "clothes", I ask learners to design their own advertisement for one specific scenario and then act out the conversation in class. In addition, I make use of various multimedia tools to train and improve learners' listening and speaking skills, and to develop their communicative competence. For instance, I show the video clip where there occurs

a dialogue at the clothes store to model how to make purchase and then learners are required to

summarize the main idea of the video with the assistance of vivid pictures and pleasant sounds.

By using authentic materials students know how to use language in real world and improve their

comprehensive English proficiency both in receptive and productive skills.

This lesson plan contains various types of assessment. I will adopt the informal formative

assessment to measure my learners' English learning. At the beginning of the lesson, I will ask

students to categorize some clothing items in different scenarios to check their memorization of

the key words they learned before. When they are planning the task, I will walk around the

classroom to see if they are on task, monitor their progress they are making or correct mistakes.

In the end of the class, students are required to do presentation to show their advertisement and

role-play to the whole class. I will record the excellent sentences, phrases and words they used

and typical mistakes to better measure their mastery of language learning. Furthermore, an "exit

card" at the end is another way to evaluate students' understanding of the lesson or elicit

immediate information about teaching effect.

Domain 2: Instructing

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

This standard reflects the affective filter hypothesis (Krashen, 1985). Krashen argued that people acquire second language only if they obtain comprehensive input and if their affective filters are low enough to allow the input in. According to this theory, this standard requires I should create a friendly and welcoming learning environment in which students can feel motivated and confident to express themselves freely and teachers can provide scaffolding to facilitate learners' English learning. Furthermore, it is necessary for me to make content culturally relevant to learners, which could engage learners in active communication in class.

The artifact I chose for this domain is my lesson plan (see Artifact B) for Teaching Second Language Literacy. The lesson plan aims to improve learners' integrative skills in English learning and then build confidence in voicing their opinions. My students are 8th grade students from different countries with intermediate-low level. Therefore, I need to make use of cultural scaffolding in teaching practice to deepen their comprehension of texts. I selected the text *Tiger Mothers or Elephant Mothers*, which listed the main features of "tiger mothers" and "elephant mothers" through small stories. Because of their culturally and linguistically diverse background, they are able to make connections to the text based on their own prior experiences. At the same time, their cultures are valued and respected in class through discussion. It will make them feel being recognized and in turn, this meaningful relationship could make learners more willing and eager to be engaged in activities. Firstly, I will show video clip about "how real elephants parent" to activate learners' existing knowledge of families. Incorporating multimedia tools in my class not only offers an attractive and a friendly interface with vivid pictures and pleasant

sounds, but also engages learners actively in the beginning of the class. Moving to the teaching

process, I will adopt the communicative language approach to create a cooperative environment,

which is replete with group discussions and productive communication. I will provide ample

opportunities for them to interact with each other through pair or group activities and promote

jigsaw activities requiring students to use language resources to overcome an information gap.

By comparing and contrasting the differences and similarities among different types of

parenting, students could grasp certain reading strategies as well as develop higher-order

thinking skills via the language output. I make input comprehensible with the help of visual aids

such as "making connection posters", "Venn diagram" and explicit vocabulary instruction.

I will create a safe and relaxed learning environment by encouraging open discussions in

class. During communicative interactions, learners can express their own ideas or views freely as

well as incorporate new words they have learned in their oral practice. In my class, students need

to work collaboratively to identify the basic structure of the compare-and-contrast text with the

help of a Venn diagram. They discuss personalities of each character, the plot of the story and

the theme of the whole story. They can share their own stories with their parents in groups to

reflect on the text they learned, which also improves their critical thinking skills. Lastly, each

group is required to do a presentation in order to share their connections to the whole class,

which could also build their confidence in speaking English. As a teacher, I will act as a

facilitator to ask some higher-thinking order questions to maximize their language learning

efficiency. During their discussion, I will provide in-time interactional feedback and solve their

problems at any time.

Purposes in my lesson plan include both content and language objectives. To achieve the

language objective, I will choose a culturally relevant text about a specific topic that relates to

learners' life experiences, a video clip that introduces the parenting style of animals to promote

learners' higher-order thinking skills. I also model how to identify the compare-and-contrast text

and how to make each type of connection to the text. And for the content objectives, I will

instruct them how to grasp the main features of different characters in the text and how to skim

and scan main information from the text. Lastly, after group discussion, different cultures could

be appreciated and learners' cultural awareness increases.

In this lesson, many activities can serve as authentic assessments. For example, I will make

use of observation notes in my class to record students' performance. During group work, I will

walk around the classroom to see if they are on task or need clarification or guidance. Recording

of their performance is of great importance for me to monitor their progress they are making

toward the learning goal. And oral presentation regarding their personal connections is also a

useful tool for me to assess learners' current stage of spoken English. Lastly, learners are

required to list five qualities of the ideal mother in their mind to make a comparison with the

initial one at the beginning of the class, which is another good way for me to check their

understanding of the content. Such formative assessments can help me to recognize where

students are struggling and address problems immediately.

Domain 3: Assessing

Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

Collecting and analyzing students' information about learning and performance help ELL teachers to recognize where students are struggling and provide ongoing feedback to address problems immediately. Those data gathered from formative or summative assessments provide more evidence to monitor and evaluate students' learning outcomes as well as my teaching quality. Meanwhile, the more I know about my learners as they are engaged in the assessing and learning process, the better I can adjust instruction appropriate to their language proficiency, and then accommodate differences of students with diverse linguistic and cultural background as well as varied needs and purposes of English learning. As for me, assessment is not just a way to check that students have obtained the learning goals, but also a method to inform appropriate future instruction.

My professionalism in this domain is supported by the three sheets of SOLOM (Student Oral Language Observation Matrix) that I used to measure oral proficiency of three adult English language learners. This is an oral English pre-assessment we did on Jan. 24th to determine the placement of three Chinese students at the English Language Center (ELC) at Vanderbilt University. The three students I assess are spouses of international students or scholars from China. One of them called Weiping Shi once lived in New York before and then moved to

Nashville. The other two students (Hui Kan and Ying Cao) came to the USA with little English

knowledge and now is living with their husband. The oral assessment is divided into three

parts—self-introduction, task-based group discussion and self-evaluation. And each group had a

native English speaker who worked as a facilitator for the whole assessment. Afterwards, we

needed to work together to evaluate their current oral proficiency level in terms of

comprehension, fluency, vocabulary, pronunciation and grammar. During the observation, I

obtained a general picture of the three learners' oral proficiency from different perspectives

according to the SOLOM. And then we discussed and compared scores we rated domain by

domain to come to a consensus on ultimate grades. The results I got from this pre-assessment

were helpful to facilitate students' learning in that they demonstrated what domain learners still

needed to make efforts to improve. Through pre-assessment, ELL teachers can also adjust

lessons and materials appropriate to learners' linguistic level. In addition, self-introduction

conducted in the assessment not only provided us with more information about learners' prior

educational experiences but also evidences of their current spoken English proficiency, so that I

could adopt differentiated instruction to students of varied levels.

When conducting the SOLOM, I realized the significance of a relaxing and communicative

learning environment. During the observation, I noticed that the facilitator tried to create natural

contexts by prompting conversations with them and make connections to learners' daily life so

that they have more motivation to express their views. Furthermore, the facilitator always smiled

to them and told them not to be nervous, especially when some of them failed to answer one

question or struggled to think of the accurate words. In the group discussion, if one of them

failed to make sense the main task because of limited English knowledge, the others in the group

would do some translation in their native language to facilitate the discussion. In this supportive

learning environment with low affective filters, learners would have more confidence and

motivation to exchange ideas or share their personal stories with others. However, I also noticed

that a student with limited English knowledge rarely talked so that we had little data to assess her

oral language proficiency. In the future, either in formative or summative assessment, I will

create a welcoming learning environment which is familiar to learners in order to decrease their

anxiety or stress and then substantiate their real proficiency in spoken English. And it is

necessary to incorporate mini-assessment similar to the summative assessment into my daily

instruction so that they are able to perform better in the end.

Based on the results of pre-assessment and standards of the curriculum, I will differentiate

instruction as well as group learners in order to accommodate their specific learning goals. And it

is evitable to adjust the curriculum appropriate for learners' linguistic level. For example, both

Hui Kan and Ying Cao scored relatively low on fluency and vocabulary while Weiping Shi

performed better in every domain. In this case, the ELL teacher should promote different

conversational interactions for Hui and Ying so that they can encounter new words repeatedly in

different contexts and acquire vocabulary knowledge naturally. More interesting and effective

activities can encourage learners to discover the forms and patterns of target language by

themselves rather than depending too much on teachers alone. During communicative

interactions, they not only improve their oral English proficiency, but also apply new words they

learned into oral practice. In addition, those students with limited vocabulary should be provided

with more extra exercises on vocabulary to reinforce their vocabulary knowledge. And the

teacher can also offer them more immediate feedback after they complete the task in class in

order to scaffold their language and content learning.

Regarding assessment, it is required for my learners to reflect on their learning and then do

self-assessment according to their own language use and learning goals, which offers a vital

evidence for me to adjust instruction to their specific needs. Through this way, I also involve my

learners in my instructional and assessing decisions. Furthermore, learners can be aware of their

strengths and make more efforts on their weaknesses in English to develop proficiency.

Assessment should be reliable. Therefore, it is noteworthy that when I design my assessment, I

should take my learners' linguistic and cultural background into consideration for fear that the

results might be affected by biases towards my learners. I will also integrate various ways of

assessment under stress-free environment and interpret information in an objective way.

Domain 4: Identity and Context

Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

It is believed that lower academic achievement of English language learners might come from the disconnection of instruction and curriculum to students' native cultural and linguistic knowledge (Jiménez & Rose, 2010). I should conduct culturally responsive teaching to facilitate the learners' language and content learning. To bridge the gap between the academic contents and their cultural and linguistic background, I should tap ELL students' funds of knowledge, bringing their native language, family heritages and community knowledge to the English class to develop effective instruction and assessment for English learners.

In this domain, I am presenting an experience paper of the community literacy project (see Artifact D) to substantiate my understanding for this standard. For this project, I explored a multicultural community in Nashville and went on a community literacy fieldtrip to Nolensville Pike where I collected artifacts that representing different cultural heritages and interviewed a shop owner from that community about his history and cultural values. And then I reflected on how these could influence identity formation and learning traits and how I could make the best of such knowledge into my planning, instructing and assessing.

Faced with culturally and linguistic diverse (CLD) students, I understand the importance of incorporating learners' cultural and linguistic backgrounds and community literacies into the classroom to facilitate their learning. These students will meet with the problem of linguistic and

cultural isolation, which means learners who live in their own community always communicate with their parents in native language at home but they have to go to U.S. schools to receive the education in English and experience American culture values or beliefs that are totally different from what they were taught before. In the long term, their limited English proficiency makes them feel confused about their own identity and then it becomes hard for them to be involved in the new environment (de Jong, 2011). And they feel scared and frustrated in learning, which has a negative impact on their performance in class. Therefore, minority students are more likely to make progress in school when teachers understand and incorporate their home and community literacy practices as opposed to attempting simply to impose school-like practices (e.g., book reading) (Jimenez, Smith & Teague, 2009). For example, I will encourage learners to design bilingual advertising flyers for promoting the festival of their own country so that they can feel more motivated and become active participants in their learning.

After coming to know my students' background and learning goals, I will create a cooperative and communicative environment where learners' native culture is also welcomed in classroom. For example, I will bring the bilingual poster of the Mid-Autumn Festival to the class and then make use of this artifact to inspire students to design tickets or invitation letters for audience. Students could feel free to talk about traditional festivals of their own countries in English and explain the origin of different festivals. It will make them feel being recognized and in turn, they become more willing to be engaged in activities. In addition, all these are related to their daily life and their own culture, thus they will have more motivation to express their views and share their stories to the whole class. Through open exchange of ideas between students from diverse background, learners could also learn more about each other.

As for curriculum, bring transnational and community literacies into the classroom make it

possible to build upon students' prior knowledge to improve English proficiency (Jimenez,

Smith &Teague, 2009). It is also a good example of application of cultural relevant teaching.

This requires me to collect samples of texts from many domains and genres. For example, there

are different kinds of Chinese characters written on package boxes. With the inspiration of these

texts, I will encourage students to find varieties in their oral or written language. They can also

investigate more cultural symbols in their native countries. These activities could foster their

higher-order thinking skills to appreciate the differences of languages and cultures around the

world. And then I will also adapt the instruction to accommodate students' learning needs and

interests. Based on those artifacts, students can be given more opportunities to discuss and

present the information reflected in the samples by taping on their funds of knowledge.

As for assessment, with a deeper understanding of my students' native culture, I will avoid

creating or employing culture-biased tests in my teaching practice (de Jong, 2011). In addition,

assessment for CLT learners should relate to their funds of knowledge and take their cultural and

linguistic backgrounds into account. Furthermore, I will also ask them to do some translation

exercises to get them to realize the transferable features in different languages and measure their

understanding of the distinction between two languages in meaning or form. For the formative

assessment, I will collect students' performance data in class by observation notes to inform

instructional planning. As for the language choice in assessment, it is likely that test-takers just

know the items or concepts only in their native language rather than in English. Therefore, to

truly check their learning outcome, I will adjust the assessments by adding explanation of the

specific concepts they may be unfamiliar with in their native language.

Domain 5: Language Proficiency

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

This standard requires ELL teachers to reach a threshold proficiency level in the target language in order to be able to teach effectively in English. A qualified teacher should not only have a good command the knowledge of grammar and vocabulary, but also gain the ability to interpret and express the appropriate thing in a certain social situation (Brandl, 2007) and the ability to maintain a socially acceptable conversation based on different relationship between people who are speaking and social contexts. In other words, I have developed the ability to do with language in terms of speaking, writing, listening and reading in both academic settings and social settings in a spontaneous and non-rehearsed context. As a non-native ELL teacher, I need to keep learning to improve my comprehensive English skills and instruction skills.

I started to learn English at the age of 7 and I was exposed to English in different settings: schools, educational institutes, traveling and studying abroad. All of these experiences equipped me with high English proficiency in receptive and productive skills. During my undergraduate years, as an English major, I passed the TEM-8 (Test for English majors, Band 8), which was the highest level for English major students in China. Furthermore, a total IELTS score of 7 showed my language ability in reading, listening, speaking and writing. In the past one and a half year at the Vanderbilt University, I was able to comprehend professional lectures, participate the discussion with diverse groups and complete all assignments in high scores, which demonstrated my excellent English skills in the academic settings. And I also attended different kinds of practicum where I had an interview with the manager of the school in English or gave mini-

lectures in the English Language Center. All of these further presented my oral English

proficiency in academic settings. What's more, I also actively took part in social events such as

New Year parties or went hiking with native speakers and communicated with them smoothly.

   I believe all of these experiences benefit me as an ELL teacher in the future. I once worked

as an instructor in an educational institute in China, which showed my application of

examination-oriented skills in teaching practice. And now, my practicum at English Language

Center also offered me an opportunity to make connection between theories I learned in class

and teaching practice in the U.S. All of these experiences prove that I have the ability to become

a qualified ELL teacher in the future.

Domain 6: Learning

Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

As a qualified language teacher, I should make use of my language knowledge to differentiate individual language learning performance and assist my students in promoting my learners' learning outcome using my knowledge of second language acquisition (SLA) theories. Therefore, I identify learners' current stages in language acquisition from multiple perspectives such as the components of linguistic system (phonology, morphology, syntax, semantics and pragmatics) or receptive and productive skills of language (listening, reading, speaking and writing). Based on their performance in different subsystems and sociocultural background, I also need to provide them with appropriate instruction according to analysis of potential reasons. In addition, I should have an awareness that students' learning process is affected by students' age so that I will flexibly choose the materials and methods appropriate to students' language level and age.

The artifact E I chose for this domain is the Case Study of a Non-Native English Speaker (see Artifact E) for my Educational Linguistic and Second Language Acquisition class. In this case study, the learner I analyzed is an adult ELL who majors in material engineering in East China University of Science and Technology, which is a high-level and excellent university in China. I conducted interviews with him on a regular basis, obtained multiple samples of his oral and written English, and then collected and analyzed linguistic data to evaluate his language abilities with the use of certain models or framework in the respects of phonology, semantics, grammar, pragmatics. In addition, to deeply understand and find the factors that could affect his

second language acquisition, I also made a survey by conducting interview about his

sociocultural environment and curriculum. Based on his English proficiency and other possible

factors influencing his learning, I designed specific instructional plan for him to address his

needs and improve his English proficiency. Lastly, I reflected on my case study and came out

with several valuable implications for teaching in the future.

Through my interview with my learner, he told me that he repeatedly did endless exercise,

quizzes and examinations, especially on reading and grammar, to strengthen solid knowledge in

English and earn more scores. And he had little opportunities to communicate with others in

English to improve his spoken English skill. And the class adopted grammar-translation method

and focused on vocabulary and sentence structure analysis when reading materials. During our

interview, I knew that his primary learning goal was to improve his English proficiency,

especially on speaking and writing so that he could communicate with native speakers smoothly.

Having the theoretical framework of my learners' second language learning in mind, I will

provide a desirable learning environment that best supports their learning. Actually, the use of

the first language is obviously dominant outside the classroom so that the only chance for them

to contact with English is doing English homework or watching English movies and TV

programs in the daily life. I encouraged him to be exposed to authentic materials such as

newspaper, magazine, movies to practice interpersonal, interpretive and presentational

communicational skills and increase his language awareness. Authentic materials provide natural

language examples of real-world language (Crossley, McCarthy, Louwerse, & McNamara,

2007). Furthermore, I will design interesting and authentic communicative tasks for learners to

improve their motivation and confidence in speaking English.

The discrepancy of his oral English level and written ability shows that he memorizes

complex grammatical rules, but is not able to produce meaningful sentences orally. This unbalanced development between receptive skills and productive skills often occurs especially among Chinese students. Therefore, in the curriculum of language teaching I design, adult learners will be involved in communicative context to experience how language negotiates and mediates meanings. And communicative language teaching demands me develop the participant's pragmatic language skills including the ability to know how to talk with different groups of people, the ability to turn-take in a conversation as well as switching topics when appropriate. For example, I will set up a situation in which the learners need to explain the same thing to different people.

I conducted a detailed quantitative and qualitative analysis of phonology, morphology, syntax, semantics and pragmatics of the learner's language acquisition. To assess his language learning in receptive skills and productive skills, I use the standards of the five-level model (Krashen & Terrell, 1983). I will assess my learner by observing and monitoring his performance in interactions and authentic language use. In addition, daily interviews serve as periodical assessment to monitor his learning and provide ongoing feedback, which could help me to recognize where students struggling and address problems immediately. By reflecting on assessments above, I can adjust instruction appropriate for the learners' linguistic level.

Domain 7: Content

Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use language for genuine communicative purposes. Teachers understand that the content of the language courser is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

The desire goal of communicative language teaching (CLT) is to develop learners' communicative competence (Hymes, 1971). In other words, its goal is to make use of real-life situations that necessitate communication. Students' motivation will substantially increase if they become aware that what they have learned can be put into practice in daily life or academic situations. As an ELL teacher, I will create a learning environment full with authentic materials that relevant to their experiences and daily life. And activating exercises including oral presentation offer students more opportunities to practice their spoken English.

The artifact F I chose for this domain is a midterm paper called *How to Teach Vocabulary through Communication in China* (see Artifact F) for the course of Teaching Second Language Literacy, which mainly puts forth how I will apply communicative language teaching (CLT) into vocabulary instruction to promote the belief of "learning vocabulary through communication". In my paper, I design an English vocabulary class under the principle of communicative language teaching. My target learners are 7th grade Chinese ELLs, who have little opportunities to be exposed to authentic materials. Most of them learned vocabulary in the form of wordlist of isolated words rather than in authentic contexts, which leads to their failure in applying that in communicative interactions accurately. Therefore, I will engage students actively in the learning

process through interaction language teaching model. The ultimate goal of this lesson is teaching students how to persuade others with thoughtfulness and insight. Concerning my learners' limited English proficiency, I assign some tasks for my learners to activate their prior knowledge so that they have the motivation to express themselves. For example, I will play different English commercials videos of running shoes to each group and then based on the information and words they learned in the video, students need to act as a salesperson to persuade others into purchasing their brand of running shoes in the role-play activity. Students can make best of their purchase experiences that necessitate communication possibilities to complete the task. In addition, listening material which is highly culturally relevant to ELL students' lives and appropriate to their English language level, is a rich resource for facilitating word learning in that learners can find and grasp new words or useful patterns in authentic contexts naturally.

By making connections to learners' real-life experiences and combining their interests into the instruction design, I want to lower their affective filter and thus create an authentic and communicative learning environment. In my class, students can talk freely about their prior experiences of persuading others to reach their goals successfully. If students don't have a chance to activate their vocabulary knowledge in the classroom, they may find transferring language acquisition in the real world far more problematical. Also, they are allowed to use their native language to communicate with their peers to facilitate their discussions within groups. And I will use Chinese students' own language and culture to activate their schemata for understanding the target vocabulary better. The use of L1 can help students clear up some misunderstandings in their choice of lexical items or rhetorical strategies. In the long term, learns will feel safe and comfortable to argue their points and share their stories in real-life situations.

The curriculum involves interpretive, interpersonal as well as presentational activities.

Students need to interpret meaningful information in the advertisement and after communicating with group members to check answers or correct errors, they are required to persuade others to buy the specific brand of running shoes by using information in the video and some persuasive strategies. The communicative approach realizes the transition from receptive language use to productive language use. In addition, authentic material is considered necessary for students learn language because it is actually used by native speakers. Such materials are used in the classroom to expose the learners to language in real use (Tomlinson, 2005). Taking learners' language proficiency into consideration, I will select useful authentic materials that they can understand easily. And I also encourage learners to bring useful authentic materials they encounter in the real life, which enables them to consciously process the information related to English learning and narrows the discrepancy between curriculum designed for English learning and the language use in the real-life contexts.

The assessment for this class will be the synthesis of students' class participation as well as the completion of tasks. I will make use of observation notes to record students' performance as evidence to inform instructional planning, monitor their learning outcome and maintain students' motivation and engagement in class. In addition, the summative assessment is divided into two categories—one is for individual work and the other is for group task. In the individual work, each student need to write a short conversation using certain words or key sentence structures they learned so I can assess whether they have internalized these important expressions for practical use in composition. Then in the pair work, students will role-play and act out the dialogue according to one scenario they choose through specific persuasive strategies. This assessment is intended to check their oral English proficiency for the genuine communicative purpose as well as encourage them to produce oral output in meaningful social contexts.

Domain 8: Commitment and Professionalism

Standard 7: 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.

Teachers are learning constantly from different participants in education on a regular basis, such as students, teacher colleagues and school administrators. They can share their teaching experience, exchange their ideas in education as well as learn teaching skills from each other through communication and cooperation to improve teaching quality together. In addition, teachers could also learn more from students' families and communities in order to have a general understanding of students' linguistic and cultural background, which is useful for teachers to adapt the effective teaching practice to accommodate students' learning needs.

I would like to use the observation paper (see Artifact G) I wrote for the field trip to the ESL to Go in the practicum of the Foundations class. In this field trip, I observed two levels of classes—literacy and intermediate classes and then interviewed the manager who was responsible for this program. Most of the learners in the ESL to Go were adult refugees from different countries and teachers provided the differentiated instruction to accommodate their specific learning needs based on their varied language proficiency.

I will make every effort to enrich my knowledge of learners and learning. Observing teachers' lessons allows me to see how their knowledge of education is applied to teaching practice. It is also a valuable experience for me in that I could make connections to the theories I learned before. Learners will maximize their learning efficacy through communicating and completing tasks in class. Compared with the literacy class, the intermediate class is much more

engaging and interactive. For example, the teacher narrated a car crash story incorporating the

target words such as "pale", "stretcher", etc. And then she constantly asked students to do

matching exercises or make sentences with the use of the visual aids such as pictures in order to

scaffold students' vocabulary learning. Lastly, all students were required to cooperatively retell

the whole story by the chronological order using the target word. This class reflected the

teaching principle of "present-practice-produce" in which the proportion of the teacher and

student talking time should be carefully allocated to achieve teaching goals. During the task,

students were given enough and equal opportunities and freedom to output their ideas in the

target language. This kind of learning model could promote learners to build confidence

especially when they completed the task or solved the problem. To sum up, I will facilitate

learners' learning via the collaborative projects and try to engage students as much as possible

through communication, either with teachers or with peers. In addition, I could have more

fieldtrips to my learners' communities and collect artifacts so that I could translate these

materials into effective instruction and activities in class.

Learning how to create a supportive learning environment is of great significance for me as

well. During the observation, I noticed that teachers often used some cards, printed photos or

relevant objects to facilitate students' vocabulary learning. And there was an alphabet table

attached on the wall in the literacy class, which made students be exposed to letters more

frequently. According to the interview, the manager told us about the inclusion of cultural

elements such as translation services during communication. With regard to teachers' attitude

towards diversity among students in class, native languages were allowed specially in the literacy

class where students with very limited English proficiency could better learn from each other or

solve problems. In general, both classes were organized with systematic teaching strategies and a

range of relevant exercises. Instructors treated students equally and fairly without explicit

labeling regardless of skin color, social class or linguistic abilities so that every student felt

comfortable and motivated to learn or share stories with others. Furthermore, it was noteworthy

that the minute some students were able to answer questions correctly, the teacher repeatedly

praised them, which was helpful for learners to build confidence and motivation to be engaged in

learning. I learned from this experience that I could promote my professionalism through

learning from teachers at different school sites and the broader teaching community.

The observation of the teachers informed me how to adapt my curriculum to align with my

learners' learning goals and needs. In the intermediate class, the teacher introduced the practical

topic of "physical examination", which students were familiar with and could capitalize on their

prior knowledge. And then she taught relevant vocabularies and phrases for students to be

engaged in the meaningful and communicative language activities in authentic contexts. In the

end, learners would be able to describe their problems clearly when they wanted to see the doctor

in the daily life. Different from the intermediate class, literacy classes aimed to teach students

letters in the target language so the teacher basically asked students to imitate her pronunciation

of the target letters repeatedly. Compared with the intermediate class, the teacher in the literacy

class spoke at slower pace as well as sparing more time for students to digest the content they

learned. In the future, I will adopt the differentiated instruction to students with varied English

level respectively as this kind of grouping could meet students' specific learning needs and

interests. Furthermore, taking culturally responsive pedagogy into consideration, I will design

my curriculum by using culturally relevant literature related to learners' linguistic and cultural

background to support their learning. And I also design different kinds of activities or tasks

incorporating reading, listening, speaking and writing to improve learners' comprehensive

English proficiency.

Before learners entering the ESL to Go, the staff would conduct pre-assessment where students took English tests including writing, reading and speaking so that teachers could choose the most suitable course for everyone. In the future, I will adopt the different formative assessments for the students with different English levels. For students who may have difficulties understanding or expressing themselves in English, I will adapt my assessment to cater to their specific needs. Furthermore, incorporating students' self-assessment into my instruction is also necessary in that individual difference should be valued. And I will update my knowledge of assessment and then apply it into practice in order to monitor students' learning efficacy. Teaching and learning are interconnected. Each teacher should strive to make the community more powerful through communication and collaboration.

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Bridging Theory and Practice

During the past two years, a variety of courses along with practicum and field trips provided me with an overview about how to bridge theory and practice. Through classroom observations and working with culturally and linguistic diverse (CLD) learners, I applied the theories and knowledge I grasped in class into teaching practice to become a qualified ELL teacher. In this domain, I will elaborate on my implications for future classroom teaching and discuss the challenges in teaching ELLs as well as seek for the solutions to those challenges.

My Future Classroom

After presenting my thoughts in different domains, as an ELL teacher, I envision my future English classroom in the aspects of learners and learning, learning environment, curriculum and assessment.

The learners in my class probably got limited opportunities to be exposed to English because most of them grow up in their own cultural communities for a long time. Their distinct prior educational experiences also influence their English proficiency so I need to conduct interviews or survey questions to know my learners from diverse linguistic and cultural background. Besides, learners' individual differences including their needs and interests are respected and valued through differentiated instruction. This would be an ideal model for my future class since the differentiated instruction and grouping students could accommodate their specific learning needs. I will design my lesson according to national or state standards as well as their specific learning goals or needs. I emphasize the goal of communicative competence that enables students to interpret and enact appropriate social behavior in the production of the target language (Canale and Swain, 1980). Thus, I will integrate content and language learning goals together to promote students' academic language proficiency and linguistic skills

simultaneously. I also assign more challenging homework for those students with higher English

proficiency as relative high-level standards and requirement could play a positive part in

motivating students' performance in English class.

I would like to build a welcoming, communicative and supportive learning environment

where my learners can be engaged in their learning process, which is helpful to keep affective

filter as low as possible (Krashen, 1985). As for physical learning environment, classroom can be

decorated with different kinds of images or texts that affirm students' identities, and some rules

or regulations students work together. Actually, classroom walls are valuable "advertising"

space, where students can display their creative work in class to improve their confidence in

academic settings. And some valuable materials such as books and newspaper which facilitate

students' learning and broaden their outlook, should also be recommended or presented to

students. For example, as is mentioned in the artifact G, during my observation in the ESL to Go,

there was an alphabet table attached on the wall, which made students encounter those letters

repeatedly and then grasp them naturally. Furthermore, according to communicative language

teaching (CLT), I will create a cooperative and communicative environment through grouping

students so that they can exchange ideas, share stories, conduct peer assessment and learn from

each other to facilitate mutual outcome. Those communicative activities with peers or teachers

offers learners more opportunities to try out language use in different meaningful contexts. And

the collaborative group functions somewhat like a "mutual aid society" in which all members are

responsible for helping each other to perform better and ensuring that everyone contributes to the

collective task. In addition, native language is allowed in my classroom. For example, they can

explain certain difficult concepts or clarify the requirement of assignment in their native

language, which is useful to scaffold their learning outcome and deepen their understanding.

In the curriculum setting, contents I teach should be appropriate to learners' English language level and age. And it is necessary to take students' different linguistic and cultural background even their learning patterns into consideration when designing curriculum because embracing and implementing transnational and community literacies can help learners become more engaged in their literacy and content learning (Jimenez, Smith, & Teague, 2009). This requires me to value students' diverse backgrounds and encourage them to bring these assets into classroom in order to expand their intellectual horizon and academic achievement. For example, when I teach my students in the English Language Center, I encouraged them to share their traditional food culture in their own countries in order to activate their schema and then make connection to English content learning. Another example is my artifact B – the lesson plan about different parenting styles in different countries, which indicates my competency to incorporate students' culture into English instruction. Besides, as is shown by my artifact A, I realize that the topics which are closely related to their daily life will assist my learners in processing information based on their prior knowledge and experiences. Furthermore, I believe it is of great significance to bring authentic materials to my classroom. Based on my practicum in the ECL, I find the teacher make use of authentic materials such as video-clips to provide students with essential background knowledge or introduce difficult concepts unfamiliar to students, which exposes students to culture so that they can take the context into consideration and deepen their comprehension of contents. As for me, incorporating authentic materials into classroom contributes to an increase in learners' motivation since the students feel that they are learning the "real" language and prepare for the real-life contexts in the future. Therefore, I will choose the authentic materials culturally relevant to the students' experience and appropriate to students' needs or abilities, which can arouse their motivation and confidence to express their feelings and

share their stories, then achieve the ultimate goal of improving communitive competence in the

target language. What's more, I will apply task-based approach to improve students' ability of

independent learning as I demonstrated in the artifact F, in which students are encouraged to

discover language structure and patterns in conversational interaction and negotiation along with

solving problems in communicative tasks. Besides, another way to cultivate students into

independent learners is instructional scaffolding (Bruner, 1983), which is defined specifically as

"gradual release of responsibility" (Pearson & Gallagher, 1983). As is shown in the artifact B, I

scaffold instruction when I provide substantial amounts of support and assistance in the

beginning of the class. For example, I conduct a brief think-aloud activity by modeling to

demonstrate how to read a compare-contrast text. After introducing a new strategy, I gradually

decrease the amount of support as learners acquire experience through practice, and then help

them to become independent learners. Throughout the tasks I assign to them, I will use effective

scaffolding techniques such as graphic organizers to help them organize their ideas or higher-

order thinking questions to guide students to think critically and then facilitate their

understanding. It is noteworthy that I will design tasks in real-life contexts for authentic

communicative purposes. In addition, parent involvement would facilitate to participate in their

children's schooling by communicating with the teachers and by helping the children in the

home (Delgado-Gaitan,1991). I will invite parents to take part in teacher-parent conference or

conduct a home visit where I can inform parents their children's performance in school and

update my information about their children's behavior at home. It is an informative resource so I

could leverage my greater understanding of the knowledge and skills found in students' homes

and communities to improve the learning process. Furthermore, it is of great significance that I

should enhance parents' awareness of participation in schooling and confidence that their

involvement efforts are valued. Therefore, I should establish and maintain respectful and collaborative attitudes toward families.

As for assessment, I will conduct formative and summative assessment throughout my curriculum to check learners' content and language learning. In a balanced assessment system, both formative and summative assessments are an integral part of information gathering. In order to have a comprehensive and objective understanding of students' learning outcome, I need to consider information about the products students create and tests they take, observational notes, and reflection on the communication that occurs between teachers and students or among students. Observation assists me in gathering evidence of their learning to inform instruction planning. It is also a useful tool for me to give feedback for students or their parents. Actually, ongoing records of students' performance are of great importance to monitor their progress they are making toward the learning goal beyond a "grade". In addition, according to the information I get from pre-assessment, I can adjust my lessons and materials appropriate to the linguistic level of the learners. Self-assessment is another productive tool for learners to reflect on their own progress they make, recognize where they are struggling and then address problems immediately.

I will promote student-centered classroom where students' active engagement is valued and recommended. In fact, the teacher's traditional role in language learning classroom is dominantly "knowers" and students are passive "receivers". In my class, my students are the masters of their own study. My role as a teacher is a facilitator who leads students to explore knowledge concerning language learning, appreciate various expressions of target language and offers instant guidance or feedback to my students.

Challenges and Solutions in Future Teaching

As is discussed before, I have an ideal vision of my future classroom. However, I can foresee numerous challenges I will encounter in my future teaching through my practicum experiences and classroom observations. In this section, I will discuss the challenges and find the possible solutions to the problems.

One challenge I foresee in my future classroom is material selection. English education relies on heavily on artificially revised textbooks, which cause wide discrepancy of language use in real-life contexts. Based on the CLA framework, authentic materials that stress more on meaningful language use in communicative tasks are necessarily recommended. I can take advantage of authentic materials—videos, music, newspaper, articles, brochures, which are originally used in real-life situations. The proper and systematic use of these materials in class helps students to prepare for real communication outside of classroom and contributes in increasing learners' motivation for learning a language because learners feel that they are practicing a real language used beyond the classroom. Nevertheless, after practicum, I find sometimes it is difficult to make use of those materials since there are difficult expressions for those students with limited English knowledge at the initial stages. Therefore, when selecting authentic materials for learners, I need to take sociocultural background, English proficiency level as well as their prior experiences into consideration to adjust my materials to their needs and abilities. In addition, it is highly recommended to make use of multimedia tools when introducing authentic materials, which is useful to stimulate students' interests in studying English as well as gain an insightful understanding of western culture. Instead of silent learning, a major feature of multimedia teaching is to train and improve students' listening and speaking skills, and then to develop their communicative competence. Multimedia tools not only offer an attractive and a friendly interface, vivid pictures and pleasant sounds, but also give students and

teachers more opportunities to share their ideas together.

Based on my own practicum in the English Language Center, some students heavily relied on me to find the answers instead of working on by themselves. When I was observing the lesson in the ESL to Go, as a facilitator, the teacher offered students some hints or clues to figure out the answers by themselves, instead of giving answers directly or correcting mistakes immediately, even though they could not give the accurate key to the questions. The "gradual release of responsibility" model informs me to cultivate my students to become an independent learner instead of relying on me to complete the task all the time. As for me, I will give positive feedback to encourage my students to find the answers by themselves without fear of difficulties. In the CLT classroom, the main responsibility for me is to lead students to explore experiences that related to English learning, facilitate interactive communicative opportunities and establish situations promoting their communicative competence. Furthermore, it is crucial for me to design tasks appropriate to their English level and content knowledge. And both individual and group tasks are of great value for students, which not only cultivate their ability of independent learning, but also create a cooperative learning environment where students could exchange ideas and discuss together to deepen their comprehension.

In China, most of students are required to attend the College Entrance Examination so that students put "scores" as highly value. Under the pressure of high stake tests, how to implement communicative language teaching in English class becomes a big challenge for an ELL teacher. Actually, grammatical competence is part of communicative competence and CLT advocates specific focus on forms, rules, and principles of language organization and includes helpful controlled exercises, grammatical points and analytical devices (Brown, 2007). I believe comprehensible output can help learners notice and grasp grammatical forms in meaningful

contexts through interactive tasks. To stimulate students to discover specific forms in communicative tasks, activities should be carefully designed and structured. As high stake tests are the main criteria to evaluate students' English ability, I should also ask students to do mechanic drills using their acquired grammatical forms in the target language to improve their language accuracy in examination and communication. In addition, traditional testing systems put a lot of emphasis on vocabulary, grammar or reading so that oral competence of students are ignored for a long time. Thus, I will incorporate listening and speaking tests in my formative assessment to prevent learners from being "deaf and mute". In the end, I will be able to strike a balance between preparing high stake tests and promoting communitive language teaching in class.

Continued Professional Development

Learning is a life-long process and I will make every effort to promote my professional development through various trainings, conferences, observations, presentations as well as cooperation with other teachers. As a novice teacher, I will continue learning from my fellow teachers, from veteran teachers or from teaching community. They can provide me with suggestion and feedback, which are valuable resources to equip me with flexible instruction strategies. Besides, their sensitivity to students' culture and language will inform me more methods when selecting appropriate materials based on the national standards. I also need to actively participate in training sessions to learn cutting-edge theories, teaching strategies along with technology to improve my teaching skills.

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Conclusion

In this portfolio, I presented my philosophy of teaching and my professional knowledge of the TESOL standards with the support of artifacts I did for the last two years at Peabody College. Then, I demonstrated my vision of future teaching and anticipated challenges I would meet with in teaching practice as well as offered solutions to those potential problems. After two-year systematic learning in theoretical framework and practical experiences in practicum, I am confident to become a qualified teacher in the future.

Appendix

Artifact A: Lesson Plan- Clothes

Lesson Plan
Lesson Overview

Teacher / School:	Siying Chen
Unit Theme:	Clothes
Which "Can Do" statements for this unit will students be making progress on today?	● Students can understand basic clothing information from an advertisement. ● Students can understand short, simple descriptions with the help of pictures. ● Students can exchange information using texts, graphs or pictures. ● Students can present basic information about clothes using phrases and simple sentences.
Which standards will students be making progress on today?	● （ACEFL Proficiency guidelines: Novice High） ● Students are able to understand speech about clothes-related areas if the vocabulary has been learned. ● Students are able to manage successfully a number of uncomplicated communicative tasks in class. ● Students are able to respond to simple, direct questions or requests for information. ● Students are able to recombine learned vocabulary and structures to create simple sentences on clothes-related topics.
Time:	55 minutes
Materials Needed:	• Vocabulary list • Board • Colored Markers • Notebook • Advertisement Example • Pictures • Rubric • Empty paper • Task card which explains the process and requirements • Computer; • Projector • Minute Paper

Methodological Approach:	• Communicative competence and communicative language methods;
	I will encourage students to exchange their ideas through group discussion in English and give them opportunities to express their opinions as much as possible. This is useful to attain the goal that students are able to present basic information about clothes using phrases and simple sentences. Through designing tasks, they can talk to each other together and then act out the whole conversation to the class, which can improve their oral English ability and consolidate their vocabulary they have learned. They need to communicate with each other during the whole process.
	• Grammar Translation;
	This is useful for those students who are in the novice mid level. When I walk around the class, I will check whether they master what I have said before. If they have problems about that, I will explain them in English or their native language. It is a useful approach for students to understand basic clothing information from an advertisement. I can explain them more details in the advertisement. Through this way, as a facilitator, I can give them guidance on ongoing tasks.
	• Task-Based Approach
	This lesson is based around the completion of a central task I assign to them. The lesson progress from pre-task, task, planning, report to analysis and practice. In all stages, students must use all their language resources rather than just practicing one pre-selected item. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
	• Collaborative Learning Approach
	The teacher groups students together on assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together as a team. And in this process, students communicate with each other and then contribute their own efforts to the group. It also provides opportunities for each student to interact with a variety of peers, which can improve their communicative competence.
	• Think Pair Share Cooperative Learning Approach

	Students think independently about the question that has been posed, forming ideas of their own. Then they are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. Student pairs share their ideas with a larger group—the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner.
What is this lesson's connection to other lessons in this unit?	• Clothes-related vocabulary in this lesson is connected to other lessons in this unit; • Sentence structure learned in class can also be used to other lessons in this unit.

Lesson Plan

Stage 1：Preparation the night before
1) Teacher activity:
- Distribute the vocabulary list to students. Then ask students to preview all the words in the vocabulary list for the next class.
- Ask students to memorize the words in the last class.
2) Student Activity:
- Overview what they have learned in the last class.
- Memorize the new words/ phrases in the last class.
- Preview the vocabulary list.
3) Issues Anticipated:
- Students may feel overwhelmed with the assignment
4) Time: One night
5) Materials Used: Vocabulary List

Stage 2: Opening Activity:
1) Teacher Activity:
- Ask students to categorize some clothing items in different scenarios.
- Briefly review what was learned in the last class.
2) Student Activity:
- Categorize different clothes items by formal or casual situations.
3) Issues Anticipated;
- Students may have difficulty in categorizing those clothing items correctly.
4) Time：5 minutes.
5) Material Used: Pictures.

Stage 3: Listening Task:
1) Teacher Activity:

- Introduce the content of the video from YouTube (https://www.youtube.com/watch?v=ULmJYGcPl28) as a listening activity. It is about a dialogue at the clothes stores.
- Ask students to summarize the main idea of the video and then ask students to predict the main task in this lesson.

2) Student Activity:
- Listen to the teachers' direction.
- Take notes when listening to the video and then summarize the main idea of the video.
- Predict the main task in this class.

3) Issues Anticipated:
- It may be difficult for students to listen to every detail in the video.
4) Time: 5 minutes
5) Materials Used: Notebook; Board; Colored Markers.

Stage 4: Pre-Task:
1) Teacher Activity:
- Introduce the main task by showing students the advertisement example (See Appendix 3) about clothes the teacher makes as an example.
2) Student Activity:
- Listen to the teacher introducing the topic and answer some questions to review what have learned before.
- Look through the vocabulary words in the list.
3) Issues Anticipated:
- It may be a challenge for students to design an advertisement in class.
4) Time: 5 minutes.
5) Materials Used: Advertisement Example; vocabulary list.

Stage 5: Task
1) Teacher Activity:
- Ask students to work in pairs.
- Explain the activity: Ask each group to role-play and act out the conversation together according to specific scenario they decide. And then the student who acts as a salesman/saleswoman uses the advertisement they design together to persuade the other student who acts as a customer to buy clothes at the clothes store. There are several scenarios students can choose from.

You Can Choose:
1. A senior student for an interview to look for a job.
2. A woman who is going to attend their ex-boyfriend's wedding.
3. A superstar who will participate in a fashion show

- Ask students to discuss and decide together which one they will choose.
- Hand out the rubric (See Appendix 1) for students so that they can know how they will be assessed.

2) Student Activity：
- Listen to the teacher explain the task.
- Look through the table and then discuss with partners to choose the one scenario together.
- Exchange ideas with partners about all aspects they need to consider and brainstorm vocabulary and grammatical structures in the video.

3) Issues Anticipated:
- Their limited vocabulary words may cause difficulty in expressing their ideas when discussing

4) Time: 10 minutes
5) Materials Used: The table worksheets; Vocabulary list; Rubric

Stage 6: Planning
1) Teacher Activity:
- Ask students to plan the chosen advertisement and conversation together according to the specific situation. Give students some required elements (such as price, size, color, slogan, etc.) they need to bear in mind when designing the advertisement
- During discussion, check how roles and assignments are distributed in each group. Make sure that everybody is involved.
- Stand by and provide feedback to each one of the groups to ensure the accuracy and their understanding of the task.

2) Student Activity：
- In pairs plan for the chosen scenario. Organize all the factors need to be considered when designing advertisement according to the scenario.
- Distribute roles and assignments to each member in the group.
- Design the outline of the conversation and plan the whole story at the clothes store.
- Write down the key points that your partner mentions and exchange ideas with each other.

3) Issues Anticipated:
- Not sure whether each one in the groups is involved.

4) Time: 10 minutes
5) Materials Used: Empty paper; Colored Markers; Computer; Projector

Stage 7: Report:
1) Teacher Activity:
- Listen to the students' report and presentation.
- Record the excellent sentences/phrases/ words students use in the presentation.

2) Student Activity:
- Listen and then vote your favorite one.
3) Issues Anticipated:
- Students' attention paid to other groups' presentation
- Students may be nervous when reporting in class.
4) Time: 10 minutes.
5) Materials Used: Advertisement; Colored Markers

Stage 8: Analysis/ Assessment:
1) Teacher Activity:
- Highlight any language you want to address and analyze.
2) Student Activity:
- Review sentences/ phrases/ words in contexts and take notes of the language they need.
3) Issues Anticipated:
- Time Control
4) Time: 5 minutes.
5) Materials Used: Board; Colored pen; Notebook.

Stage 9: Closing
1) Teacher Activity:
- Ask students to complete the Minute Paper (See Appendix 2).
- Assign homework: Ask students to write down a paragraph to introduce the advertisement they design for the chosen scenario and explain it.
2) Student Activity:
- Complete the Minute Paper.
- Listen to and record the homework.
3) Issues Anticipated:
- Students' distraction near the end of the class
4) Time: 5 minutes.
5) Materials Used: Minute Paper.

Appendix 1: Rubrics for the Advertisement Design
Name _____ Date_____

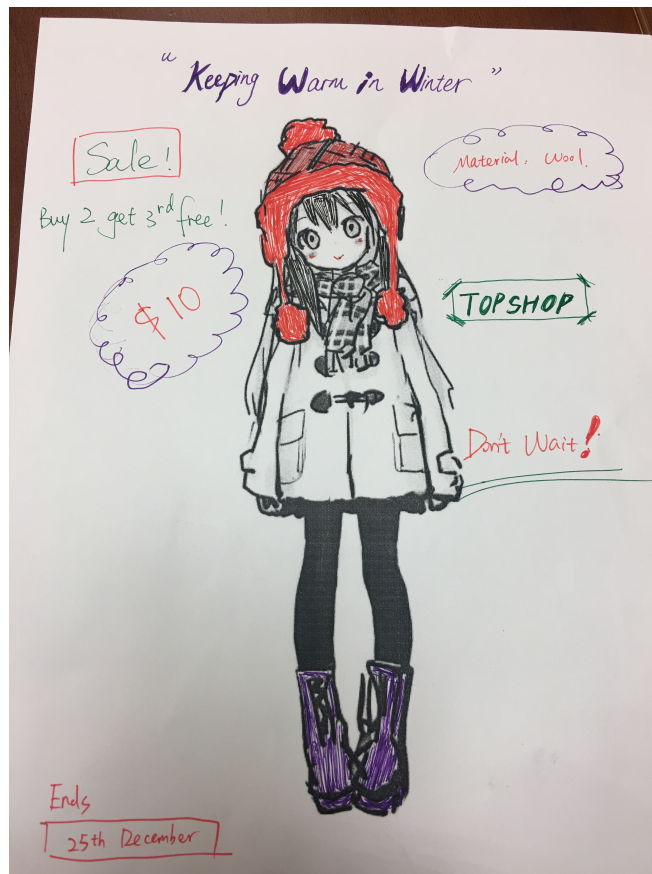| Category	4	3	2	1

Stays on Topic	Stays on topic all (100%) of the time	Stays on topic most (99-90%)of the time	Stays on topic some(89%-80%) of the time	It was hard to tell what the topic was.
Performance	Speak clearly and distinctly all of the time and mispronounces no words.	Speak clearly and distinctly all of the time but mispronounces one or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does Not speak clearly and distinctly most of the time AND/OR mispronounces more than one word.
Attractiveness	The project is clear and orderly. The advertisement is exceptional attractive in terms of design, layout, and neatness.	Project is very clear. But the organization is not as good as it could be. The advertisement is attractive in terms of design, layout and neatness.	Project is somewhat clear, but needs work. The advertisement is acceptably attractive though it may be a bit messy.	The advertisement is distractingly messy or very poorly designed. It is not attractive.
Group Work	The group function exceptionally well. All members listen to, share with and support the efforts of others. The group is almost always on task.	The group function pretty well. Most members listen to, share with and support the efforts of others. The group is almost always on task.	The group function fairly well but is dominated by one or two members. The group (all members) is almost always on task.	Some members of the group are often off task and/or are overtly disrespectful to others in the group and/or are typically disregarded by other group members.
Cultural Appropriateness	Almost always uses/interprets cultural manifestations when appropriate to the task. (e.g. greeting, leave	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/ interprets cultural manifestations when appropriate to the task.	Rarely uses/ interprets cultural manifestations when appropriate to the task.

	taking, gestures, proximity, etc.)			

<div align="center">Appendix 2: Minute Paper.</div>

What is the most important point you learned today?
What point remains least clear to you?
Do you still have any question for the class?

<div align="center">Appendix 3: Advertisement Example by myself</div>

Artifact B: Lesson Plan- Tiger Mothers

Topic: Tiger Mothers or Elephant Mothers?	Class: Reading (8rd grade)	Date: 04/12/2016
Content Objectives: 1. SWBAT grasp main features of "tiger mothers" and "elephant mothers". 2. SWBAT understand features of the compare-contrast text structure. 3. SWBAT master the key words in this text. 4. SWBAT list main features of Chinese mothers and American mothers based on the text.	Language Objectives: 1. SWBAT develop prediction skills about the text based on discussion and videos (reading, speaking, listening) 2. SWBAT understand the three different types of connections (i.e., text-to-self, text-to-text, and text-to-world) (reading, speaking) 3. SWBAT identify and apply the comprehension strategy of making connections (reading, listening, writing) 4. SWBAT work collaboratively to identify similarities and differences between "tiger mothers" and "elephant mothers" (reading, speaking, writing) 5. SWBAT demonstrate understanding of the compare and contrast strategy by visually representing information in a Venn diagram (reading, listening, speaking, writing) 6. SWBAT assess the cultural relevance of texts, individually and as a group (reading, listening, speaking, writing) 7. SWBAT recognize and use transitional devices in writing (reading, writing)	
Key Vocabulary: Fragility Self-esteem Behave Praise Disgrace Scream	Materials (including supplementary and adapted): The website (http://metro.co.uk/2014/10/03/best-parents-ever-moment-elephants-run-to-help-tiny-calf-after-she-falls-over-and-gets-stuck-in-hole-4891319/) Several pieces of paper Worksheet of "Word Map" Worksheet of "Paragraph Practice" Worksheet of "Cultural Relevance Rubric" Three worksheets of "Making Connection Poster" Copies of "Tiger Mothers" and "Elephant Mothers" Computer (Multi-media class)	
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)		

1. Show video clip about "how real elephants parent" to enable students to activating students' prior knowledge of families. Ask students to discuss following questions. This can help students to apply the strategy of making connections.
   http://metro.co.uk/2014/10/03/best-parents-ever-moment-elephants-run-to-help-tiny-calf-after-she-falls-over-and-gets-stuck-in-hole-4891319/

Questions:
1) What do you get from this story?
2) Does anything in this story remind you of anything in your own life?
3) How are events in this story similar/different to things that happen in the real world?

2. Distribute one piece of paper to every student and ask him/her to list 5 qualities of an ideal mother in your mind. Draw a picture about their ideal mothers. And then share it with class and discuss.

Time:	Lesson activities
2min	1. Pre-reading: Introduce the lesson by writing the title "Tiger Mothers or Elephant Mothers?" on the board and asking the question, "what do you think 'tiger mothers' or 'elephant mother' could be?" List all possibilities on the board.
2min	2. Ask students to work in groups to make prediction about what they are about to read by answering the following questions: 1) Do you think the author had a special reason for giving the story this title? 2) What do you think the story will be about? What makes you think so? 3) What do you think will happen in the story?
10min	3. Using the word map template and the think-aloud method, teach students key vocabulary by completing a word map. Step 1: Write the word and the line number on which it is found in the text. Step 2: Copy the phrase or sentence in which the word appears, and predict its meaning. Indicate how the word is used in the sentence. Step 3: Using a dictionary. Look up the word and locate the correct definition. Employ a think-aloud to ask, "Does this make sense based on how the word is used in the text?" Record the correct definition on the word map. Step 4: Use the dictionary entry to fill in a synonym for the word.

	Step 5: Use the dictionary entry to fill in an antonym of the word.
	Step 6: Use the dictionary entry to find other forms of the word.
	Step 7: Ask students to visualizing personal connections to the word. Have each student share his or her sketch with a partner and discuss the similarities and differences.
	Step 8: Ask students to create their own sentences. Have students check their sentences to see if context clues are given.
3min	4. Divide the class into two groups. Distribute copies of "Tiger Mothers" to one group and copies of "Elephant Mothers" to the other group. Students should not know at this point that they are reading two different stories. Ask them to list features of "tiger mothers" and "elephant mothers".
4min	5. Tell students that they have read different stories. Mix students from each group and form new groups to share and discuss the stories.
3min	6. Draw two overlapping circles on the board. Ask if anyone know what kind of diagram it is. Then introduce the Venn diagram and explain that Venn diagrams are useful when comparing and contrasting two subjects, two places, two things, or two people. (Instruction: Explain that the outer circles are intended for contrasting information; The middle area where the circles overlap is for the ideas and facts that the two items have in common.)
6min	7. The teacher conducts a brief think-aloud activity, modeling the thinking that he or she does when reading a compare-contrast text—"tiger mothers". The teacher also records the similarities and differences between "tiger mothers" and "elephant mothers" with students by using a Venn diagram. During this process, the teacher needs to point out features of the compare-contrast text structure itself, and creates a list of words or phrases in the text that students can look for to help them understand that they are being asked to compare and contrast two or more different things or ideas.
6min	8. Divide the class into small groups of 4 or 5, and distribute copies of the four "Paragraph Practice" sheets. Have students read the text independently, then work with their groups to answer the questions below each paragraph. Ask students to create a Venn diagram using ideas from the compare and contrast selection that they read. Share the "Venn Diagram Rubric" with students to set expectations for their work. Then bring group together to make a common class list. (Instruction: Discuss the content, show photographs of the different houses discussed in each paragraph, and try to build

4min	background knowledge before students read in their small groups.)
	9. Using the "Making Connections Posters" as a visual aid, introduce the three types of connections Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text. Use the think-aloud strategy to model how to make each type of connection, using list of personal connections to this text.
3min	10. In small groups of 4 or 5, ask students to think of a connection to the text and share their connections. Have them write each connection on a sticky note and affix it to the matching Making Connections Poster. Invite the class to share several examples of their connections. Be sure to ask students to distinguish what type of connection they are making.
5min	11. Gather as a class and allow students to share their connections aloud. During this oral presentation, remind students to first identify the type of connection they made in their story. After presentation, the teacher can begin discussion by asking students whether the text is culturally relevant.
4min	12. As students share their assessment, ask them to provide details that support their position.
3min	13. Arrange students in small, mixed language groups, and ask group members to share their stories with one another. Pass out copies of the PDF version of the Cultural Relevance Rubric for students to evaluate for cultural relevance.
2min	14. Divide the class into two groups and organize a whole-class debate about parenting styles in class. The title is "Tiger Mothers or Elephant Mothers?" Ask students to support their conclusion with examples according to their experiences and the text they read.
3min	15. Ask students to take out the piece of the paper at the beginning of the class and list 5 qualities of ideal mother in their mind on the other side of the paper. Then make a comparison with the original one and share in the class.
(Total 60min)	

Materials:

Cultural Relevance Rubric

	3	2	1
Characters	The character(s) in the text are very much like me and my family. The character(s) would fit in well.	The character(s) in the text have some similarities to me and my family; but there are also many differences.	The character(s) in the text are not at all like me and my family. The character(s) would not fit in well at all.
Experiences	I have had experiences exactly like the one(s) described in this story. The events matched my experiences well.	I have had some experiences like the one(s) described in this story; but I have had different experiences as well.	I have not had experiences like the one(s) described in this story. The events are unlike my own experiences.

Word Map

Name _____

Date _____

4 _____ (synonym)

5 _____ (antonym or "nonexample")

3 (the matching dictionary definition)

1 (Vocabulary Word) **Page Number**

6 (other forms of the word)

2 (sentence or phrase from the text)

8 (my very own sentence)

7 (my association, example, or sketch)

Name: _____ Date: _____

Directions: Read the paragraph and answer the questions below.

Some settlers of the Great Plains built their houses out of sod. A sod house was made out of dirt bricks that the settlers uncovered when they plowed their fields. The settlers chose a place to build their sod house, marked out the corners in the dirt and began laying the sod bricks. They kept adding bricks until the sod house was tall enough for people to live in. The settlers left a small hole in the front for the door and an even smaller hole in the back for a window. Since the settlers didn't have wood, they used blankets or quilts to make their door. They used paper to cover the windows. The roof was the last part added. To make this, the settlers laid long poles side by side and covered them with a thick layer of weeds and hay. Once the roof was finished, the settlers could move into their new house. Home sweet home!

1. Is this paragraph comparing and contrasting two things?

   Yes   No

2. If no, how do you know it is not a compare and contrast paragraph?

3. If yes, what two things are being compared?

4. Circle the key words in the paragraph that show that the author was comparing and contrasting information.

Name: _____ Date: _____

Directions: Read the paragraphs and answer the questions below.

Thousands of years ago the Native people of North America had to build houses that fit their life. One kind of house was a tipi. The Plains people lived in tipis. Tipis were easy to put up and take down. In fact, it only took about half an hour to set them up. This was perfect for the Plains people who spent their time hunting and following herds of animals.

The Inuit, who lived in the cold Arctic region, spent part of the year living in igloos. Igloos were temporary homes like tipis. However, they were built for the cold winter months, whereas a tipi could be used year round. Both tipis and igloos had one main room that the family lived in and were usually made for a single family. Tipis and igloos were made of very different materials. Igloos were made from blocks of snow stacked on top of each other, while tipis were made from buffalo hide, tree bark, or grass. The shape of tipis and igloos was also different. Tipis were cone-shaped, using three or four poles for support. In contrast, igloos were dome-shaped.
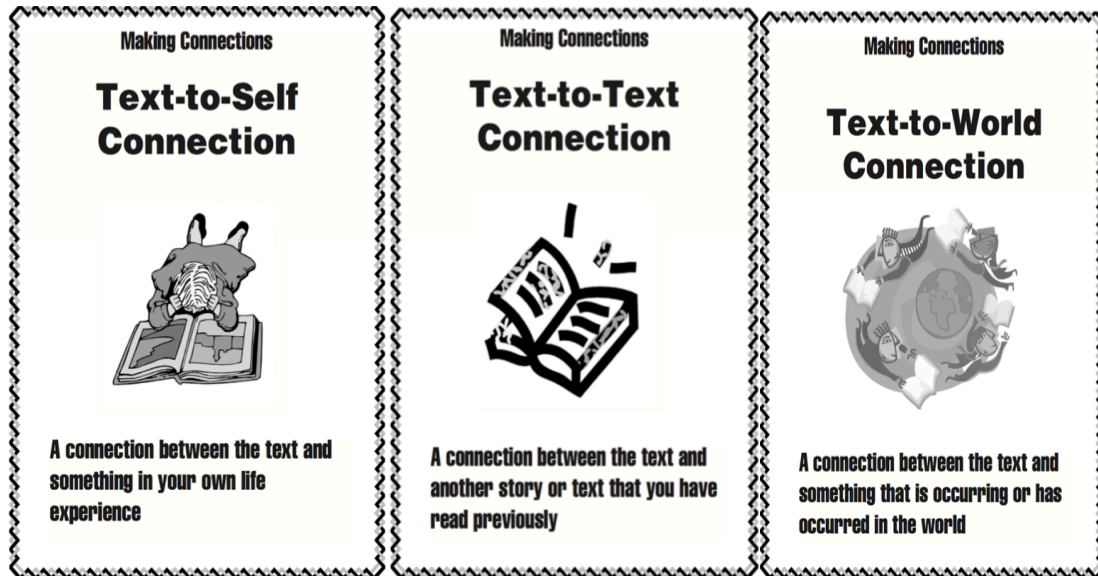
1. Is this paragraph comparing and contrasting two things?

   Yes   No

2. If no, how do you know it is not a compare and contrast paragraph?

3. If yes, what two things are being compared?

4. Circle the key words in the paragraph that show that the author was comparing and contrasting information.

Making Connections

Text-to-Self Connection

A connection between the text and something in your own life experience

Making Connections

Text-to-Text Connection

A connection between the text and another story or text that you have read previously

Making Connections

Text-to-World Connection

A connection between the text and something that is occurring or has occurred in the world

Text:

Tiger Mother: A mother who is very strict with her child to foster an academically competitive spirit.

Parenting example: Chua shares a story in her book about how she hauled her then–7-year-old daughter's dollhouse out to the car and told her that the dollhouse would be donated to the Salvation Army piece by piece if the daughter didn't master a difficult piano composition by the next day.

Elephant Mom: A mom who believes that she needs to nurture, protect and encourage her children.

Parenting example: Sharma-Sindhar shares a story in her Atlantic blog about how she herself failed a Hindi test when she was in fifth or sixth grade. She went to her mother, teary-eyed, with her results. Her mom said that it didn't matter. There were many more tests ahead. As Sharma-Sindhar sobbed in her mother's lap, she stroked her hair, hugged her and told me her there would be another test, and she'd pass that one.

I think there are three big differences between the Chinese and Western parental mind-sets.

First, I've noticed that Western parents are extremely anxious about their children's self-esteem. They worry about how their children will feel if they fail at something, and they constantly try to reassure their children about how good they are notwithstanding a mediocre performance on a test or at a recital. In other words, Western parents are concerned about their children's psyches. Chinese parents aren't. They assume strength, not fragility, and as a result they behave very differently. For example, if a child comes home with an A-minus on a test, a Western parent will most likely praise the child. The Chinese mother will gasp in horror and ask what went wrong. If the child comes home with a B on the test, some Western parents will still praise the child. Other Western parents will sit their child down and express disapproval, but they will be careful not to make their child feel inadequate or insecure, and they will not call their child "stupid," "worthless," or "a disgrace." Privately, the Western parents may worry that their child does not test well or have aptitude in the subject or that there is something wrong with the curriculum and possibly the whole school. If the child's grades do not improve, they may eventually schedule a meeting with the school principal to challenge the way the subject is being taught or to call into question the teacher's credentials. If a Chinese child gets a B—which would never happen—there would first be a screaming, hair-tearing explosion. The devastated Chinese mother would then get dozens, maybe hundreds of practice tests and work through them with her child for as long as it takes to get the grade up to an A. Chinese parents demand perfect grades because they believe that their child can get them. If their child doesn't get them, the Chinese parent assumes it's because the child didn't work hard enough. That's why the solution to substandard performance is always to excoriate, punish, and shame the child. The Chinese parent believes that their child will be strong enough to take the shaming and to improve from it.

Second, Chinese parents believe that their kids owe them everything. The reason for this is

a little unclear, but it's probably a combination of Confucian filial piety and the fact that the parents have sacrificed and done so much for their children. (And it's true that Chinese mothers get in the trenches, putting in long grueling hours personally tutoring, training, interrogating, and spying on their kids.) Anyway, the understanding is that Chinese children must spend their lives repaying their parents by obeying them and making them proud. By contrast, I don't think most westerners have the same view of children being permanently indebted to their parents. Jed actually has the opposite view. "Children don't choose their parents," he once said to me. "They don't even choose to be born. It's parents who foist life on their kids, so it's the parents' responsibility to provide for them. Kids don't owe their parents anything. Their duty will be to their own kids." This strikes me as a terrible deal for the Western parent.

Third, Chinese parents believe that they know what is best for their children and therefore override all of their children's own desires and preferences. That's why Chinese daughters can't have boyfriends in high school and why Chinese kids can't go to sleepaway camp. It's also why no Chinese kid would ever dare say to their mother, "I got a part in the school play! I'm Villager Number Six. I'll have to stay after school for rehearsal every day from 3:00 to 7:00, and I'll also need a ride on weekends." God help any Chinese kid who tried that one.

Artifact C: SOLOM Assessment Results

Student Oral Language Observation Matrix: SOLOM

Student Name ____ Wiping Shi ____

Rater Name ____ Sijig Chen ____   Date 1/28/17   Total Score ____ 16 ____

	1	2	3	4	5	Notes	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.	- Comprend everything - Repeat to clarify what she heard	4
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.	- Basically fluent even though sometimes "uh..." - Communicational skills - Connectingwords - hesitation	3
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.	- almost accurate - "delicious"; "astonished" - Basic English vocabulary - Word repetition (often)	3
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.	- Chinese Accent but understandable - occasional mistakes in pronunciation of words - wrong stress of words - intonation	3
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.	- The wrong use of tense - occasional errors in word order or sentence structure	3

Student Name ___Hui Ken___

Student Oral Language Observation Matrix: SOLOM

Rater Name ___Siying chen___ Date ___1/24/17___ Total Score ___13___

	1	2	3	4	5	Notes	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.	- Others need to speak slowly - need explanation	3
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.	- pause many times - Short / incomplete sentences	2
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.	- limited words - Basic vocabulary	2
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.	- Chinese Accent but understandable - has difficulty in pronouncing complicated words	3
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.	- Wrong use of tense - Wrong word order/sentence structure - incomplete sentence	3

Student Name _Ying Cao_

Student Oral Language Observation Matrix: SOLOM

Rater Name _Siying chen_

Date _1/20/07_   Total Score _7_

	1	2	3	4	5	Notes	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.	-Need translation	2
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.	- Short sentences just "Yes", "No" - respond with one word.	1
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.	-Always speak Chinese - Barely Speak	1
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.	-Chinese Accent	2
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.	-No data	1

Artifact D: Experience Paper

Nashville is home to one of the nation's fastest-growing immigrant populations. Twelve percent of its population is foreign-born, more than double the figure from a decade ago (Retrieved from http://www.tennessean.com/nashville-immigrant-evolution/). Nolensville Pike has developed into one of Nashville's most diverse corridors in past 20 years. A robust Kurdish population, first relocated here by Catholic Charities, drew other Kurds and Persians, Iraqis and Turks. Refugees from Vietnam drew Laotians, Burmese and Nepalese. Between 1985 and 2005, a three-block stretch of Nolensville with 42 storefronts went from no businesses owned by immigrants to 22 ones (Retrieved from https://nashvillepost.com/news/the_world_meets_south _nashville). Traveling south on Nolensville Pike from Casa Azafran, we can find international markets, food trucks, bakeries and restaurants serving cuisine from all around the world (Figure 1). It is noteworthy that in the K&S World Market, flags throughout the store denote where to find certain types of food, which is very helpful when there are so many labels that are hard to deciper (Figure 2 and 3). Immigrant family-owned small businesses contribute to the vitality of their local communities (Retrieved from http://www.immigrationpolicy.org/tennessee immigrant enterpreneurs). The populations in the Nolensville Pike in Nashville are lower-middle income. 41.4% of the working population is employed in manufacturing and laborer occupations. The second most important occupational group in this neighborhood is sales and service jobs with 28.7% of the residents employed (Retrieved from http://www.neighborhoodscout/tn/nashville/ Nolensville-pike). Languages spoken by people in the community are diverse. The most common language spoken in the Nolensville Pike is English, spoken by 45.7% of households. Other important languages spoken here include Spanish, South Asian languages, African languages (Retrieved from http://www.neighborhoodscout/tn/nashville/Nolensville-pike).

The inclusion of transnational and community literacies in schools can provide a way for students from a variety of backgrounds to learn more about one another (Jimenez, Smith &Teague, 2009). For instance, the Chinese Moon Festival is one of the most important traditional Chinese holidays for Chinese family reunion. As an ELL teacher, I would bring the bilingual poster of the Mid-Autumn Festival to the class and then use this artifact to inspire students to design tickets or invitation letters for audience in this celebration gala (Figure 4). I could also encourage them to design bilingual advertising flyers for promoting the Mid-Autumn festival and then give them opportunities to discuss in groups. With students from other countries, they could feel free to talk about traditional festivals in their own countries in English through comparison and contrast. And ELLs could also show their own products to the class with more explanation in English. Meanwhile, I also encourage them to write the news of this event to keep other students from other countries informed as well as explain the origin of this festival. During this process, for me, an ELL teacher, those activities could enrich me knowledge about Chinese culture and language. Embracing and implementing transnational and community literacies is one way makes it possible for teachers to better understand the life worlds of their students and to build more meaningful relationships with them (Jimenez, Smith &Teague, 2009). For Chinese students in my class, they would feel proud that their communities are valued and respected in class when I talked Chinese culture. It would make them feel being recognized and in turn, this productive relationship could make Chinese students more willing and eager to blend in. In addition, ELLs can practice English writing, improve oral skills and get to understand other cultures through discussion.

Teachers interested in these literacies spend time in the communities where their students live. These visits will allow teachers to recognize and collect samples of texts from many

domains and genres (Jimenez, Smith &Teague, 2009). During the field trip to the K&S world

market, I noticed that there were different kinds of Chinese characters written on package boxes

(Figure 5). There are simplified Chinese characters shown on package boxes with explanation in

English at the bottom as well as traditional Chinese characters on the Chinese couplets showed

on package boxes. Traditional Chinese characters are mainly used in the far southern China even

in Hong Kong while simplified ones are used in northern China. I think it is a good idea for me

to apply this kind of artifacts into ELL class. In addition, I could use similar kinds of

advertisements with several variations in orthography of language from other countries. For

example, English language also has different ways of spelling, such as analyze and analyse,

practice and practise. I would use them to encourage students to find varieties in their languages

either in speaking or writing. It is also allowed to let ELLs introduce variations in their own

languages in English or research its origins and features. What's more, Chinese couplets are

regarded as an excellent lead-in to inspire students to investigate more cultural symbols in their

native countries and then give a presentation. Bringing transnational and community literacies

into the classroom makes it possible to build upon students' prior knowledge to improve English

proficiency (Jimenez, Smith &Teague, 2009). Of course, I would make sure that students in my

class are familiar with the topics in question before calling on them to discuss cultural or

linguistic understanding that they may or may not possess.

Teachers could leverage their greater understanding of the knowledge and skills found in

their students' homes and communities to improve the learning process in the classroom (Moll,

Neff & Gonzalez, 1992). When I apply "cultural relevant teaching" in my class, I need to know

the children's family cultures and create meaningful relationships with families by visiting

homes or entering into casual conversations, and not scripted interviews, with families (Allen,

2007). From home visits, listening and talking with parents and students, and even observing the clothes they wore, as an ELL teacher, I am also learning about different families funds of knowledge including music and dance, translation and interpretation, diet and health. Furthermore, teachers could also have field trips to a local immigrant neighborhood and collect a set of literate artifacts that involved bus schedules containing lists of destination cities that are familiar to members of specific communities yet unknown to others (Jimenez, Smith &Teague, 2009). Besides, participating in local festivals with students or other sports or musical events is a good choice to help me become familiar with their local community.

However, I would confront many barriers and obstacles during investigation. When I conduct interview with local residents of the community, sometimes they are unwilling to share with me their experience, family history. Especially for those refugees from other countries, sharing personal stories with others may remind them of unhappy memories. In addition, when collecting different samples for class, there easily emerged uncomfortable moments when individuals seem to find it threating or at least awkward to have people take pictures of displayed texts. Therefore, I would ask permission before I take photos or conduct interview by explaining who we are and telling them we are interested in locally produced texts. The best solution to this problem is to be friendly and unobtrusive (Jimenez, Smith &Teague, 2009). Showing our respect to different cultures is prerequisite to investigate local community. And Before the field trip, I would search online resources about the community and then prepare my own questions for interview in case of asking wrong questions that intrude cultural taboos in the community.

In conclusion, being conscious of ELL students could become more engaged in language, literacy and content learning (Jimenez, Smith &Teague, 2009), through the field trip does it help teachers have more comprehensive knowledge of the whole community and then apply it into

teaching practice to meet the demands of students.

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Appendix

Fig. 1 Markets in the Nolensville

Fig. 2 Flags in the K&S World Market

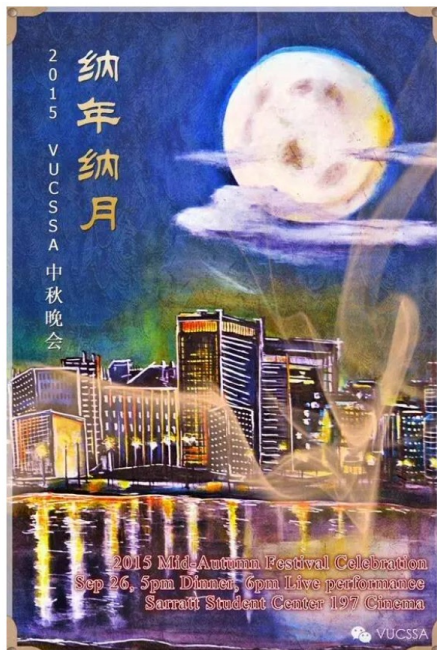

Fig. 3 Product in the K&S World Market

Fig. 4 Moon Festival Poster

Fig. 5 Package Boxes of Products of K&S World Market

Artifact E: Case Study

Introduction to the learner

My participant's name is Jack. He is my schoolmate in East China University of Science and Technology, which is a high-level and excellent university in China. As a master student major in Material Engineering, he continues to further education in this field in the same university. During four years in the university, he took the College English course to acquire solid knowledge in English reading, listening, speaking and writing and improve his English proficiency. Now, he also has a part-time job in a foreign company in Shanghai. His current position demands him to frequently use English as a main language in communicating with his colleagues via e-mail.

He was born in Jinzhou city, Liaoning province. He began to learn English at the age of twelve when he just entered the middle school. Most of students begin to learn English at this age in China. His English teachers have taught English in a traditional Chinese way since he was in the middle school. For example, his teachers focused more on vocabulary and grammar, intensively putting much emphasis on reading and spelling while paying less attention to pronunciation and intonation of English words and sentences. And then he repeatedly did exercise to strengthen solid knowledge in English, especially on grammar and reading. During this process, he had little opportunity to communicate with others in English to improve his spoken-English skill. Overall, this whole English teaching process was under the instruction of Chinese in a typical classroom of sixty students. Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language. Therefore, lecturing and recitation are not the most appreciate modes of language use in the

second language classroom.

He often watched English movies and TV programs in the daily life. For example, he was crazy about American detective films because he found them stimulating and creative. He was also a big fan of sitcom like the *Big Bang Theory* and *Friends*. Furthermore, he sometimes used a recording device to record a TV show, movie, interview, and listened to the accents, pronunciation, and intonation. After listening, he recorded himself trying to use the same style of speaking and then compared it to the native to find differences for improving oral English skills. And in his speech samples, I could easily identity his American accent. But due to the limited exposure to native speakers and unsystematic training, he also had some problems in pronunciation with his American accent. Meanwhile, he sometimes kept a diary to record his own life as well as feelings.

In addition, Jack's level of proficiency in the native language—including not only oral language and literacy, but also meta linguistic development, training in formal and academic features of language use, and knowledge of rhetorical patterns and variations in genre and style-affects acquisition of a second language. In fact, his Mandarin Chinese is excellent in that he gained training in formal and academic features of language use. Besides, he often watches Chinese television programs and listens to Chinese songs. Sometimes he even creates poems in Chinese to express his feelings. Therefore, he could communicate with others in Mandarin fluently and change his style according to different situations. The more academically sophisticated his native language and abilities, the easier it will be for him to learn a second language. He already had high-level proficiency in his native language. Actually, he often talks with his parents in Jinzhou dialect at home rather than Mandarin.

Jack's prior knowledge of the second language is of course a significant factor in his

current learning. During learning English as a second language in a Chinese classroom, he possesses skills ranging from conversational fluency to formal knowledge. With formal instruction, it is more likely for him to have much understanding of English grammatical systems. However, because of lack in training in oral English, compared with writing, his spoken-English needs further development.

Jack did well in high school and then got matriculated in East China University of Science and Technology. He was a hard-working student and performed well in English and then passed the College English Tests for both Grade Four and Grade Six (standardized national level English tests in China for college students).

Because he had never been to an English-speaking country and had little opportunity to communicate with native English speakers in his campus, his exposure to English environment was quite limited. In addition, as a university of science and technology, English resources available in the library are limited. Furthermore, in his daily life, he also seldom speaks English in that none of his relatives are able to speak English, which is very common for Chinese people. Last but not the least, he just picked up Japanese through Japanese TV programs or films, which had little help with his English level because like Chinese, Japanese is totally different with English from linguistic perspective. In conclusion, he grows in an environment with little immersion of English.

Jack's language attitude can also have an enormous effect on the second language learning process. In fact, English is something very attractive and amiable to him. He is very into English language and prefers to choose English movies if available. As a common Chinese who has no religious beliefs, he has nothing to do with ethnic affiliation, cultural conflict or subordinate status in the minority group. This helps him to speak English in a quite free environment to some

extent. Meanwhile, he understands that learning a second language does not mean giving up his first language or dialect. Rather, it involves adding a new language or dialect to his repertoire. He also has strong national identity. He expects cultural communication with other foreign countries but by no means he could accept cultural assimilation.

For language learners, the level of home support can strongly affect the desire and ability to learn a second language. Though his parents could not involve in his English study because of their very limited English skills, they totally support him to learn English as best as he can. Therefore, home support from his family does a lot of favor in his English learning.

It is noteworthy that the participant's personality and emotions are fully involved when learning a second language. Jack is a little bit introverted so that he could learn more effectively in individual, independent situations that are more involved with ideas and concepts. This makes him concentrate on the task in hand as well as his self-sufficiency. However, he needs to process ideas before speaking which sometimes leads to avoidance of linguistic risk-taking in conversation. Actually, it is not easy for him to begin a talk with strangers, not to mention strangers who are English speakers. As a language learner, sometimes he would be too shy to communicate with others, resulting in the negative effect on the oral English practice. But generally speaking, his attitude towards English learning is quite positive. He enjoys English either in class or out of class.

Last but not the least, as Jack's mother tongue, Chinese has its distinct characteristics compared with English. According to the definition of language families, Chinese belongs to hieroglyph writing and English belongs to alphabetic writing.

Firstly, Chinese does not have an alphabet but uses a logographic system for its written language. In logographic systems, symbols represent the words themselves—words are not

made up of various letters as in alphabetic systems. Because of this fundamental difference, Chinese learners may have great difficulty reading English texts and spelling words correctly.

Unlike English, Chinese is a tone language. There are four tones in Mandarin Chinese: flat, rising, falling then rising and falling. The meaning of a word changes according to its tone. Other dialects feature up to 9 different tones. Each character has its tone individually, though it is sometimes inconsistent when we take the context into consideration. This means that it uses the pitch of a phoneme sound to distinguish word meaning. In English, changes in pitch are used to emphasize or express emotion, not to give a different word meaning to the sound.

Besides, English has a number of short verbs that very commonly combine with particles (adverbs or prepositions) to form what are known as phrasal verbs; for example: take on, give in, make do with, look up to. This kind of lexical feature does not exist in Chinese. Chinese learners, therefore, may experience serious difficulty in comprehending texts containing such verbs and avoid attempting to use them themselves.

Furthermore, Chinese is an uninflected language and conveys meaning through word order, adverbials or shared understanding of the context. The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English. All words in Chinese Mandarin have only one grammatical form. There is no grammatical distinction between singular or plural, no declination of verbs according to tense, mood and aspect. There are various differences in word order between Chinese and English. In Chinese, for example, questions are conveyed by intonation; the subject and verb are not inverted as in English. Nouns cannot be post-modified as in English; and adverbials usually precede verbs, unlike in English, which has complex rules governing the position of such sentence elements.

To conclude, there is a huge difference between Chinese and English in nearly every aspect.

But fortunately, Chinese, as a highly historical and systematic language, is still a very useful tool for their English study. Richard Ruiz identifies three orientations framework (de Jong, 2001), we can see that Chinese speakers could feel comfortable to adopt a language-as-resource orientation in learning English as a second language.

Description of My Participant's Oral and Written Language Abilities

So far I have collected five recordings and five writing samples from my participant. These questions I ask are all from IELTS except one casual conversation talking about his learning experience. In the first part, I asked the participant about familiar topics, including writing and his favorite colors. The first part aims to examine the participant's basic communication skills in daily life. In the second section, the participant was given a specific topic and needed to describe people or objects, such as his best friend and hobbies. And then I asked questions on academic topics and developed a discussion on more abstract issues. To some extent, it was necessary for the participant to express opinions. Finally, in the written sample I collected, I asked the participant to write an academic essay to analyze the causes and then find solutions to the problem that the average weight of people is increasing and their levels of health and fitness to decreasing. He also needed to write academic passages about the fact that high-school graduates travel or work for a period of time before they go to university and about the effects of the Internet have on individuals and society. In the following paragraphs, I would use his samples as evidence and analyze his performance of his L2 from different aspects, including phonology, semantics, grammar and pragmatics. `

Phonology

According to Contrastive Analysis Hypothesis, L2 learners will tend to transfer the formal features of their L1 to their L2 utterances. Individuals tend to transfer the forms and meanings

and the distribution of forms and meanings of their native language and culture to the foreign

language and culture (Lado, 1957). Unlike English, Mandarin Chinese has a much smaller vowel

inventory, which consists of only 6 tense vowels, i.e., /iː/, /eɪ/, /uː/, /oʊ/, /aː/, /ʌ/ (Shriberg, 2003).

Because there is no tense and lax contrast in Mandarin Chinese, it is logical to find that Jack

failed to distinguish those tense and lax vowels in English as expected (listed in table 1). In

addition, besides the errors made in vowels, Jack also made some pronunciation mistakes in

consonants. The most obvious problem is a case where the L2 sounds don't exist at all in the L1.

For example, the English sound / ð / was often replaced by either /ts/ or /z/ by the participant and

/ θ / was replaced by /s/, /ʒ/ by /r/ (listed in table 2). And he often confused with /w/ and /v/

because /v/ does not exist as a distinctive speech in Chinese Mandarin. In addition, without

recognition of the importance of stress, Jack often uttered a word with wrong pronunciation. The

pronunciations of [ˈrɛkərd] and [rəˈkɔrd] determine the different meanings. The former means

anything providing permanent evidence of or information about past events, while the later

means an action of setting down in permanent form. And then he also said, "Those are all my

contents about writing." As for the word "content" in the sentence, distinct pronunciation also

determines different nominal of words. The pronunciation [ˈkɑntɛnt] means everything that is

included in a collection, whereas [kənˈtɛnt] means an action of satisfying in a limited way.

Therefore, for most L2 learners of English, stress is of significance in that mistakes made in

stress sometimes even lead to misunderstanding. Furthermore, unlike English—a kind of

intonation language, Chinese is tone language so the tone differences determine meaning.

However, the distinct tones in English can also express the same lexical meaning, but diverse

attitudes. Owing to inactive senses of the variation of intonation to Chinese speakers, the

utterances of Jack in tone and intonation always remain the same throughout the whole

conversations. Last but not the least, as for fluency and coherence, several disfluencies such as pausing, repairs and false starts in the samples occurred in the beginning of conversations. This is probably because he was unfamiliar with the types of questions, resulting in a nervous feeling. And with the reduction in times of pause, Jack made significant improvements in the speech rate in the subsequent parts. Overall, Jack was willing to speak at length, though he might lose coherence at times due to occasional repetition, self-correction or hesitation.

On one hand, Jack does well in terms of accuracy on consonants such as /p/, /t/, /k/, /b/, /d/ and /g/ even though some English language learners often give an extra sound to words ending with these consonants, for example: incomplete plosion, nasal plosion and lateral plosion. Besides, he could pronounce those vowels accurately that have similar equivalents in Mandarin Chinese better, such as /a:/, /i:/ and /u:/ except tense and lax vowels listed in the table 1.

On the other hand, he needs to further develop the ability to distinguish those tense and lax vowels in English. And regarding consonant, he also should pay more attention to separate phonemes /w /and /v/ because /v/ does not exist as a distinctive speech in Chinese Mandarin. In the similar case, he also tends to pronounce /s/ and /ts/ to replace /θ/ and /ð/. Besides, he also should develop the recognition of stress and then correct his pronunciation in terms of stress in case of leading to misunderstanding. But it is noteworthy that Jack always remains the same tone and intonation throughout the whole conversations. Last but not the least, as for the fluency and coherence, he makes significant progress in all of those speech samples with the reduction in times of pause. Overall, he can communicate with me smoothly and fluently though might lose coherence at times due to occasional repetition and self-correction.

In conclusion, Jack by and large has a good ability in phonology. It's not hard for him to pronounce sounds correctly and he is able to differentiate nuances among words that share

similar pronunciation as long as he does not get nervous and pay enough attention to it. But he still needs to further develop oral English because sometimes before he speaks, there is a translation process during which he puts a Chinese version in his mind into English.

Semantics

Semantics is the subfield of linguistics that studies meaning in language. Semantics, which could be subdivided into lexical and compositional semantics, deals with the meanings of words and other lexical expressions including the meaning relationships among them (Language Files 6.1, pp.241).

In semantics there are lexical semantics and compositional semantics. The first one is about words and the second is related to sentences. According to the speech samples, he uses a wide range of vocabulary to discuss topics at length and makes meaning clear. He generally paraphrases successfully even though sometimes he uses vocabulary with limited flexibility. Regarding the written samples, he can use an adequate range of vocabulary for the task and also attempts to less common vocabulary but with some inaccuracy. Sometimes he may produce occasional errors in word choice, spelling and word formation. And then the next section involving this topic will be in greater detail.

Indeed, to communicate effectively, it is necessary to understand the different levels of diction: formal and informal, abstract and concrete, and general and specific. In terms of formality, English words can be categorized as formal and informal. Formal diction is used in the standard discourse suitable for academic writing. Informal words are more conversational and reflect a more casual relationship. Therefore, it is noteworthy that we should be aware of and be sensitive to different levels of formality, choose words that are appreciate to contexts and situations. The following examples listed below will offer more detailed explanation about this

phenomenon. Example1: "*Consequently, blue is my favorite color.*" (Speech Sample 3) Example

2: "*And it's my favorite color therefore I will paint red to the walls of my room.*" (Speech Sample

3) From those two examples, Jack uses "consequently" and "therefore" to replace "so", "for that

reason" and "that's why" to come to a conclusion. Obviously, "consequently" and "therefore"

are suitable to use in academic writing when speaking about deeper and more serious topics. In

the conversations, especially on more "everyday" topics such as color, "so" is better to use than

"consequently". A better way to say is "And it's my favorite color—that's why I will paint red to

the walls of my room." Or, "So blue is my favorite color." Example 3: "*I consider it's good for

individuals since when you feel tired after work.*" (Speech Sample 3) The word, "individual" is

normal to use as an adjective or when we are talking about a single person and emphasizing the

uniqueness of the person or personality of that person. But I suggest not using "individuals" as a

substitute for "people" when not emphasizing the individualistic or unique nature of certain kind

of people. In addition, using "individuals" to mean "people" is unnecessary and it is too formal

as academic language. Besides, compared with "think", the word "consider" is not suitable for

most spoken language. In other words, it would be too formal to be used in everyday speech

unless it is only used in formal situations or situations where one is trying to be exceptionally

polite. Example 4: "*In a nutshell, I think that this phenomenon limits our opportunity to touch the

people.*" (Written Sample 2) Actually, "in a nutshell" is too informal to be used in academic

writing because "in a nutshell" is used more in spoken English than in written English. It is best

to substitute "in conclusion" for "in a nutshell" in this example in order to show the formality in

academic writing. More mistakes he makes in samples are listed in Table 3.

    Type-token ratio presents some valuable features of vocabulary richness, which may shed

light on the participant's styles either in speech or in writing. As a guide, lexically dense text has

a lexical density of around 60-70% and those that are not dense have a lower lexical density

measure of around 40-50%. According to the Table 4, the output of the TTR shows clearly that

there is not a significant difference in lexical density between written sample one and written

sample two, 53.97% and 50.00%, both lower than 60-70%. Even though written sample two

includes richer vocabulary than sample one, we can conclude that both two samples have low

lexical density. In addition, concerning the fog index, which is a readability measure designed to

show how easy a text is to read, we can see that sample one's 8.20 is lower than sample two's

9.58. This means the participant's various vocabularies make sample one more readable than

sample two. In the same way, different lexical densities in two speech samples, 47.62% and

54.76%, are shown in Table 5, which proves that the sample two owns richer vocabulary than the

sample three although both of them possess low lexical diversity according the inference of TTR.

Furthermore, I can get some implications from Table 6. Evidently enough, we notice that there is

a gap between the written samples and the speech samples, especially 53.97% in W1 and 47.62%

in S3, indicating Jack can apply richer vocabularies to the academic writing than to the

conversations. What's more, the fog index of the writing samples is much higher than the speech

samples, presenting that language applied in the academic writing is obviously more difficult to

understand than that in the conversation. As to the word length breakdown, it is not difficult to

conclude that the word length in the written samples is evidently longer than that in the speech

samples, which demonstrates that harder words or longer words occur more frequently in

academic writing.

On generally, we can see from Jack's samples that he can choose the right words to make

up a sentence. He is able to use a wide range of vocabulary to discuss topics at length and makes

meaning clear. Regarding the written samples, he can use an adequate range of vocabulary for

the task and also attempt to less common vocabulary. Overall, Jack applies richer vocabularies to the academic writing than to the conversations. And he tends to use more complex words in written samples compared with speech samples. He is able to write sentences and make the meanings of multiword expressions predictable from the meanings of words and their syntactic combination. As his writing and speaking samples show, he is able to manage his strings of words and avoid the possibility of ambiguity. However, in terms of choosing words, he needs to improve the ability to distinguish formal and informal words used in different situations. Besides, he should pay more attention to lexical diversity both in conversations and in writing papers. Extending vocabulary is also necessary for him to improve his oral English and writing skills.

Grammar

In analyzing Jack's morphological ability, I need to calculate the MLU (Mean Length of Utterance). I divided the total amount of morphemes in the oral sample by the total number of utterances collected, 276/30, which produced an MLU of 9.2, which indicates that Jack's awareness of tense, number and case, as well as word derivation and inflection. In the 256-word-writing sample, there are 25 utterances including 285 morphemes, and the MLU is 11.4, which means his morphology ability in written English is stronger than that in oral English. When we look at the type of morphemes, prefixes and suffixes are used in both samples. His strength is he can control the inflectional suffixes of words. For instance, when mentioned his learning experience in the past, he wrote it in a correct way and could use inflectional suffix (–ed) to describe it. He could also successfully use the marker (-er) when comparing two items as well as adding possessive inflection (-'s) to show possessive case. In addition, he could distinguish difference among the words "undesirable", "desire" and "desirable", which showed

that he had a good knowledge of affixes and roots. It also indicated his morphological ability of

flexibly combining affixes and roots to form another word. However, the incorrect use of

adjective occurs in the written sample as seen in Table 7. What's more, as shown on Table 8,

Jack sometimes needs to add the derivational suffix (-ly) to form an adverb. Besides, there are

still occasions where he forgets to add the derivational suffix (-ing) to form a gerund, as shown

in Table 9. He needs to further improve his ability to control word derivation and inflection. He

tends to misunderstand some inflectional and derivational suffixes such as misformation of

derivational suffixes, omission of inflectional suffix to form a gerund and so on.

As for Jack's syntactic ability in writing samples, he could use a variety of linking devices

accurately. For example, when he mentioned disadvantages of spending too much time on the

Internet, he said, "I spent a lot of time on the Internet and played computer games. Therefore, it

easily led to the shortsighted and some problems on my neck". He knew to use "therefore" to

clarify the cause-effect relation between sentences. He also used other cohesive devices for

functions such as contrast (in comparison with, similarly), addition (besides, furthermore),

inference (in that case) and summary (in conclusion, to sum up). What's more, when he listed

some reasons to explain his statement, he used logical linking words for enumeration such as

"first", "secondly" and "finally" to make his writing become more logical and organized.

However, in oral samples, he repeatedly uttered "because", "therefore", "then" and "so" to make

connection between sentences, which decreased the diversity of linking devices in his utterances.

Furthermore, Jack didn't pay enough attention to the use of tense. For example, in the oral

sample, when describing unforgettable experiences happened between Jack and his best friends,

he substituted simple present tense for simple past tense, as shown in Table 10. Last but not the

least, in terms of word order, Jack's performance is great. Jack knows the rule to alternate his expression among word patterns according to different contexts. Regarding noun phrases, he generally follows subject-verb agreement in noun phrases and he could exactly use the indefinite article (a/an) before a noun phrase. However, he should improve the ability to use the correct tense in certain contexts, especially on simple past tense. Furthermore, all the sentences in the writing sample are complete but many sentences in the oral samples are incomplete. For example, when I asked how many hours he spent on writing, he answered, "maybe one hour or two hour". Obviously, although lacking predicates, this sentence also makes sense to me according to the context in the conversation.

Generally speaking, there are strengths in Jack's grammar ability such as his awareness of tense, number and case. He is also able make morphological distinction by making alternations, such as "became" and "met". However, he tends to misunderstand some inflectional and derivational suffixes. According to an MLU calculation, more complex and expressive language is used in the written sample. In term of syntax, most of his sentences fit the principle of how syntactic categories work such as SVO order pattern. In addition, especially in the oral sample, he needs to pay more attention to the usage of tense according to different contexts. Compared with his written sample, he obviously makes more mistakes in tense in the oral sample. Furthermore, he could use a variety of linking devices accurately in the written sample. However, in oral samples, he repeatedly utters logical devices to make connection between sentences, which decreases the diversity of linking devices in his utterances. Besides, Jack uses few embedded phrases within the transcript in the oral sample. But elements such as joining clauses to form compound and complex sentences are evident in the written sample.

Pragmatics

Pragmatics is focused on the relationship between context and meaning and context affects meaning (Mihalicek & Wilson, 2011). All of our conversations involve social context. We were once close friends and both of us were graduate students in the university, so from the perspective of social status, we are close and equal in social distance. Therefore, we could easily create comfortable atmosphere and feel free to talk without many polite expressions. When we talked about famous people in one conversation carried on in Jack's dorm, it is necessary to mention situational context. During this interview, I noticed that he uttered, "pardon" or "I couldn't hear you". The situational context I could infer from his utterances was that maybe it's a little noisy in his dorm. Maybe his roommates were talking with others in his dorm or someone was shouting outside the door so that he could not hear me and asked for repeating my questions. I also evaluated Jack's performance by comparing his expression in samples with those maxims under Grice's Cooperative Principle to see if his strings of words are able to further the purposes of the conversation. However, I found Jack violated the Maxim of Relevance. For example, I asked, "who do you take photos of", and then Jack answered, "I often take photos with my friends". Obviously, his answer was not relevant to my question. What I wanted to know was the person often showed in his photos rather than the person who accompanied him to take photos. Take another example. When I wondered, "do you like writing to other people", he replied, "my friends like wiring". What I wondered was whether he was interested in writing rather than his friends' interests. Furthermore, although most of time he could obey the Maxim of Quantity, sometimes he also violated it. For example, I once asked, "have you ever learned another language besides English", and he just answered, "yes" without adding other information. In this example, he didn't give enough information as required. Instead, his answer was too brief to meet my requirement or expectation in this question. Even though I grasped he learned another

language, I had no idea about what specific language he had picked up before. Regarding the Maxim of Manner, Jack could basically follow the rule but sometimes his answers were lack of order and organization. For example, when I asked whether he was interested in public holidays, he said, "Yeah, I like. We have time to travel or go home to accompany. We have some time to relax. It is a time for me to get family reunion. I can enjoy a very relaxing time with my friends. We have three days or more days." Obviously, his answer was lack of logical devices and every sentence he uttered was independent without logic. Overall, Jack's responses did his best to give me the answers that he believed to be right. What's more, he made his contribution as informative as was required except a few of cases. Moreover, his performances as a whole were brief and out of ambiguity so that his utterances easily made sense to me. However, he needs to further develop the ability to make his answers totally closely relate to questions and more logical and orderly when he communicates with others.

His ability to maintain a socially acceptable conversation differs with relationship between people who are speaking. When carrying on conversations with classmates, Jack would feel free and talk as much as possible with each other. However, when communicating with teachers, he easily becomes so nervous that he couldn't performance well. The surrounding environment also influences his performance in the conversation. For example, if there are some people around Jack or even listening to what he is speaking, he would naturally becomes more careful towards to the word selection when communicating with each other. Furthermore, gender, the topic of discussion and the relative ages of people may also influence his ability to maintain a socially acceptable conversation.

Assessment and SLA theoretical framework

Stage of second language acquisition

After finishing the sample gathering and subsequent analysis, which is presented in the second part of this paper, we could conclude and assess the level of my participant's English language proficiency from every aspect that we need to consider. These aspects include receptive skills (reading and listening) and productive skills (writing and speaking).

In terms of Jack's reading proficiency, I believe it should be categorized into level five, i.e., advanced fluency level. As I mentioned in the introduction part, Jack passed the College English Tests for both Grade Four and Grade Six (standardized national level English tests in China for college students). And this cannot be done without an advanced level of reading skills because reading comprehension part takes a dominant position in English tests in China. In addition, these tests are undertaken within limited time, therefore, it demands the participant's high level in reading comprehension skills.

During four years in the university, he took the College English course to acquire solid knowledge in English reading and he completed writing assignments in response to different kinds of reading. After looking through those assignments, I found the response demonstrated his substantial understanding of the important information needed to respond to the question and awareness of key ideas presented explicitly and implicitly. Besides, he could also use relevant and accurate references to the text. In addition, he was able to use information from the text to focus on significant concepts through analysis, evaluation and contrast. He could not only demonstrate evidence of substantial critical thinking by presenting significant concepts logically but also use relevant and accurate references to the text. It is noteworthy that he could use information from the text to make connections to other situations or contexts through analysis and inference.

When it comes to listening, I consider it may not be as good as reading proficiency, and it

is categorized into level 4—high intermediate fluency. When he was an undergraduate, he did take courses in English listening for two semesters. So it is not difficult for him to understand most everyday language and could communicate with others smoothly without any difficulties. However, idioms and slang may be a headache for him to understand and comprehend. This is understandable because of limited original English exposure.

During interview, I find that he can understand most of what is said either on academic issues or on daily life. But he has difficulty understanding abstract concepts, especially on unfamiliar topics for him. It means that he continues to develop vocabulary and increases productive vocabulary. Furthermore, he uses listening strategies with less reliance on contextual clues. He should continue to develop more implicit comprehension because sometimes he was not able to completely comprehend the subtle nuances.

As regards writing and speaking, there is more evidence for me because I have my participant's productive samples. As far as I see, Jack's writing proficiency should fall into the level 5, i.e., advanced fluency. He could write many types of passages, such as narratives, diaries, reading reports and so forth. In written samples, in terms of language production, he is able to use a variety of sentence lengths. Meanwhile, Jack's performance on word order and grammar is great except for infrequent word order errors. Besides, there are infrequent substitutions and omissions of words and appropriate use of idiomatic expressions. And in all written samples, main ideas and themes or point of views are clear and maintained. Furthermore, all major points are elaborated and explained by specific evidence and detailed reasons with greater depth. As for organization, all main points are logically connected and signaled with transitions or other cohesive devices. He also has sense of paragraphing and pays attention to the relation among paragraphs. Finally, regarding spelling, capitalization and punctuation, there are a

few minor errors without major errors. However, though he is often grammatically correct, he tends to use structurally simple sentences without much variation. Sometimes, he makes mistakes in word choice without taking contexts into consideration.

Compared with Jack's writing skills, his spoken English skill is weaker, thus high intermediate fluency is the most appropriate for his current status. He is able to communicate even in new and unfamiliar settings even though he needs to think twice about how to organize his utterance. Overall, he understands nearly everything at normal speed although occasional repetition may be necessary. He is able to responds appropriately in all. His speech in conversation is generally fluent, with occasional lapses while he searches for the correct manner of expression. He sometimes pauses to retrieve a word in English, self-correct or refocus. These hesitancies impede the flow of speech. The vocabulary Jack uses is confined to common, everyday expressions and repetition in logical devices, such as "but" and "so", often occurs in oral English. He occasionally uses inappropriate words in conversation because of lexical inadequacies. Though he is conscious of a definite accent and occasional inappropriate intonation patterns, he does well in pronunciation. It's not hard for him to pronounce sounds correctly and he is able to differentiate nuances among words. Without obscuring meaning, he occasionally makes grammatical errors during interviews. In general, more often than not, he is able to choose his style of speech according to different situations and contexts.

In conclusion, Jack's English language proficiency lies on high intermediate. Horizontally, his proficiency of receptive skills is similar with productive skills. However, from a vertical perspective, his literacy (reading and writing) proficiency is better than his oral English (listening and speaking). It is normal when we take his learning background into consideration.

SLA theoretical framework

When we come to English learning environment, we need to mention dominant general theory of SLA—communicative competence. Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence. As mentioned before, he claimed the importance of grammar training in second language acquisition and in traditional Chinese class, English teachers also pay much attention on this field. However, only this part of the communicative competence theory is applied and valued in English education in China. Therefore, the participant could perform well in grammar but was weak in other fields, which results in imbalanced level in English proficiency—many Chinese ELL's reading and writing skills outpaces their oral English ability. With few opportunities to speak English in class and limited exposure to native English speakers, his oral English skills needs to further develop. This demonstrates the participant's learning background plays a crucial role in English proficiency.

It has long been noted that the linguistic difference between L1 and L2 will bring difficulties in the acquisition of L2. Lado (1957) has proposed the Contrastive analysis hypothesis in which the predicted positive transfer and negative transfer in L2 learning process are based on the structural relationship between the languages in comparison. Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture (Lado, 1957). The most obvious problem is a case where the L2 sounds don't exist at all in the L1. For example, the English sound / ð / is often replaced by either /ts/ or /z/ by the participant and / θ / is replaced by /s/, /ʒ/ by /r/. In addition, when I assess the language skills of Jack, I notice his difficulty with prepositions in English because the use of prepositions is inconsistent with the first language. For

example, the English prepositions "in" and "on" are both represented in Chinese by the preposition "在". Thus, he might mixes up the use of the corresponding English prepositions because they are not differentiated in Chinese. Obviously, he uses transfer from L1 to L2 so that he makes mistakes when assessing semantic ability.

Prior language development and competence also matter in Jack's English proficiency. Adequate linguistic and cognitive development in a home language contributes positively to English learning. Because of high level in Chinese proficiency, Jack is able to grasp main ideas of passages quickly and author's view presented explicitly or implicitly, which does a lot of favor to performance in English.

Furthermore, Jack's cross-cultural awareness also makes a difference in English learning. When acquiring another language, it doesn't mean that he should abdicate his native culture and adopt a new one. As is well known, first language is the starting point of learning a second language. The first language can provide the basic linguistic knowledge on which learners can draw to analyze the second one. Moreover, since he cannot separate language from culture, to grasp a second or foreign language, he must undergo not just training in language, but also a socializing process (Mohammed, 1999). Therefore, he often watched English movies and TV programs in the daily life in order to know more about culture in foreign countries. Furthermore, he also develops the multiculturalism and fosters cross-cultural awareness in his mind, which implies he has established proper attitudes toward second language acquisition.

Home factor also influences Jack's English proficiency. Jack grows in an environment with little immersion of English. Jack is a little introverted so that he struggles with social interaction to practice speaking in English, although he may do well in written work. With certain confidence in English, he has less fear of making mistakes and making mistakes is an integral

part of learning a new skill. Motivation is also a powerful factor. Intrinsic motivation, such as the desire to achieve personal goals and successfully learn the new language, and extrinsic motivation, such as the need to improve language skills in order to find a job or communicate with peers, are both important factors.

Instructional Plan

As mentioned before, Hymes' communicative theory puts forward the concept of "communicative competence", which represents a shift in focus from the grammatical to the communicative properties of the language, rather than paying too much attention to grammatical and linguistic competence. Hymes' idea differed from Chomsky's in that Hymes claimed the acquisition of language was not context free, but rather required the student to learn the language in a context of social language use, or the sociocultural theory (Celce-Murcia, 2007; Hymes, 1967; Magnan, 2008). Under this theory, communicative language teaching is student centered and social (Magnan, 2008). This demands me to develop the participant's pragmatic language skills involving the ability to know how to talk with different groups of people, the ability to turn-take in a conversation as well as switching topics when appropriate. I would conduct role-play activities. For example, I would set up a situation in which Jack needs to explain the same thing to different people, such as teaching the rules of a game, or how to make cakes. During these activities, he needs to model how to communicate with a child versus an adult, or a family member versus a friend of the family. I would also encourage Jack to receive social skills training in small peer groups in order to specifically teach children how to develop listening skills, read body language and plan out their conversations so their listeners have enough understanding to follow along with their stories. Under this theory, grammar should be taught in support of communication, as a property of communication, not as a property of language,

meaning that "explicit grammar instruction has a definite but limited role in the classroom, but it is not the goal of instruction" (Ballman, Liskin-Gasparro. &Mandell, 2001). By learning grammar in this manner, students begin to recognize that grammar is used as a tool within language and can actually "liberate" communication (Cullen, 2008). I would encourage Jack to record his audio diary or conversations with others because he can replay his records repeatedly to find his grammatical errors by this way.

Furthermore, I will use authentic media, which include literature, news media, video clips and movies, and audio segments. I believe this will accomplish several goals for language development simultaneously. Authentic materials provide natural language examples of real-world language (Crossley, McCarthy, Louwerse, & McNamara, 2007). Through exposure to authentic materials students can start to develop appropriate communication and pragmatics. Authentic materials display proper use of the language in communication, and more importantly, allow for learning grammar through context. It also follows the key principles in semantic instruction, such as exposures in varies contexts and meaning and motivation to understand the words. Then, when the student struggles to communicate proficiently, the authentic materials can be remembered and the student's linguistic foundation is re-enforced. For example, Reading authentic literature presents opportunities to practice interpersonal, interpretive, and presentational communication. Extensive reading activity is an effective way for students to improve his English proficiency. Examples of extensive texts can be books, newspapers, magazine articles, and online materials. Extensive reading as comprehensible input and as a communicative tool presents situations in which the participant notices the grammar (Zyzik, 2008) in the text and can implicitly learn grammar (Arnold, 2009; Zyzik, 2008). As Zyzik clarifies, grammar study is linked to vocabulary study because in order to understand the

function of vocabulary, it is required that the grammar behind the vocabulary is presented simultaneously. For example, in the case of verbs, it is required to know not only the meaning of a verb, but also how a verb interacts in the parts of speech (Zyzik, 2008). Extensive reading engages the participant in acquiring grammar and vocabulary simultaneously by providing examples through meaning input and context. Obviously, the lexical phrase approach could contribute to the development of the learner's oral fluency. Therefore, I also encourage Jack to collect useful and excellent sentences and phrases or look up unfamiliar words to clarify their meanings and record the words and definitions in a vocabulary journal when he is reading authentic materials. And then use those expressions in his own writing. This also conforms the key principle in semantic instruction of motivation to use the words. It is necessary for him to extend a wider range and variety of vocabulary, including phrases.

Contrastive analysis is used to identify potential pronunciation difficulties of nonnative speakers of a language. The Contrastive Analysis Hypothesis suggests that by contrasting the features of two languages, the difficulties that a language learner might encounter can be anticipated (Crystal, 2003). Therefore, as an instructor, identifying specific pronunciation features that cause problems for learners is of great importance. I would ask him to use a recording device to record a TV show, movie, interview, and listened to the accents, pronunciation, and intonation. After listening, he needs to record himself trying to use the same style of speaking and then compares it to the native to find differences for improving the oral English skills. For example, Jack has difficulty producing /l/ and /r/ sounds because of interference of the L1. Meanwhile, to help him better learn English vowels, I would also design drills in minimal sets, especially for those vowels that are adjacent to each other. Furthermore, word stress, intonation, and rhythm are the prosodic features of language. For example, I can ask

Jack to listen for rising intonation in yes/no questions, compare question intonation in English

with that of their native languages, and then imitate dialogues, perform plays (O'Brien, 2004),

and watch videos in which yes/no questions are used (Hardison, 2005). I could also give Jack

with similar stress and ask him to remember the rule. For instance, in compound adverbs of

location, such as out*side,* down*town*, and in*doors*, the stress is on the final syllable (Hancock,

1998). By using audiotapes and videotapes, I can give Jack meaningful exposure to variation in

pronunciation and increase his communicative competence.

Last but not the least, it is of great importance for Jack to develop the awareness of

importance in word diversity. I recommend him to use a tool called Thesaurus in order to avoid

repeating the same words when writing an academic paper. Actually, it could do him much favor

and he also needs to do more researches on some words whose usage he is not familiar with.

Meanwhile, it is noteworthy that it is necessary for him to carefully select correct words when

writing a paper. Therefore, taking the contexts and meaning into consideration, I would ask him

to do some exercises in distinguish differences between synonyms.

<div align="center">**Critical Reflection**</div>

My gains from this case study

In case study, I explored different aspects of linguistics: phonology, semantics, grammar

and pragmatics. And each week I could do this project according to what I have learned in class.

From this case study, I could apply theories learned in class into practice and get a better

understanding of detailed contents and knowledge on phonology, semantic, grammar, and

pragmatics. By analyzing his English performance, my ability to assess students' English

proficiency is enhanced and I begin to learn to assess it in more comprehensive way to get the

objective and accurate result. Furthermore, I also need to make connection between our analyses

and SLA theoretical framework. When I give specific instructional plan for the participant, I could apply these theories into my instruction and focus on theoretically supported recommendations based on his current English language ability. What I learn from class is a little bit abstract and thus still far from making us a perspective teacher. This case study provides us a holistic view of the ESL teaching process. It also broadens my outlook when I learn different theories on second language acquisition, which is demonstrated by theoretical evidences brought by linguistics experts.

The idea of understanding the participant including his background influencing his second language acquisition is laid emphasis in the whole case study. This demands me to increase my understanding of Jack's characteristics, educational experiences, proficiency in English and native language, cultural background and communities. All of these factors should be taken into consideration for ELL teachers. With a comprehensive understanding of students, I could make wiser choices and choose the best education strategies in order to improve teaching efficiency. Meanwhile, when I analyze evidence to support my assessment, I could better understand Jack's English language development if I have a graph picture of his linguistic, cognitive and socio-cultural background.

Implications for future work with ELs

From my perspective, the most implication is that it is necessary for ESL teachers to pay enough attention to understanding students. The more we learn about their students, the easier our job will become. This includes learning more about students' languages, culture, values, family, and home environment. This knowledge will help us to better support students in the classroom and to receive more support from home. What we need to do is make this linguistic and cultural diversity a huge asset. In addition, we should feel free to communicate with our

students and create welcoming and safe environment for make ELL students. We could also

invite students or family members for storytelling, food tasting and dancing, etc. Doing this will

raise the self-esteem of ELL students and generate greater respect from their peers.

Another implication is paying more oral English instruction when teaching English. As I

mentioned in part three, Hymes' communicative theory put forward the concept of

"communicative competence", which represents a shift in focus from the grammatical to the

communicative properties of the language, rather than pay too much attention to grammatical

and linguistic competence. His theory is quite comprehensive. Under the guideline of this theory,

teachers should encourage students to use the language both productively and receptively.

Unfortunately, many Chinese students are struggling with their oral English because teachers in

traditional English class pay less attention to this field. The challenge in Chinese ESL education

exists in the policy and teaching practices. Therefore, I would encourage students to speak

English in class as much as possible to practice their oral English skills. Meanwhile, I also

promote communication in the classroom between classmates and then encourage them to use

newly acquired skills to practice at extracurricular meetings, specifically for the purpose of

speaking English with fellow students in real-world social settings.

It is of vital importance to consider all kinds of aspects when evaluating a student's English

proficiency. In the future, I would divide assessment into different section, like reading,

listening, speaking and writing based on specific criterion rubric. After detailed analysis, it is

easier for me to locate their weakness and provide effective solutions to problems. This is an

efficient way to improve their English proficiency.

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Appendix

Table 1

	Lax vowel	Tense vowel
/i/ & /i:/	miss, begin, give, busy	need, seem, believe
/ə/ & /ə:/	together, famous	worked, early, learn
/u/ & /u:/	book, good, look	school
/ɔ/ & /ɔ:/	job, hobby, lot,	always, course
/ʌ/ & /a:/	trust, become, love	hard, dark

Table 2

Phoneme	/θ/	/ð/	/v/	/ʒ/
Word	thin	though	very	usually
Right Pronunciation	[θin]	[ðoʊ]	[vɛri]	[ˈjuʒəwəli]
Wrong Pronunciation	[sin]	[tsoʊ]	[ˈwɛri]	[ˈjurəwəli]

Table 3

Speech Sample	Formal words	Informal words
	endeavor	try
	therefore /consequently	so, that's why…, for that reason…
	purchase	buy
	assist	help
	individuals	people
	consider	think
Written Sample	in conclusion	in a nutshell
	a large number of	a lot of
	a host of	lots of
	because	cause

Table 4

	Written Sample 1	Written Sample 2
Total Word Count	252	252
Total Unique Words	136	126
Number of Sentences	16	15
Average Sentence Length	15.75	16.80
Number of Paragraphs	1	1
Hard Words	12(4.76%)	18(7.14%)
Lexical Density	53.97%	50.00%
Fog Index	8.20	9.58

Table 5

	Speech Sample 3	Speech Sample 2
Total Word Count	252	252
Total Unique Words	120	138
Number of Sentences	25	27
Average Sentence Length	10.08	9.33
Number of Paragraphs	1	1
Hard Words	14(5.56%)	10(3.97%)
Lexical Density	47.62%	54.76%
Fog Index	6.25	5.32

Table 6

	W1	W2	S3	S2
Total Word Count	252	252	252	252
Total Unique Words	136	126	120	138
Number of Sentences	16	15	25	27
Average Sentence Length	15.75	16.80	10.08	9.33
Number of Paragraphs	1	1	1	1
Hard Words	12(4.76%)	18(7.14%)	14(5.56%)	10(3.97%)
Lexical Density	53.97%	50.00%	47.62%	54.76%
Fog Index	8.20	9.58	6.25	5.32
Word Length Breakdown				
1 – 5 letter words	75.8%	71.8%	83.3%	81.4%
6 – 8 letter words	16.7%	22.2%	12.3%	15.0%
> 8 letter words	7.5%	6.0%	4.4%	3.6%

Table 7

Error	Suggested Correction
We are not busying all the time.	We are not busy all the time.
We become more beauty.	We become more beautiful.

Table 8

Error	Suggested correction
…We must be gradual healthier…	… We must be gradually healthier…
… Relative warm color…	… Relatively warm color…

Table 9

Error	Suggested correction
… After take class…	… After taking class…
… If we can insist on do this…	… If we can insist on doing this…

Table 10

Error	Suggested correction
We begin to talk with each other.	We began to talk with each other.
And then we become good friends.	And then we became good friends.
We go out to eat dinner and see movies.	We went out to eat dinner and saw movies.

Artifact F: Midterm Paper

How to Teach Vocabulary through Communication in China

Vocabulary teaching methods have waxed and waned in popularity. Each new method develops innovative ideas and at the same time inherits some of advisable aspects of the old. In any language teaching, vocabulary instruction plays a very important role. We cannot deny the fact that there is often the case where most of ELL students learn English vocabulary only by means of rote learning in China. In the long term, even though they grasp words' meaning, they have hardly used them in communication or distinguished them in listening. Traditionally, teachers in China always convey the message of "learning vocabulary first, then communication".

In China, English vocabulary instruction is often undervalued in English language teaching. And teachers still prefer to use the traditional methods to teach vocabulary. English vocabulary teaching in China reflects the fact that vocabulary instruction is dominated by the Grammar-Translation Method. As for the teaching practice, most of teachers mainly teach pronunciation, spelling and the meaning of the vocabulary in the word list. They also apply several techniques to help students to learn new words, such as: reading aloud, matching translation in the word list, using props and so on. Sometimes they teach word collocations, different meanings of words, as well as grammar-related words, etc. However, explaining the words one by one and then learning every word by memorizing alone make students feel bored and then gradually lose their interest in vocabulary learning. To teach English vocabulary more effectively, I will apply Communicative Language Teaching into vocabulary instruction to promote the belief of "learning vocabulary through communication".

Communicative language teaching (CLT) is generally regarded as an approach to language

teaching (Richards, 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for leaners to develop communicative competence (Hymes, 1971). In other words, its goal is to make use of real-life situations that necessitate communication. Brown (2007) offered four interconnected characteristics as a definition of CLT: 1) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather, aspects of language that enable the learner to accomplish those purposes. 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. 4) In the communicative classroom, students ultimately have to use the language productively and receptively, in unrehearsed context.

Communicative competence, as an important concept in CLT, encompasses a wide range of abilities: the knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence).

Compared with the traditional Grammar-Translation Method, Communicative Language Teaching is more effective and interesting in English vocabulary teaching in many aspects.

The growth of word knowledge is slow and incremental, requiring multiple exposures of words (Hirsch, 2003; Stahl, 2004). This does not mean simply repeating the word and a

definition of synonym, but seeing the word in different context. Communicative language

teaching offers us more opportunities to encounter new words repeatedly in different contexts.

In the CLT classroom much vocabulary is not taught in the form of wordlist of isolated

words any more, but taught in authentic contexts. Vocabulary instruction puts more emphasis on

developing communicative competence rather than grammatical form or meaning of new words.

CLT approach offers more opportunities for students to acquire vocabulary knowledge naturally.

Through different conversational interactions with teachers or peers, students could have

command of new words they have learned in different social contexts. With more interesting and

effective activities, students can perform better on learning vocabulary and then build confidence

and motivation. This way also encourages students to discover the forms and structure of target

language by themselves in communication with others rather than dependence on teachers alone.

CLT promotes the development of students' team spirit through communicative activities and

then creates a harmonious environment in class. During communicative interactions, students

can express their own ideas or views freely as well as incorporate new words they have learned

in their oral practice. In fact, teacher-directed or teacher-controlled process is very typical in

China because in Asian countries, the teacher's traditional role is dominantly knowledge

"knowers" and students are "receivers".

Under the guidance of CLA principles, I will engage students actively in the learning

process through interactive language teaching model. Language structure and forms need to be

found by students themselves in conversational interaction. This kind of approach stresses more

on meaningful language use authentic communicative activity and task. In addition, authentic

language materials are provided in my vocabulary class. In my vocabulary class, I won't focus

on language construction and practice specific bits of language, such as grammar patterns,

particular vocabulary items or functions. But I will encourage students to use all words related to

a given situation or topic. Thus, activating exercises offers students a chance to try out language

use with little or no restriction in class. In my opinion, if students don't have a chance to activate

their vocabulary knowledge in the classroom, they may find transferring language acquisition in

the real world far more problematical. But it is noteworthy that this method is better applied for

those students with sufficient knowledge in English. They have a good command of

communication in English. It may be less effective for those students who are at the initial stages

in English learning.

As far as I am concerned, only when students have some kinds of communicative purposes,

then their attention will be paid more to the situational use of words, rather than just one spelling

form or grammatical structure. Therefore, it is of great importance that I should arouse their

communicative intention and activate their motivation to communicate with others. Thus, as an

ELL teacher, I will enlarge their situation knowledge or create more opportunities for them to

communicate.

Firstly, in communicative principle, authentic material is considered necessary for students

learn language because it is actually used by native speakers. Materials such as newspaper

articles, brochures, train tickets, letters, advertisements, recording of news, airport

announcements, etc., which were originally used in real situations and were not designed for use

in language teaching. Such materials are used in the classroom to expose the learners to language

in real use (Tomlinson, 2005). In addition, I will also use Chinese students' own language,

culture and experiences to activate Chinese students' schemata for understanding the target

vocabulary better. For example, I will use a video clip or some pictures when explaining yard

sales that are not familiar to Chinese students at all. This helps Chinese students connect the idea

of a yard sale with what they know about pawnshops from Old China. Besides, the role of

learners' L1 in the communicative classroom should not be rejected (Ellis, 2007). The use of L1

can help students clear up some misunderstandings in their choice of lexical items or rhetorical

strategies.

Now, I will take advertisement as an example to describe my vocabulary instruction in

details. Following is an advertisement of running shoes: Powers your fastest miles with

lightweight, highly responsive cushioning, a supportive fit and excellent traction. Internal heel

counter secures the back of your foot. Soft blown rubber on the forefoot can add cushioning and

flexibility. Available in two colors—blue and pink, its terrific value is only $100. Obviously, all

words in the advertisement are colorful and beneficial for students' communicative expression in

real life. There are adjective words they can learn for describing texture, value, benefit and so on.

Before the class, I will list the key words beneficial to facilitate students' understanding

towards these four English advertisement videos. And then I will use the following chart

(showed in Appendix) as a way to check their understanding of these key words they encounter.

Afterward, I will ask students to use their own dictionary on hand to look up new words

that unfamiliar with them. After having definitional knowledge of new words, I will create more

contexts by means of different materials for them.

I will promote Jigsaw activities requiring students to use language resources to overcome

an information gap or solve a problem. Typically, the class is divided into four groups and each

group has part of the information needed to complete an activity. I will play four English

advertisement videos about different brands of running shoes, and then each group needs to

listen and take notes on one video. Actually, listening material is also a rich source of word

learning. It is necessary to mention that I will select useful authentic materials that they can

understand and easily grasp new words because I need to take students' language proficiency into consideration.

After taking notes, they can correct errors or communicate with other members in the group about the content and words of the video to make their notes more complete. If students fail to catch new words in the video or distinguish them by contexts, I can offer necessary instruction on those words by comparing them of other similar words or incorporating them into sentence frame. I can also encourage students to teach words with each other, which promotes their oral English at the same time.

Student are then rearranged into groups containing a student from groups A, B, C, D and then do role-play activity in class using the information and words they obtained. Each group needs to act as salesperson to introduce their running shoes in order to persuade others into purchasing them. Based on clues, they can apply words they have learned into oral practice as well as improve communication skills on persuading. After the activities, I will give feedback to students' performance and then clarify the new words they need to learn in class.

In English vocabulary instruction in China, teachers focus centrally on the input to the learning process. Thus it is of critical significance that English teachers in China should shift its focus from grammatical structures to communicative competence to improve students' English proficiency. As an English teacher, I need to master the principles and spirits of CLA to improve their learning strategies and building up the communicative consciousness to help them enlarge their vocabulary.

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Appendix

Word Knowledge Rating Checklist

Vocabulary	I often use it (Speaking/Writing)	I just know what it means	I have seen/heard it	I don't know it

Artifact G: Observation Paper

ESL to Go

We had an opportunity to pay a visit to the ESL to Go in the church on Thursday and then had observed two levels of classes: literacy and intermediate classes for about one hour.

The intermediate classroom was equipped with a whiteboard, some tables and chairs without special decoration. The adult refugee students sat in a circle and learned about healthy lifestyle. Compared with the intermediate classroom, the literacy classroom was smaller as well as accommodating fewer students. It was noteworthy that there was an alphabet table attached on the wall, which made letters expose more frequently to students and helped them learn more quickly to some extent.

 In the intermediate class, the teacher taught new words and phrases about physical examination. After introducing the general concepts, she asked students to take turns to read new words and phrases one by one and then corrected their pronunciation. And the teacher immediately gave the explanation of every phrase. It was noteworthy that the minute some students were able to give correct answer to the question the teacher put forward, the teacher repeatedly praised them. Sometimes, even though they could not give the accurate key to the question, the teacher, acting as a guide, instead of offering the answer directly, helped them to figure out answers with some hints and clues. To make students more familiar with usage of phrases, the teacher often exploited some specific scenarios to make sentences with grammar knowledge they had learned such as present continuous tense. Afterwards, the teacher let students match every phrase to each picture on the textbook—a simple paper with general introduction of physical examination as well as phrases listed and pictures of related scenarios.

Finally, the teacher asked students to do exercises on the new phrases they had learned. The teacher passed out several pictures to students and then asked them to raise the pictures when the teacher mentioned the relevant contents during reading a short story. Over this process, it was noteworthy that if some students failed to hold up exact pictures, the teachers would read the key word repeatedly with stress, even more clear pronunciation at slower pace to make sense to audience. While there emerged a new word unfamiliar to students, the teacher did need to take out some equipment not only for showing the medical devices to impress students deeply, but also for demonstrating procedures of related physical examination.

And then we transferred to another classroom. It was a literacy class aimed to teach students how to write the letter "F" and also reviewed some letters they had learned before in class. At the beginning, as the teacher taught them strokes of the letter "F", the students read after her and then imitated writing the letter "F". Afterwards, she gave students some time to practice by themselves as well as offering specific instruction with repeated encouragement for those who have difficulties in grasping the main points. Every time when the teacher introduced a new letter, she always asked students to review the letters as well as relevant words repeatedly in order to assist them to have better knowledge of letters they had studied before. It was worth of noticing that in the review part, while the teacher asked students to spell the words from the shallower to the deeper according to the pictures in her hands, she often used gestures to point to her own organs so that students could keep those words in mind more explicitly and clearly. Finally, the teacher provided students with several pictures about organs to let everyone take turns to read the words on their own.

Concerning language used, obviously, compared with the intermediate class, the teacher in the basic class spoke at slower pace as well as sparing more time for students to digest the

contents they had learned. While unlike the intermediate class, the students in the basic class were allowed to speak their native language in class, instructors in both classes encouraged students to speak in English when taking class.

Concerning students' reaction and feedback for the classes, actually, a few students in the literacy class failed to catch up with teachers' instruction, ending in the negative result in learning English. Thus, in the long term, teachers were supposed to spare more time to pay attention to their performance in class, especially when they confronted problems or were too shy to communicate with others.

With regard to teachers' attitude towards diversity among students in class, firstly, native languages were allowed specially in the literacy class. There is no reason to abandon children's languages and cultural experiences when they start school. Rather, the optimal choice would be to capitalize on the language and cultural resources they already possess. (De Jong, 2011, p 45) While they exchanged ideas with one another to make the homework clear, or put forward several questions, it would be easier for them to solve their problems in native language instead of English.

In addition, instructors in both classes treated students equally and fairly without explicit labeling regardless of skin color, social class, specific behaviors, linguistic abilities, friendship groups, and so on. According to a study conducted by Karen McLean Donaldson, she found that students were affected by racism in three major ways. One of those ways is "at other times, students of color claimed their self-esteem was badly damaged". (Nieto, 1992, p. 73) While the profiling might have been unintentional and unconscious, the results could be devastating. (Nieto, 1992, p. 80) Teachers there gave students equal opportunities and freedom to express themselves in class as well as encouraging them to participate in activities.

Last but not the least, teachers encouraged students to answer questions even beyond their reach. The term *self-fulfilling prophecy*, coined by Robert Merton in 1948, means that students perform in ways that teachers expect. (Nieto, 1992, p.76-77) Most significantly, Martin Haberman found that successful teachers did not blame students for failure and had consistently high expectations of their students. (Nieto, 1992, p. 81) According to a study conducted by Ruben Rumbaut, he found that students' self-esteem is diminished when they are labeled "limited English proficient". Relative high-level standards and requirement could play a positive part in motivating students' performance in English class. Sometimes, challenges were necessary for students.

To sum up, given the increasing diversity in schools, the problem is even more acute because many teachers know little or nothing about the background of their students. (Nieto, 1992, p.79) Therefore, teachers are supposed to communicate more frequently with students as well as conducting research to know more about their background, either in academic ability or in previous experiences. They should hold the belief that repeated encouragement does matter. Meanwhile, they can also work to eliminate any biases that act as obstacles to student learning and to the possibilities for their students' futures.

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