

CAPSTONE EFL PORTFOLIO

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Abstract

This capstone consists of three major parts under the theme of teaching English as a second language. In the first part, philosophy of teaching, I state the theories that I've learned and set as the basement for my future English language teaching during the past two academic years at Peabody College. I present the theories for Language acquisition and learning that influence me the most heavily, theories about planning, instruction, and assessment that serve as the guidance of my future teaching practice, and my beliefs about the standards for commitment and professionalism to be a qualified English language teacher. In the second part, professional knowledge, I presented and analyzed various forms of artifacts which reflect the professional knowledge I've obtained and the abilities I've developed in domains of planning, instructing, assessing, identity and context, language proficiency, learning, content, and commitment and professionalism. In the third part, application to practice, I write about changes of my beliefs in the about English language teaching during the past two academic years and the implications for my future English language teaching that I've got by reviewing my academic learning and teaching practicing experience.

Table of Contents

Philosophy of Teaching	4
TESOL Standards.....	10
Domain: Planning.....	10
Domain: Instructing.....	13
Domain: Content	16
Domain: Assessing.....	18
Domain: Identity and Context & Domain: Learning	21
Domain: Language Proficiency.....	25
Domain: Commitment and Professionalism	27
Application to practice	29
References.....	38
Appendix.....	40
Artifact A	40
Artifact B.....	60
Artifact C	61
Artifact D	65
Artifact E.....	102
Artifact F	119

Philosophy of Teaching

Under the guidance of valid theories and principles, we can establish effective instruction in second language teaching. Inspiration from these theories help us to think and act efficiently in the process of planning, instructing, and assessing. My philosophy of teaching is based on the combination of theories I've learned from reading materials and discussions in classes at Peabody College and my observation and practicum experience in English as a second language teaching settings.

Theories for language acquisition & learning

According to the Interactionist Theory of Vygotsky, language development is both biological (nature) and social (nurture) (Vygotsky, L, 1978). Our language teaching activities are supposed to comply with learners' natural development sequence and the social language environment. I believe that we need to take into account students' individual characteristics within the background of the community and the bigger language environment.

As Norton's social cultural perspectives suggest, language learning is a social process that is impacted by our interactions with others. And the instructional goal of language teaching is to have students develop the language skills that allow full participation in the community of speakers (Norton. B & Christie. F, 1999). I think that as second language teachers, we are supposed to create multiple opportunities for our students to work in cooperation with others and use the target language in meaningful communications for authentic objectives.

In addition to opportunities for authentic language use, we need to pay attention to the language learning characteristics of different individual students. As Krashen's input hypothesis indicates, there is natural order in language acquisition in which some grammatical structures are

learned before others. Prior knowledge has central role in second language performance (Krashen. S. D, 1985). So we should carefully arrange the sequence of language knowledge we provide for students. We need to provide them comprehensible input to enable them move to a higher level of target language proficiency naturally. Affective elements such as personality and level of anxiety also influence the efficiency of second language learning. So we also need to choose materials which can meet students' interest and personal needs in our teaching activities.

In addition, the special role that students' prior knowledge plays in their second language acquisition should not be ignored. Cummins' theory of bilingualism and cognition suggests that Cognition and knowledge of L₁ provides a firm foundation for L₂ acquisition, termed 'common underlying proficiency (CUP). First language and second language have a shared foundation. Students' first language proficiency contributes to learning and to second language development. Therefore, first language interaction facilitates L2 participation (Cummins. J, 1980). Krashen also indicated that shift happens between languages (Vygotsky, L, 1978). Students' first language indeed influences their second language acquisition. But the influence can be either positive or negative. As teachers, we are supposed to pay enough attention to students' first language as an important part of their previous knowledge. We can create proper scaffolds and settings to strengthen the positive transfers from students' first language and reduce negative transfers from their first language.

Planning & classroom instruction

Planning. In the process of planning for instruction, I regard students' funds of knowledge as one of the most important features of content and regard backward design as one of the most efficient methods of planning.

The term "funds of knowledge" refers to "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. 1992, P134). Learning about students' funds of knowledge is an essential part of our planning for teaching, enabling us to design instructions and tasks based on students' interests, cultural background, life experience, and previous knowledge accumulation. In this process, we can also build comprehensive understanding about learners' identities and investment, which can inform their language-learning motivation and our pedagogies. Then we can get students engaged efficiently, estimate their potential strengths and weaknesses in learning processes. Among all the parts of students' funds of knowledge, their proficiency in their first language is relatively remarkable. Students' first language proficiency contributes to learning and to second language development. As teachers, knowing some characteristics of students' first languages and our students' proficiency of their first languages enable us to leverage students' acquired language learning strategies and sense of language system in our future teaching activities. To learn about students' funds of knowledge, we can leverage different kinds of methods such as home visits, community literacy excursions, parent-teacher conferences, and so on.

After obtaining a comprehensive understanding of our students, we can use backward design to plan for our instructions and classroom activities. Good design is not so much about gaining discrete technical skills as it is about learning to be more thoughtful and specific about our purposes and what they imply. (Wiggins & McTighe, 2005) When planning for instructions, we are supposed to define the purpose and objectives of our instructional activities in advance and design instructions and tasks under the guidance of the purpose and objectives. First of all, we need to identify desired results by considering goals, examining established content standards

(national, state, district), and reviewing curriculum expectations. Then, we can determine acceptable evidence according to the desired results. We can "think like an assessor" before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understandings. After that, we began planning learning experiences and instructions (Wiggins & McTighe, 2005, P11).

Instruction. After efficient planning, we can enact meaningful classroom instruction. In classroom instruction, I support a communicative language teaching approach, which highlights the fundamentally communicative properties of language, and is characterized by authenticity, real-world simulation, and meaningful tasks (Brown, 1994). In a communicative language teaching class, we are supposed to provide students large amounts of comprehensible input and create plentiful opportunities for students to interact with each other in English for authentic and meaningful objectives. As Krashen stated, knowledge of a second language is acquired through exposure to comprehensible input. Through interacting with each other for authentic objectives, students can acquire language skills naturally.

In the process of communicative language teaching, it's necessary to provide proper scaffolding for students. The zone of proximal development (ZPD) is the difference between what a learner can do without help and what he or she cannot do (Vygotsky, L, 1987). As teachers, we should act as facilitators in students' learning process and help them to make as much progress as possible in the zone of proximal development. As for the ways of scaffolding, we can teach students strategies for different kinds of tasks such as academic reading, formal presentation, and group discussions. We can also scaffold students by helping them build the connection between what they are learning and their funds of knowledge which

we've learned in the planning process. Providing students different kinds of additional materials such as graphs, illustrations, and related texts are also helpful.

Assessment

Language testing is a procedure for gathering evidence of general or specific language abilities from performance on tasks designed to provide a basis for predictions about an individual's use of those abilities in real world contexts (McNamara, 2006, P15). I advocate to combine standardized assessments with performance-based assessments.

Standardized assessments provide readily available products and are easily administered to large groups. They usually have streamlined scoring and reporting procedures, and have been previously validated with repeated use. But standardized tests sometimes have test biases, and indirect testing may not elicit a good sample of performance. Therefore, it's necessary to combine standardized tests with performance-based assessments. Performance-based assessments involve test takers in the performance of tasks that are "as authentic as possible" and that are "rated by qualified judges" (Brown, 1994). They are proper alternatives for standardized tests which could make up the disadvantages of standardized tests. To organize performance-based assessments in our teaching process, we need to establish comprehensive and meaningful rubrics for assessments. Different from standardized tests, we can use various forms of activities to assess our students' learning. For example, we can use dialogue-journals, conferences, and interviews to assess students continuously in an active way. Self- and peer-assessments provide us an understanding about students' performance from different perspectives. Finally, portfolios are a good tool for us to record students' progress and observe students' language learning in a dynamic way.

Commitment & professionalism

In addition to specific theories and principles in different aspects of language teaching, as teachers, we should also keep a positive attitude and active habits in our teaching career. Attitude and personalities of a teacher can influence students' learning experience heavily. First of all, we should be open and welcome the diversity of students in our classes. We should respect and value the differences our students bring into classes caused by different cultural backgrounds, personal life experiences, and education experiences. When going along with students, we should focus more on their advantages and progress and encourage them to overcome challenges in the learning process. In addition to this, proper expectations based on empirical evidence for different students is important too.

As for the professional field, it's of great importance to keep an active habit in learning new knowledge about language teaching, updating our understandings about language teaching on the basis of professional knowledge learning and teaching experience, and improve our teaching skills constantly. The language teaching field is tightly connected with the social, political, cultural, and economic environment of the whole society. New political acts, new economic situations, and new cultural trends can all influence our students and their attitude towards learning a second language. As teachers, we should never limit our focus in the classroom and school. Instead, we need to build our teaching knowledge and skills within the bigger background of the whole society. Only in this way, we can keep our classes active and meaningful for our students.

TESOL Standards

Domain: Planning

Artifact A: Three lesson plans within theme “pottery culture” for grade 2-3 high school students in China in out of school English language programs

Learners and learning. These lesson plans are designed for high school students in China. All the three lesson plans were created based on the students’ funds of knowledge and their English language proficiency in different aspects, as well as their skills in first language which could be leveraged to facilitate learning a second language.

Compared to younger students, this group of students has acquired larger amounts of vocabulary and grammar knowledge. In addition, their reading abilities in their first language (Mandarin) are quite mature. They’ve been taught the skills to do reading in different genres in Mandarin since their primary school years. However, in English reading, they haven’t mastered enough skills to deal with complicated texts. When they encounter a reading passage with a lot of new words and some complicated sentence structures, students are likely to feel stressed and anxious. However, based on their English language proficiency level, if they are taught more strategies to analyze the challenging texts, not only will they successfully understand the texts thoroughly, but they will also learn new vocabulary and grammar knowledge from the texts. So, I chose a reading passage from the TOEFL test for the students. This reading material is challenging, but they’re capable of reading it with proper strategies.

The learning environment. As Norton’s social cultural perspectives suggest, language learning is a social process that is impacted by our interactions with others. (Norton. B & Christie. F, 1999). In this planning process, I analyzed the learning environment of my students carefully and leveraged the advantages of their learning environment which provided them

plentiful opportunities for interactions with others in English. The students are in a special English learning environment. They spend part of their time going to public schools in China and taking classes together with other students who plan to take the university-entrance exam in China. At the same time, they spend a large amount of time in the out-of-school English language program. In this program, they take English language classes, get English language tutoring to prepare for the TOEFL and SAT test, and apply for colleges and universities in the United States. The English language program aims to help them prepare well for future daily life and further education in the United States. So compared with other high school students in China, these students are immersed in a more active environment for English language learning. They are supported to spend more time in English language learning and have more time and energy to participate in different English language activities, which is beneficial for interactive English learning and using.

Curriculum. From the perspective of backward design method, “a good design is not so much about gaining a few technical skills as it is about learning to be more thoughtful and specific about our purposes and what they imply” (Wiggins & McTighe, 2005). So I took students’ personal learning objectives and the final objectives of their curriculum in to consideration in the planning process. All the students in this program take English classes for different skills including listening, speaking, reading, and writing. Currently, the major aim is to help them get better performances in TOEFL and SAT tests and get prepared for daily life and academic learning in the United States. The materials used in the lesson plans are from TOEFL tests and English websites. The objectives of these lesson plans fit into the major aim of the students’ lessons in the program. Students can also practice and improve language skills which

could facilitate their participation into life and study in an English speaking environment in the future.

Assessment. Standardized tests require specific blocks of time and sometimes have test biases. It's more practical and meaningful to use different forms of performance-based assessment in ongoing classroom activities. Performance-based assessment is used through different tasks and activities in these plans. In the first class, students' mastery of the reading skills could be assessed by the reading exercise questions and the observation of their classroom actions. In the second and third lessons, students' learning could be assessed by their writing passages and the presentations for their group projects, which are more productive, active, and engaging.

Domain: Instructing

Artifact B: Three video clips of lessons for adult English language learners in the ESL program of Belmont Church

My artifact for instructing focuses on a different group of English language learner than the artifact for planning does. But the principles about leveraging students funds of knowledge and considering about students' objectives of language learning still play an important role in my classroom instructions.

Learners and learning. I gave these three lessons in a classroom for adult learners at a novice level of English language proficiency. There were around 20 students from many different countries such as China, Mexico, and Vietnam in the classroom. To better leverage students' funds of knowledge in my instruction, I learned a lot about students' English language learning experiences, learning objectives, and the characteristics of their first languages.

Most of the students lived in communities with primarily speakers of their first languages and usually used their first languages to communicate with their family members and friends in their daily life. They took a three-hour English lesson on every Tuesday and Thursday at ESL of Belmont, mainly to gain general oral English abilities for daily life. In addition, the lessons on Tuesdays Thursdays were nearly the only time that they got intensive English input and made English output. As a result, they showed characteristics in their learning process that were quite different from those of children in public schools and adult learners in some academic and professional settings. They had clear but not urgent objectives for English language learning. They were active and principled in classes, but didn't spend much time on English learning after classes. To help them achieve the objectives for English language learning, I tried my best to motivate students to use English in interactions in all the three lessons. I also tried to inspire

them to extend some of the classroom activities into their daily life activities such as school registration, which can be connected with their funds of knowledge and life experience.

The learning environment. I learned about the environment of the ESL classroom through observation, talks with teachers and students, and the official website. The ESL program for adults at Belmont United Methodist Church has been established for nearly forty years to meet the language need of the city's growing immigrant community. Belmont United Methodist Church generously provides space for classes and the program has been supporting hundreds of English language learners.

Founders of Belmont ESL believe that learning English changes people's lives. Over the years, many students have gone on to get their GEDs, pursue higher education, get better jobs and receive their US citizenship. More importantly, students become friends with people from other lands and other faiths, and, in the process, discover that we are all much more alike than we are different.

In a communicative language teaching class, we are supposed to provide students large amounts of comprehensible input, create plentiful opportunities for students to interact with each other in English for authentic and meaningful objectives (Brown, 1994). The relaxing and open environment of the ESL program inspired me a lot. In my lessons, I tried to make my instruction more attractive to the students by using different kinds of games which enabled them to use English for authentic objectives such as filling out registration forms for their kids. I carefully controlled the complexity and difficulty level of my instructional language use to help students access the instructional activities.

Curriculum. The curriculum of the ESL program was systematic but also flexible. In my classroom, my mentor teacher built her lessons based on the textbook "Side by Side". In the

book, every unit focused on one theme, such as food and travel, and several grammatical points. The characteristics of the curriculum also reflected the objectives of students' language learning—developing their ability for daily English communications. Under the guidance of backward-design methods, I set the objectives of my students as the start point when planning specific instructions. I synthesized several grammatical points which students had learned in previous lessons in each lesson and connected these points by the same theme. For example, my third lesson was after the Thanksgiving break. So I designed several tasks for the Thanksgiving dinner which included grammatical points such as comparative adjectives, superlative adjectives, and past tense. The language knowledge and skills that students practiced in these tasks could easily be used in their daily communication.

Assessment. Since the students in my classroom learned English mainly for daily use, standardized assessments were rarely used in the classroom. In my lessons, I used some interactive tasks to assess students' English language acquisition in the lessons. For example, in the second lesson, I designed a game for students to guess the correct comparative adjectives in blanks. As they played the game, I walked around the classroom and observed their performance. I paid attention to their use of specific adjectives and sentence structures. This kind of informative assessments were used in my third lesson. These performance-based assessments provided me a dynamic understanding of my students' learning process which could better support my future interactions with these students and provided appropriate support for them.

Domain: Content**Artifact C:** The worksheets of my lesson “ Thanksgiving”

During my practicum at ESL of Belmont church, I gradually learned to make the content of my lessons meet my students’ needs. The four pages of worksheets were used in my last independent lesson during my practicum which is the content of one of the three video clips included in Artifact B in the domain of instructing. The worksheets work for the instructions. And the principles and theories guiding the content are consistent with the principles for instructing.

Learners and learning. When planning for instructions, we are supposed to define the purpose and objectives of our instructional activities in advance and design instructions and tasks under the guidance of the purpose and objectives (Wiggins& McTighe, 2005). My students in the ESL classroom learned English mainly for daily oral communication. This lesson was given after the Thanksgiving break. So I naturally chose some grammatical points and expressions that students had learned in the semester and put them into tasks under the theme of a Thanksgiving dinner. The three major tasks were all about expressions students may need to use in their daily conversation. In addition, the first task focused on both reading and speaking skills. The task for the speaking exercise was based on the first task. And then the second and third tasks provided students a lot of opportunities to exercise expressions about positions and foods. All the tasks in this lesson enabled students to practice comparison adjectives, adjectives for positions, and food vocabulary, which are all frequently used in daily communication. They also enabled students to practice expressive and receptive skills.

In the process of communicative language teaching, it’s necessary to provide proper scaffolding for students. The zone of proximal development (ZPD) is the

difference between what a learner can do without help and what he or she cannot do. As teachers, we should act as facilitators in students' learning process and help them to improve beyond the zone of proximal development. Since my students were at the novice level, I put a lot of pictures and simple word lists into the worksheets, which scaffolded students efficiently during the lesson.

The learning environment. I also used different strategies to create a supportive environment for the lesson. Since the content of this lesson included a lot of interactive tasks, I divided students into pairs and encouraged them to work actively with their partners. During the lesson, I walked around the classroom and got engaged in some of their pair work. To meet the needs of students with different proficiency level, students finished tasks earlier were welcomed to move to later tasks.

Curriculum. The grammatical points included in the content of this lesson were all picked from what students had learned in earlier weeks. This lesson provided a good opportunity for students to review what they've learned and helped them build connections between the content of earlier lessons.

Assessment. In this lesson, students' performance could easily be assessed by what they've written on their worksheets. For example, in the first task, the sentences students made in the second part could easily reflect the students' acquisition of comparative adjectives.

Domain: Assessing**Artifact D:** An Analysis of assessments on Monstserrat Almillo.

This analysis is my project for the assessment of English language learners class. During my practicum for this class in an adult ESL classroom, I invited a student Monstserrat Almillo to be my participant and used different assessment tools to understand her English language proficiency level and abilities to use English language in a specific content area. I chose assessment tools and materials for Monstserrat according to her personal language learning experience, the curriculum and general learning environment of her ESL program. The information that I collected for classroom instructions also supported me in the assessing process.

Learners and learning. My participant, Monstserrat, is a 28-year-old woman who came to the United States from Mexico City at the age of thirteen. She is now a student in Level 3 classroom at the ESL of Belmont Church in Nashville. Although she has been in America for nearly fifteen years, she still needs assistance to develop her English language proficiency. After the placement test of ESL at Belmont, she was suggested to begin at level 4 or level 5 classes, but Monstserrat finally decided to start her learning at ESL from level 3. It's often the history of prior experiences, prior schooling, and prior learning that unlocks classroom adaptations and instructional accommodations necessary for ensuring student success. For this reason, it was necessary to build a comprehensive understanding of her cultural and linguistic background to better support her English language acquisition and learning.

The learning environment. When I observed the classes given by my mentor teacher and produced my instructions in Monstserrat's classroom, I gradually built a comprehensive understanding of the ESL program at Belmont Church. On the basis of the open and active

language teaching and leaning style, students in this program were enabled to learn English in a comfortable and encouraging environment. The style of this kind of learning environment motivated me to choose materials and tools that could put pressure on the student as little as possible. I organized my assessments in a casual way and used the combination of standardized assessment tools and alternative assessment tools to make the students feel relaxed.

Curriculum. Language testing is a procedure for gathering evidence of general or specific language abilities from a student's performance on tasks designed to provide a basis for predictions about an individual's use of those abilities in real world contexts (McNamara, 2006). I chose proper assessment tools and materials on the basis of the curriculum of ESL of Belmont to assess specific knowldge and skills Montserrat learned in the classes and to provided feedback which could help to improve her future English learning activities.

In Monstserrat's classroom, the teacher, Cleatus, had been working at ESL of Belmont for more than ten years since she retired from a public school in Nashville. She values students' diverse cultural and language background and is willing to welcome elements from their homeland culture. But her attitude toward language use in classroom is influenced by students' English language learning situation. She knows that most of the students in grade three classroom rarely use oral English outside the classroom. They spend most of their time in their own community where they can use their first languages in communications. Some students even spend less than three hours in English language learning outside the ESL classroom. So, Cleatus require all the students to use only English in the classroom, motivating students to produce as much English language output as possible. She even intentionally arranges students from different countries to sit next to each other to avoid students' dependence on their first languages in classroom communications. Although Cleatus's principle of language use in the classroom

seems unwelcoming for first language use, it's reasonable because of students' language use and learning situations.

This assessment project was welcomed by Monstserrat and her teacher and it helped Monstserrat perform better in her classes.

Assessment. In this assessment project, I used a combination of standardized assessments and performance-based assessments to analyze Monstserrat's English language proficiency. Standardized assessments are readily available products and are easily administered to large groups. They usually have streamlined scoring and reporting procedure. I used Woodcock-Munoz Language Survey, which is a widely used standardized English assessment tool, to assess Monstserrat's overall English language ability. From this assessment, I found the age equation and grade equation of Monstserrat's English language ability.

But standardized tests sometimes have test biases, and indirect testing may not elicit a good sample of performance. It's necessary to combine standardized tests with performance-based assessments. Performance-based assessments involve test takers in the performance of tasks that are "as authentic as possible" and that are "rated by qualified judges" (Brown, 1994). To obtain a comprehensive understanding of Monstserrat's English language ability, I used SOLOM to assess her oral English language proficiency at both the beginning and the ending of the semester. By comparing the results of the assessments, I found the level that she was in and observed progress she had made in the semester. And I used 6-trait scoring rubric to analyze her writing passages, which enabled me to figure out her weaknesses in writing and inspired me to suggest additional assistance that could be provide for her in the future. By combining the results of all these assessments together, I made a systematic instructional and assessment plan for Monstserrat's English language learning in the next semester.

Domain: Identity and Context & Domain: Learning

Artifact E: Local literacy project report, laws and policy paper, and school investigation report

Artifact F: The report of a case study: Exploring the Components of Language Acquisition of Zihan Wang through a Theoretical and Analytical Framework

A comprehensive understanding of students' identities, their learning contexts, and the general features of their learning processes contributes to the planning, instructing, and assessing processes. Learning about students' identities and their learning contexts is a good opportunity to have insight into students' funds of knowledge and language learning objectives which support us effectively in the process of planning. Focusing on the general features of students' learning process enables us to set up proper expectations for students in classroom instructions and choose proper tools and materials to assess students' language learning outcomes.

In my local literacy project, I learned a lot about English language learners in the Chinese community in Nashville. From my interview with several parents in the community, I learned that English language learners in this community were eager to adapt to the new cultural and language environment after arriving in America. Parents of the students in this community also paid intensive attention to their children's education. They still maintained the link with their hometown culture through cultural activities in community and some daily use of Mandarin within families. At the same time, they established an open and active attitude towards the new culture and language in Nashville. These features of their identity and learning context enabled us, as teachers, to support students' language learning by leveraging the cultural element from their homeland and building tight connections with their families and communities. For these students, their funds of knowledge, especially the part about the different culture they had

experienced, could be motivated in classes easily. And the cooperation with their families could help to support students' English language learning in different kinds of settings.

When writing the laws and policy paper and investigating in a classroom for ELLs at J.E. Moss, I obtained a better understanding of the English language learning context of ELLs in Nashville. By reviewing the laws and policies related to English language learners in different historical period, I realized that the English-only policy has been dominant in a long period of time. But the importance of bilingualism has been indicated in recent years. And an increasing amount of laws and policies require schools and teachers to provide support for students from minority groups. The understanding of laws and policies informed me that it's necessary to provide additional support for ELL students. And in the process of supporting these students, we can search for more support from related organizations. My observation in the ELL classroom of J.E Moss provided me more detailed and vivid knowledge about ELL language learning context in Nashville. In the classroom, students naturally used only English in their communications. At the same time, the teachers showed great respect to their homeland cultures and languages. For example, in the world map in the classroom, all the original countries of students were marked. Teachers also used topics related to students' homelands in classroom discussions. The actions of teachers at J.E Moss inspired me to build an open and welcoming language learning environment for my students in the future. We can show respect to students' identities and leverage students' funds of knowledge through both substantial materials and some general communicating styles and strategies.

In addition to the general contexts and students' identities, knowledge about students' language learning process is of great importance as well. I did a case study on Zihan Wang, a middle school students in China. In the case study, I analyzed features of her English language

learning process by doing interviews with her and analyzing her proficiency of both receptive and productive English language. Based on my own knowledge and personal experience about English learning environment in public school in China, as well as my interviews with Zihan, I learned that the general environment of English language learning for her was supportive. English is one of the most important subjects in the education system in China. Zihan's parents also supported her effectively by providing her accesses to different language programs and materials. But the unbalance between reading and listening, between speaking and writing in language learning contexts made some negative influence on Zihan's English proficiency as well. As Norton's social cultural perspectives suggest, language learning is a social process that is impacted by our interactions with others. And the instructional goal of language teaching is to have students develop the language skills that allow full participation in the community of speakers (Norton. B & Christie. F, 1999). So in the recommendation part for this project, I suggested Zihan to spend more time on aspects of speaking and listening. Her weakness in these aspects currently limited her ability to full participation in English language communication. I also provided some resources and strategies for her to improve her skills in these aspects.

As for her individual learning process, I built a comprehensive understanding of it by analyzing her English language use of both oral and written English. As a English language learner, Zihan was creative and always willing to explore more. In her writing passages, she was willing to try vocabulary and sentence structures which were still challenging for her. And she also learned Japanese as another second language in her spare time. These feature of her language learning process inspired me to provide her accesses to more diverse and inspiring English language medias. And the recommendation part of the project report, I encouraged her to keep the creative language learning style. But Zihan was also a careless student at the same time.

In the recording of her oral story telling and her writing passages, there were many tiny grammatical and spelling errors. When I discussed about those mistakes with Zihan, she could easily correct them by herself. So I suggested her to spend more time on reviewing and self-evaluation in her English language learning and using process.

From the Local literacy project report, laws and policy paper, school investigation report and the case study, I learned to support students on the basis of a comprehensive understanding of their identities, their language learning features, and the general language learning context.

Domain: Language Proficiency

In my opinion, a qualified second language teacher is supposed to reach a relatively high level of the target language proficiency, including both daily oral language and academic language. To be a better English language teacher, I've been improving both my oral and academic English language proficiency. In addition to the language proficiency, a comprehensive understanding of the target language system is also of great importance. Speakers of English don't need to analyze the grammatical rules when they use the language. But as teachers for ELLs, we need to have the capacity of analyzing English language from a systematic perspective so that we can better help students acquire the language. Furthermore, a good English language teacher should always keep an open and active attitude to English language itself. Language is dynamic and keeps changing all the time. As teachers, we are supposed to update our understanding of the language all the time.

In the first aspect—English language proficiency, I scored 103 in the TOEFL test and 322 in the GRE test. Currently, I do better in aspects of reading and writing than listening and speaking, and I'll keep improving my ability in different aspects. I started learning English in my primary school. After more than ten years of English language learning in school, I'm confident with my academic language. Since I took my masters program in the U.S, I've used English frequently in my daily life with professors, classmates, and friends, which has helped me improve my daily English communication now. My personal experience of learning and acquiring English as a second language can also help me better understand and assist my students in the future.

In the second aspect—a comprehensive understanding of English language system, I've gradually learned to analyze grammatical rules behind discourses and help students master

specific grammatical rules in an inductive way. For example, when I taught student simple past tense in my practicum classroom, I provided students sentences for different situations in simple past tense as well as some sentences in simple present tense as comparison. Then, I motivated students to notice the difference. After they built a general understanding on simple past tense, I provided them the rules of use of simple past tense and different types of verbs in simple past tense.

In the third aspect—an open and active attitude toward English language, I've been updating my knowledge of English language by reading articles in current magazines and books, watching movies, and reading articles about the development of English language. Languages are always changing. To be a qualified English language teacher, I always remind myself to be familiar with changes and different styles of English language.

Domain: Commitment and Professionalism

To be a qualified English language teacher, it's necessary to improve not only our professional skills but also our skills of going along with students and other members in the community. We are supposed to provide support for students in the aspect of English language learning as well as aspects of emotional and mental health and social development.

I worked in an English language school in China during my gap year. At that time, all of my students were high school teenagers who planned to apply for American colleges and universities. I made detailed individual learning plans for each student every week, chose specialized listening, speaking, reading, and writing lessons for them, and tutored them after lessons. Although I was not experienced then, I kept improving my professional knowledge. My students did a lot of exercises for TOEFL and SAT tests. So I analyzed reading passages in in these tests carefully for them and help them modify their writing passages sentence by sentence. During my time working there, several of my students made great progress in their tests. At the same time, I also helped to organize activities such as English debate and English singing competition for students in the school. In addition, I kept in touch with parents of the students, provided them feedback of students' learning, and learned about students' English learning experiences out of school from them. Furthermore, I also helped students with some emotional problems in their school life. When I left the school after the gap year, I had already developed strong relationships with my students and I've kept in touch with them since then.

I did my practicum in ESL at Belmont Church as a teaching assistant last semester. In my classroom, there were 23 students from nearly 10 different countries. I had a great cooperation with my mentor teacher Cleatus during my practicum there. Before every class, I discussed with Cleatus about the tasks in classes. During the class, I helped students with tasks patiently. Our

classes were for students at a novice level of English language proficiency. Several students always needed additional assistance in classroom activities. So I always intentionally provided them additional scaffolds such as word sheets for writing or speaking. When I finished my practicum, my mentor teacher and students appreciated my work there.

From my experience in the English language school in China and in the ESL of Belmont Church in the US, I gradually learned to leverage the knowledge I've learned in classes in practical classroom settings. And I also learned positive attitude in teaching which enabled me to deal with problems in practical teaching activities from my colleagues and my mentor teacher.

Application to practice

Changes on teaching philosophy

By looking back on my teaching philosophy in the first semester of my master program, I feel that my beliefs and understandings of English language teaching have been changed and extended by my learning and practicum experience in the ELL program.

At the end of the first academic year, I focused mainly on the relationship between students' first language ability and their second language acquisition and how to leverage students' first language efficiently in our instructions and classroom activities in my teaching philosophy passage. At that time, I believed that we were supposed to use students' first language knowledge as much as possible and I focused mainly on the positive influences that students' use of first language brought to their second language learning.

As I participated in the real classroom instructions and activities in Cleatus's classroom in ESL at Belmont during my second academic year, I learned that the amount and extent of using students' first language should depend on the specific language learning situation and needs of our students. Adult students in Cleatus's classroom were from different countries and nearly all of them had reached a relatively high proficiency level of their first language. But currently, their over dependence on their first languages indeed hindered their English language learning. Although they lived in America, most of them used their first languages with their family members and friends in their communities. The six hours in the ESL classroom were the only time they used English. Cleatus regarded using English in communication as one of the most important parts of English language learning. So she required students to use English only in the

classroom. Taking students' English learning needs and situation into consideration, this kind of English only requirement was reasonable.

Although Cleatus limited students' use of their first languages in classroom, she showed great respect to their homeland culture and valued students' funds of knowledge. She sometimes discussed items from students' homeland culture in classroom activities. And when there was some big news in students' homeland areas, she was likely to discuss about the news with all the students.

Cleatus's instructions and classroom activities inspired me to look at students' funds of knowledge and their first languages from a more realistic perspective. Rather than over dependence on them, we are supposed to leverage them to achieve our instructional goals.

Implications for future teaching activities

Strengths to keep. As a supporter of communicative language teaching and task-based learning, I've tried my best to leverage different types of meaningful tasks in my lessons to provide students opportunities to do interact with each other with authentic objectives in English. By reviewing the videos of the my lessons and my analyses, I observed several strengths of my instructions and hope to keep them in my future English language teaching.

First of all, I have developed various ways to scaffold students' understanding. In my first independent class, actually I didn't do a good job in providing scaffolds. At that time, I chose a song about the theme of the lesson from Youtube and choose some words in the lyrics to be blanks. Since the words were just simple foods, I only changed the pace of the video to scaffold students' understanding and working on the blanks. But for my students who were at a very

limited proficiency level, the task was too demanding. The difficulty of figuring the words in blanks hindered students from deep engagement into the song.

This situation inspired me a lot when I prepared tasks and materials for my second and third lessons. In lesson 2 and lesson 3, I used more diverse ways to scaffold students. For example, in lesson 2, when I provided students the task for comparative adjectives, I helped students in two different ways. On the work sheet, I added a lot of pictures of the items they needed to compare in the sentences to help understand. To help students finish the task smoothly, I printed a list of adjectives then could use in the task. When students felt difficult finding words to put in blanks, they could turn to the back of the work sheet for help. With these scaffolds, students' engagement in this lesson was much better than in the first lesson.

Secondly, I provided students plentiful opportunities for meaningful interactions. As Brown indicated, Communicative Language Teaching highlights the fundamentally communicative properties of language, and classrooms should be characterized by authenticity, real-world simulation, and meaningful tasks. (Douglas, B, 1994) From the first lesson to the third lesson, I gradually provided students more space and time to have meaningful interactions with their peers.

In my first lesson, the first part was teacher-centered. Students only provided single-word out put about the words in blanks and the categories of the words. By the third lesson, students engaged in several different kinds of interactions in all parts of the lesson. In the first part, they compared the guests at Thanksgiving dinner. In the second part, they asked and answered each other's questions about the seats of the guests. And in the final part, they utilized far more interactions to win the bingo game of Thanksgiving dishes. Both the diversity and the amount of

interactions increased from the first lesson to the third lesson. And more diverse tasks for interactions indeed got students more engaged.

Thirdly, I learned to synthesize different dimensions of English language ability. All the four dimensions of English language ability—listening, speaking, writing, and speaking are of great importance in students' language proficiency development.

In my first class, I focused mainly on listening and speaking. I played the video of a song to the students but didn't pay enough attention to leading students to read the texts in advance. If I had done so, the listening part could be much easier for students. In the third lesson, improved my consideration of different dimensions in one task. For example, in the first part of comparing the guests, I began by providing some sentences of comparisons between male guests. They read the sentences and talked with each other about who the guests were according to the sentences. Then, they needed to write their own comparisons between female guests and talked with their partners about their comparisons. In this task, students exercised the reading, writing, and speaking skills. And the reading part made it easier for students to do the writing part.

Finally, I increased my ability to give active and flexible responses to student discourse. In my second lesson, in the warm-up discussion part, I talked with students about the comparisons between their own countries and America. As students shared their observations, I wrote their ideas on the white board to share with the whole class and responded to their ideas immediately after their sharing. And as students did the tasks, I walked around the classroom to provide responsive assistance when requested and joined in some of their partner work to inspire them.

Weaknesses and alternative possibilities. Besides the strengths to keep, I find that I still have a lot of weaknesses which call for more work and reflections in the future. When conducting

specific instructions, I still need to improve my skills such as modeling tasks for students and scaffolding students in classroom activities.

Firstly, I would like to improve my ability to model tasks in a more flexible way. From the first lesson to the third lesson, the problem of modeling continued. In the second part of the first lesson, when modeling the shopping list, I didn't model the task in a communicative way, even though I had invited my mentor teacher Cleatus to cooperate with me in modeling. As a result, when students did the task, I found some of them just read their shopping list to their partners instead of sharing it in a question-and-answer form, which could have been much more interactive. This kind of problem inspired me to think about more flexible ways of modeling. In my micro-analysis of the second lesson, I recognized the problem that students sometimes just made single word outputs instead of whole-sentence output that I expected. Then, students' exercise on the task was not meaningful enough. Modeling tasks in a more flexible way could help to solve this problem as well.

To model tasks in a more flexible way, I think the first step is to provide modeling in a communicative way. Rather than only modeling how we are supposed to do the task, it's also important to add some explanations to the actions in the modeling actions at the same time. For example, when I model for students how to share the shopping list, as Cleatus answers me: "I'm going to get a bunch of carrots because I'm going to make some fruit salad," rather than simply moving to the next question-and-answer round, it would have been better to explain the intention of making this kind of answer. I could have told the students: "We hear that Cleatus wants to buy some carrots. The amount is a bunch, and the reason is that she wants to make some salad. So in our own answers, we should also include this kind of information." Furthermore, it's also important to show some wrong ways of doing the task that student may use. For example, when

modeling the bingo game for food in lesson 3, we can have a round of modeling like: “What would you like to eat?—‘Apple pie.’ Guys please notice that it’s wrong to use only the word to answer. We should always use complete sentence and the answer here should be ‘I’d like to have a piece of apple pie.’” By telling students to avoid some potentially wrong ways of doing the tasks, we can improve the quality of their practice. In the future, I’ll keep thinking about how to include more flexible ways for modeling.

Secondly, I would like to improve my scaffolding and differentiation of tasks. SIOP feature 14 is that scaffolding techniques are consistently used, assisting and supporting student. (Echevarria, J., Vogt, M., & Short, D, 2008) One of the most typical problems in my lessons is the lack of differentiation of scaffolds and tasks for students with different proficiency level and learning habits. For example, the only method I used to meet the needed of different students in some tasks for output was to provide a range of required number of sentences students need to make. Then, students with more advanced English language proficiency level could choose to make more sentences than limited students. At the classroom level, I just simply suggested students with more advanced proficiency level to have a preview of the next task when they finished task in advance of the setting time. These differentiations were quite limited. And I believe it’s necessary to do more meaningful differentiations.

Instead of simple amount differentiation of tasks, it’s also helpful to make differentiations on the items and content of tasks. For example, when introducing students the bingo game for Thanksgiving dinners, I can provide more expressions to use when asking food from people with different relations. As some students just focus on practicing the general sentence structure, students with higher proficiency level could be provided some more information about the politeness level of the sentences. In addition, when providing scaffolds, it’s better to put

scaffolds as an option that students can ask for. For example, in the comparative adjective task, maybe it's better to provide the list of adjectives as an option. When students meet difficulties, they can ask for it. For students who can fill in the blanks independently, they just don't need to ask for the list.

Thirdly, I would like to leverage students' funds of knowledge in more diverse ways. In my lessons, the methods of leveraging students' fund of knowledge were not diverse enough. And some of them were just at the very surface level. Sometimes, I used topics that students were familiar and comfortable with in the warm-up discussions. For example, in the warm-up discussion in lesson 2, I invited students to share their comparisons between their homeland and America. And in lesson 3, I invited students to share their Thanksgiving holiday. But there were not any other methods of leveraging students' fund of knowledge.

I think it's helpful to leverage students' funds of knowledge not only in the content of discussions and tasks but also in forms and organizations of tasks. For example, maybe I can put some of the interactive tasks into some daily life settings or backgrounds that students may have experienced.

Fourthly, I would like to design tasks which can be extended to out-of-class time. In nearly all the three lessons, the problem of time arrangement existed. Sometimes I had to stop students' conversations when they were actively engaged. To solve this problem, I should weigh the importance of different parts of the lesson and make more time for students to have interactions. In addition, it's also helpful to design tasks which can be extended to out-of-class time.

For example, my mentor teacher Cleatus sometimes suggested that students write some sentences about the discussion topic for a coming class as homework. Then, when there came the

discussion, students could communicate more efficiently with the assistance of their written sentences. Other methods of extending tasks to out-of-class time should also be considered. First of all, to make students feel comfortable with the extension of tasks into their out-of-class time, we need to design and choose tasks that are interesting enough. Secondly, we can design some tasks that could actually be used in daily communication. Then students can naturally use practice on them out of classes. My ideas about designing tasks which can be extended to out-of-class time are still limited now. But I believe it's worthwhile to think deeper on this topic.

Finally, I would like to improve my ability to set objectives for individual lessons that are part of a long-term teaching objective. When I talked with students about their language learning experience in ESL at Belmont, most of the students told me that one of their favorite characteristic of the classes was that they could clearly see the objectives for specific units and the whole textbook. Adult students are more likely to get engaged and participate actively when they can see the connection between specific tasks and their learning objectives. Good design is not so much about gaining a few technical skills as it is about learning to be more thoughtful and specific about our purposes and what they imply (Wiggins & McTighe, 2005) Currently, when I made lesson plans, I still focused more on the tasks and content of individual lessons, I think it's not only necessary to choose tasks according to objectives for individual lessons, but also necessary to set objectives for individual lessons according to the long-term learning objectives.

Conclusion

Through taking the classes and practicum in my master program, I've built a reliable professional-knowledge foundation and specific effective skills for English language teaching in the future. And there is still space for me to make improvement in future English teaching

practices. Being a qualified English teacher is a life-long subject and I can always work to do better in it.

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Appendix

Artifact A: Three lesson plans within theme “pottery culture” for grade 2-3 high school students in China in out of school English language programs

Lesson 1

Target student group

The instructional activity in this passage is designed for high school students in China. Comparing to younger students, this group of students acquired larger amounts of vocabulary and grammar knowledge. In addition, their reading abilities in their first language-- Mandarin are quite mature. They've been taught the skills to do reading in different genres in Mandarin since their primary school years. However, in English reading, they haven't mastered enough skills to deal with complicated texts. When there comes a reading passage with a lot of new words and some complicated sentence structures, students are likely to feel stressed and anxious. However, based on their English language proficiency level, if they are taught more strategies to analyze the challenging texts, not only will they successfully understand the texts thoroughly, but they will also learn new vocabulary and grammar knowledge from the texts. So, I choose two paragraphs from a reading passage in TOEFL test for the students. This reading material is challenging but they're capable of reading it with proper strategies.

Methodology

As teachers, we should highly respect high school students' autonomy and previous knowledge in learning activities as serve as facilitators who can help them overcome challenges strategically. In addition to specific vocabulary and grammar rules, we should lead students to do reading with strategies. It's also important to include peer cooperation and group works in learning

process.

Performance target

1. Mater Specific New Vocabulary:

Continuous, invasion, glazed, religious, delineated, architectural, imitation, motif, intrinsic.

2. Be able to read complicated sentences which contains modifiers and subordinate clauses.

Target text

Chinese Pottery

China has one of the world's oldest continuous civilizations—despite invasions and occasional foreign rule. A country as vast as China with so long-lasting a civilization has a complex social and visual history, within which pottery and porcelain play a major role.

The earliest ceramics were fired to earthenware temperatures, but as early as the fifteenth century B.C., high-temperature stonewares were being made with glazed surfaces. During the Six Dynasties period (AD 265-589), kilns in north China were producing high-fired ceramics of good quality. Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into the highly prized porcelains of the Song dynasty (AD. 960-1279), long regarded as one of the high points in the history of China's ceramic industry. The tradition of religious sculpture extends over most historical periods but is less clearly delineated than that of stonewares or porcelains, for it embraces the old custom of earthenware burial ceramics with later religious images and architectural ornament. Ceramic products also include lead-glazed tomb models of the Han dynasty, three-color lead-glazed vessels and figures of the Tang dynasty, and Ming three-color temple ornaments, in which the motifs were outlined in a raised trail of slip—as

well as the many burial ceramics produced in imitation of vessels made in materials of higher intrinsic value.

Activity Plan

1. Multimedia & group work

Since the text is about Chinese pottery, a famous and fascinating element in traditional Chinese culture, I'll show students some pictures of fine pottery works and some videos about interesting stories of Chinese pottery before we start the reading task. Students' interests will be motivated by these pictures and videos.

Then, students work in small groups (2-3 people) to write down their groups' knowledge about Chinese pottery, which may contribute to their understanding of the target text. And they are encouraged to share their groups' knowledge lists with all their classrooms. Through the group work, they build a consolidated knowledge base through peer collaboration for the reading tasks.

2. Interpretative tasks of vocabulary and information

A. Guessing meaning from context:

Invasion:

Evolve:

Intrinsic:

B. Paragraph 2 supports all of the following concerning the history of the ceramic industry in China

EXCEPT:

- A. The earliest high-fired ceramics were of poor quality.
- B. Ceramics produced during the Tang and Ming dynasties sometimes incorporated multiple colors.
- C. Earthenware ceramics were produced in China before stonewares were.
- D. The Song dynasty period was notable for the production of high quality porcelain ceramics.

3. New vocabulary analyze

We could take some time to explain the new words for students. In the teaching of new words, it's necessary to make connections with students' previous knowledge and provide several example sentences which could illustrate the uses of the words in different context. For example, students may don't know the new words such as continuous, invasion, and religious. However, most of them probably have learned continue, invade, and religion. To facilitate their master of these new words, we should connect continuous(adj) with continue(n), invasion(n) with invade(v), and religious(adj) with religion(n). By revealing these connections, students' previous knowledge can be motivated and serves as scaffolds in their learning of these new words.

4. Embedded reading

Then, when lead students to read the text, we need to do some work to reduce the difficulty level of some complicated sentences, enabling students to grasp the information more easily.

For example, when students read long sentences such as “Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into the highly prized porcelains of the Song dynasty (AD. 960-1279), long regarded as one of the high points in the history of China's ceramic industry.”, they are likely to feel anxious to grasp the main information.

Then, we can use embedded reading as a scaffold here. For this sentence, I choose the top down strategy.

First of all, as teachers, we can easily catch the the main structure of the sentence is “Whiteware evolved into porcelain.” So we cut down other words. Then, we add other words into the sentence step by step through guiding questions:

Where were the whitewares produced?-- Whiteware in Hebei and Henan Provinces evolved into porcelainin .

↓

When?-- Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into porcelains

↓

What kind of porcelain?--Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into the highly prized porcelains of the Song dynasty (AD. 960-1279).

↓

What’s the role of the porcelain?-- Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into the highly prized porcelains of the Song dynasty (AD. 960-1279), long regarded as one of the high points in the history of China's ceramic industry.

Through this process of top-down reading, the complexity of the text is reduced. And the students are able to directly learn function of the cause and other components of the sentence. Then, we can let them use this strategy to read other complicated sentences in the whole passage to build up the ability to analyze this kind of sentences with clauses and a lot of descriptive elements for items.

Conclusion

In this activity, I use pictures and videos to motivate students' interests for the reading topic, engage students in group work, make connections with their previous knowledge in vocabulary teaching, and use embedded reading strategy in teaching complicated sentences.

After this class, I'll discuss with the whole class about the choice of the next reading text about culture. I'll provided several passages from English magazines or other native speaker medias for the students to choose. And I'll also have individual conferences with them to know if they still have difficulties in understanding the target text.

Lesson 2

Teacher / School:	Yuwei Shi/ Grade 2-3 High school students in China in out of school English Language Programs
Unit Theme:	Roman Pottery
Which “Can Do” statements for this unit will students be achieving today?	<p>I can recognize and use the new vocabulary in different contexts.</p> <p>I can catch the main idea of the text.</p> <p>I can get the main structure of long and complex sentences in the text.</p> <p>I can use the information in the reading text and additional information to write a new passage.</p> <p>I can connect the reading passage with the one in the previous.</p>
Which standards will students be making progress on today?	<p>Students will be able to use the target new words in this reading activity in their own writings and recognize them in new contexts.</p> <p>Students will use the information they get from this activity in their own writings.</p> <p>Students will be able to share the strategies they use in the tasks with their classmates.</p>

Time:	60 minutes
Materials Needed:	The reading passage, some pictures and videos of Roman pottery, printed tasks.
Methodological Approach:	As teachers, we should highly respect high school students' autonomy and previous knowledge in learning activities and serve as facilitators who can help them overcome challenges strategically. In addition to specific vocabulary and grammar rules, we should lead students to do reading with strategies. And this activity is also combined with IPA.
What is this lesson's connection to other lessons in this unit?	<p>1. The themes of Activity 1 and this activity are related and can show comparison as well. Both the reading passage of Activity 1 and the reading passage of Activity 2 talks about potteries. But one focuses on potteries of the East while the other one focuses on the west potteries.</p> <p>2. Both the reading passages in these two activities include complex long sentences which require teachers to use embedded reading strategies and motivate the progress of students' reading ability which is necessary for their future academic study.</p>

Stage	Teacher Activity	Student Activity	Issues Anticipated	Time	Materials Used
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1) Preparation the night before	1. Read the whole passage, pick up long sentences for embedded reading, and make out new vocabulary list. 2. Find some pictures and videos about Roman pottery online to share with students in class.	1. Reread the passage of activity 2. Search for information about Roman Pottery online and prepare to share it in class.	Students may not search information actively.	30'	1. The passage and task materials of the previous activity. 2. Online resources.
2) Opening activity (media? Exposure to text?)	1. Show the pictures and video to students to motivate their interests. 2. Divide students into small groups. 3. Distribute the print passage to students.	Share the information that they've obtained online within groups.	Some students may not be active in sharing information.	10'	Videos and pictures
3) Interpretation 1	1. After the task, tell students the meaning of the words, and provide students more example sentences of using the words in	1. Guess meaning from the context after reading independently 1) impressive 2) exceptional 3) substantial 4) constitute	Some students may lack the strategy to guess meanings.	15'	The passage and the assessment sheets.

	<p>other contexts.</p> <p>2. Answer students questions about other new words.</p>	<p>2. Share their guesses of the meanings and their reasons of their guesses.</p>			
4) Interpretation 2	<p>After the task, share the teacher's conclusion of the main idea with students.</p>	<p>1. Main Idea(s). Using information from the article, provide the main idea(s) of the article in English.</p>	<p>Students may focus on details rather than the main idea.</p>	10'	<p>The passage and the assessment sheets.</p>
5) Interpersonal	<p>Divide students into small groups, and try to motivate groups that are not active enough.</p>	<p>1. Share the information they've obtained before class within their groups.</p> <p>2. Share their guesses and reasons for the words in Interpretation 1 with group members.</p>	<p>Some students may not be active in sharing group discussion.</p>	5'	<p>The passage and the assessment sheets.</p>
6) Presentational	<p>Provide some practical strategies for students' writings and provide additional support when needed.</p>	<p>Students combine the information that they get online and learn from their group members' sharing with the reading text to write a personal edition passage to</p>	<p>Some students may can't finish their writings in time.</p>	15'	<p>The passage and the assessment sheets.</p>

		introduce the Roman pottery.			
7) Closing	Make a connection between the passage in this activity and the own in the previous activity.	Review the tasks they've finished in this class.	Students may forget the content of the passage in the previous activity.	5'	The passage and the assessment sheets.
8) Student follow up work after class	Read students personal edition passage and provide feedback.	Read the teacher's feedback.	Some students may not read the feedback carefully.	15'	Students' writing works.

Any other notes that you think would help me understand your lesson plan, please feel free to add them here:

Embedded reading for long sentences:

1. The nature of the archaeological evidence will always be elusive.

→ It is in the nature of the archaeological evidence, which is almost invariably only a sample, that such figures will always be elusive

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→ Unfortunately, it is in the nature of the archaeological evidence, which is almost invariably only a sample, that such figures will always be elusive.

2. This abundance is notable in Roman settlements (especially urban sites)。

→ This abundance is notable in Roman settlements (especially urban sites) where the labor constitutes a high proportion of the total work.

→ This abundance is notable in Roman settlements (especially urban sites) where the labor constitutes a high proportion of the total work during the initial phases of excavation.

→ This abundance is notable in Roman settlements (especially urban sites) where the labor that archaeologists have to put into the washing and sorting of potsherds (fragments of pottery) constitutes a high proportion of the total work during the initial phases of excavation.

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Whole reading text:

As impressive as the quality of Roman pottery is its sheer massive quantity. When considering quantities, we would ideally like to have some estimates for overall production from particular sites of pottery manufacture and for overall consumption at specific settlements.

Unfortunately, it is in the nature of the archaeological evidence, which is almost invariable only a sample of what once existed, that such figures will always be elusive. However, no one who has ever worked in the field would question the abundance of Roman pottery, particularly in the Mediterranean region. This abundance is notable in Roman settlements (especially urban sites) where the labor that archaeologists have to put into the washing and sorting of potsherds (fragments of pottery) constitutes a high proportion of the total work during the initial phases of excavation.

Only rarely can we derive any “real” quantities from deposits of broken pots. However, there is one exceptional dump, which does represent a very large part of the site’s total history of consumption and for which an estimate of quantity has been produced. On the left bank of the Tiber River in Rome, by one of the river ports of the ancient city, is a substantial hill some 50

meters high called Monte Testaccio. It is made up entirely of broken oil amphorae, mainly of the second and third centuries A.D. It has been estimated that Monte Testaccio contains the remains of some 53 million amphorae, in which around 6,000million liters of oil were imported into the city from overseas, imports into imperial Rome were supported by the full might of the state and were therefore quite exceptional----but the size of the operations at Monte Testaccio, and the productivity and complexity that lay behind them, nonetheless cannot fail to impress. This was a society with similarities to modern one----moving goods on a gigantic scale, manufacturing high-quality containers to do so, and occasionally, as here, even discarding them on delivery

Lesson 3

Lesson Plan Template

Teacher / School:	Yuwei Shi/ High school students in out of school English programs in China
Unit Theme:	Chinese Pottery
Which “Can Do” statements for this unit will students be making progress on today?	<p>I can combine the information from the video with the knowledge obtained from previous activities to make my own edition of Chinese Pottery introduction.</p> <p>I can use the structure of making a definition in the video to make my own definition for the target forms.</p> <p>I can use the structure of describing a process in the video to describe the process of my group project.</p> <p>I can use the new words in the video in different contexts.</p>
Which standards will students be making progress on today?	<p>Students can make attractive and informative presentations or display boards to introduce Chinese Pottery to other people.</p> <p>Students can use the structures for making definition and describing process efficiently.</p> <p>Students</p>

Time:	90'
Materials Needed:	<p>The first 7 minutes of the Porcelain for Emperors video.</p> <p>The transcript of the information in the video.</p> <p>The reading texts of Activity 1 and Activity 2.</p> <p>Display boards provided for students for their group work presentation if needed.</p>
Methodological Approach:	<p>As teachers, we should highly respect high school students' autonomy and previous knowledge in learning activities and serve as facilitators who can help them overcome challenges strategically. We should use task-based learning activities and help students learn English through authentic materials in authentic context.</p>
What is this lesson's connection to other lessons in this unit?	<ol style="list-style-type: none"> 1. Both the reading passage of Activity 1 and the reading passage of Activity 2 talks about potteries while one focuses on potteries of the East and the other one focuses on the west potteries. The video in this activity provided students information about Chinese pottery from a new perspective. 2. The major materials of Activity 1 and Activity 2 are both reading texts. The video in this activity can motivate students to use the knowledge they learned in previous activities to accomplish the task in this activity.

Stage	Teacher Activity	Student Activity	Issues Anticipated	Time	Materials Used
9) Preparation the night before	1.Prepare the print transcript of the video. 2.Read the whole passage, pick up long sentences for embedded reading, and make out new vocabulary list.	1. Review the reading texts of Activity 1 and Activity 2.. 2. Watch the video and mark the part that they can't figure out the meaning clearly. 3. Search for more information about Chinese potteries online.	Students may find it difficult to follow the content of the video.	30'	1. The texts of two previous activities. 2. The video on Youtube.
10) Pre-Task	1. Restate information about Chinese potteries in Activity. 2.Provide student the f Porcelain for Emperors video. 3. Distribute the transcript of the video. 4. Divide students into groups of 3-4 members,	1. Watch the video again together with the assistance of the transcript. 2. Discuss the information about Chinese Potteries in the video and combine it with the content of the texts in previous activities and the information they get out of class in groups.	Students may deviate to other topics during the discussion.	15'	1. The video. 2. Transcript s of the video. 3. Blank sheets for students to mark main ideas in their group discussion.

11) Task	1. Tell students the basic principles for the group task; 2. Facilitate students' group work and provide additional assistance when needed.	Design a group project to introduce Chinese pottery to more people. They can choose to make a ppt and do a presentation, make a display board with pictures and texts, compose a group TED presentation, or any other forms that they prefer.	Students may have problems to make a group decision on the form of their project.	15'	1. The video. 2. Transcripts of the video. 3. Blank sheets for students to mark main ideas in their group discussion.
12) Planning/Report	Discuss with different groups about their project ideas and suggest them the proper forms for their groups to present their group project.	Present their group project for the whole class (they can put their display board in the hallway to show to students in other classes and upload the videos of their presentations online.	Students may not listen to other groups carefully enough.	25'	Blank sheets for students to mark main ideas in their group discussion.
13) Analysis/Assessment	1. Pick up new words in the transcript of the video and analyze the meaning and uses of the words.	1. Discuss within their own groups about what they've learned from the presentations or display boards of other groups. 2. Discuss the way to improve their group work	Students may be unwilling to receive opposite opinions from other groups.	15'	Blank sheets for students to mark main ideas in their group discussion.

	2. Provide their evaluation about the groups' projects.	on the basis of the suggestions of the teachers and their peers.			
14) Practice	1. Figure out the structures and the use of clause in making definitions of terms. (The china stone is ... Which..... Subtopic1. Autopic2) 2. Figure out the structure of describing a process. 3. Deliver the sheets of the target structures to students.	1. Use the structure and clause to make their own definition for target terms in the video: 1) Sagger 2) Wooden pistols 3) Kaoline 2. Use the structure of describing a process in the video to describe their group's process of making their presentation or display board.	Students may can't finish the task in time.	20'	Sheets of the target structures.
15) Student follow up work after class	1. Provide students the next part of the video and the transcript. 2. Provide additional support when needed.	1. Review their group project and make some revise according to the opinions in group discussion. 2. Watch the next part of the video if interested and can ask the teacher for the transcript.	Students may not devote enough time for the out of class work.	15'	1. The video. 2. Transcripts of the video.

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Any other notes that you think would help me understand your lesson plan, please feel free to add them here:

The structure for making definition in the video:

China stone (term) is a granitic rock (class) whose Chinese name means white bricks (distinguishing characteristics). The China stone mines active today are found deep within the Sanbao mountains, not far from the Jingdezhen workshops (additional information).

The structure for describing a process in the video:

Workers knead the porcelain clay by foot and by hand until it is smooth and pliable and ready to be shaped. (action 1) Years of practice lie behind the Potters' seemingly effortless transformation of the clay into vessel shapes. Large pieces require a team of Potter's to shape them. (condition) Other artisans shape millimeters of clay from the sides and rims that the partly dried vessels, using specialized tools. (action 2) They also carved faces or foot rings from the flat bottoms. (action 3) After drying completely, the pieces are ready for decoration. (action 4) At Jingdezhen, most porcelains are decorated with designs painted directly on the hard clay with cobalt which turns blue after glazing and firing. The colorless plays is mixed from China stone, burnt limestone and water. Specialists supply glaze to small pieces by dipping them directly into the vat of glaze. Larger pieces are glazed by blowing the solution onto the piece through a tube that has a fine mesh on one end. This technique produces a thin even layer of glaze. After firing the glaze will form a glassy coating that protects the surface and adds a beautiful luster. (further explanation)

Embedded reading for long complex sentences:

1. Many methods of porcelain production have not changed greatly.

→ Even with the introduction of modern technology, many methods of porcelain production have not changed greatly.

→ Even with the introduction of modern technology, many methods of porcelain production have not changed greatly since the days when imperially appointed supervisors coordinated the complex series of tasks

→Even with the introduction of modern technology, many methods of porcelain production have not changed greatly since the days when imperially appointed supervisors coordinated the complex series of tasks required to produce porcelain.

2.China's Emperor's ordered thousands of porcelain pieces from Jingdezhen every year.

→Beginning in 1402, China's Emperor's ordered thousands of porcelain pieces from Jingdezhen every year.

→Beginning in 1402, China's Emperor's ordered thousands of porcelain pieces from Jingdezhen every year for use at the court in Beijing in state rituals

→Beginning in 1402, China's Emperor's ordered thousands of porcelain pieces from Jingdezhen every year for use at the court in Beijing in state rituals as official gifts for dining and for decoration of the palace.

Artifact B: Three video clips of lessons for adult English language learners in the ESL program of Belmont Church

Artifact C: The worksheets of my lesson “ Thanksgiving”**Thanksgiving**

1. Compare our guests.



Jennifer is shorter than Nancy but higher than Emily.

Petty is the youngest female guest.

Nancy is the highest female guest.

Both Emily and Lisa have short hair.

Lisa is a little bit higher than Emily.



Jack
Tommy



Michael
Bob



Robert



2. Where is Robert?

He is between Bob and Jennifer.

Where is Lisa?

She is between Pretty and Bob. Or: She is on the left of Petty.

Or: She is on the right of Bob. Or: She is opposite to Emily



3. Thanksgiving dinner.

Ask: What would you like to eat? Answer: I'd like to have_____.

A little mushroom soup A slice of pizza A few French fries A glass of lemon juice A
 little cheese A little tomato sauce A few meatballs A piece of apple pie

A piece of cheese cake A few cookies A piece of pecan pie A piece of sweet potato pie A
 glass of milk A dish of ice cream A little vegetable salad A muffin A little butter A few
 strawberries A few apple chips A little spaghetti A little fried rice A donut A few slices of
 turkey A little broiled fish A little yogurt A cup of hot chocolate

<p>Apple chips</p> 	<p>Lemon juice</p> 	<p>Cheese cake</p> 	<p>Butter</p> 	<p>Mushroom soup</p> 
<p>Cheese</p> 	<p>Muffin</p> 	<p>Apple pie</p> 	<p>Strawberries</p> 	<p>Tomato sauce</p> 
<p>Hot chocolate</p> 	<p>Broiled fish</p> 	<p>Milk</p> 	<p>Pizza</p> 	<p>Turkey</p> 
<p>Cookies</p> 	<p>Sweet potato pie</p> 	<p>French fries</p> 	<p>Yogurt</p> 	<p>Fruit salad</p> 
<p>Meatballs</p> 	<p>Ice cream</p> 	<p>Donuts</p> 	<p>Pecan pie</p> 	<p>Fried rice</p> 

Artifact D: An Analysis of assessments on Monstserrat Almillo.**Part 1 Student's cultural and linguistic background**

My participant, Monstserrat, is a 28-year-old lady who came to the United States from Mexico City at the age of thirteen. She is now a student in Level 3 classroom at the ESL of Belmont Church in Nashville. Although she has been in America for nearly fifteen years, she still needs assistance to develop her English language proficiency. After the placement test of ESL at Belmont, she was suggested to begin at level 4 or level 5 classes, but Monstserrat finally decided to start her learning at ESL from level 3. It's often the history of prior experiences, prior schooling, and prior learning that unlocks classroom adaptations and instructional accommodations necessary for ensuring student success.(Herrera, 2013) So it's necessary to build a comprehensive understanding on her cultural and linguistic background to better support her English language acquisition and learning. To obtain comprehensive information about Monstserrat's cultural and linguistic background, I used casual interview combined with home language use survey(Appendix1). The home language survey that I used is adapted from the one that metro Nashville public schools used for their ELL students. Since my participant is an adult, I changed some parts to fit her situation. I tried to make the interview as casual as possible to make her feel relaxed and willing to share her prior experience freely.

1. Cultural & Linguistic Background

Monstserrat and her younger sister were sent to the United States when she was thirteen years old and her sister was ten years old because their parents had been working in the United States for several years at that time. They came here to get together with their parents. Since then, she has been living in Nashville for nearly fifteen years. And her youngest sister was born in America. But it was not until last year did Monstserrat herself get the citizenship of the United States.

Before moving to America, Monstserrat had entered elementary and middle school in Mexico and her Spanish Language proficiency level was relatively high. She can use Spanish effectively in various kinds of communication. She also regarded herself as a native speaker of Spanish. Although Monstserrat's parents have been working in the United States for nearly twenty years and they both still speak mainly Spanish. So they only speak Spanish with Monstserrat at home. Her sister arrived in America at about the same age with Monstserrat, so they are both bilingual. Her youngest sister and her nephews were born in America, they speak both English and Spanish with Monstserrat at home.

As for English language acquisition and learning experience, Monstserrat took some English classes when she was in Mexico. After arriving in America, she also took English language classes specially provided for English language learners by the public school she entered. Her youngest sister and nephews often talk with her in English. And she lives in a community the majority residents of which are native speakers of English. Monstserrat frequently participated in the activities in her community, so she has made friends with many native speakers of English. Actually, she feels it easy to use daily oral English to communicate with others. She is also a fan of many TV programs and she enjoys watching English programs on TV.

2. Biopsychosocial history

Most models of acculturation recognize that students often go through a variety of phases characterized by euphoria, culture shock, anomie, and adaptation (Herrera, 2013). Monstserrat also went through the similar process after arriving in America. Before coming to Nashville, she felt very excited to get together with her parents and started a new life in a developed country. But when she arrived, she felt great culture shock. Although she arrived in America at the age of thirteen, she didn't enter the public school until when she was fifteen because she felt nervous and

stressed with the new environment. In the interview, she recalled her depressing early years in the public school in America. At that time, she felt a lot of pressure to take classes in a different language. She felt it hard to follow the teachers' instructions and finish the homework. Although, she got some kind help from the teacher in the English classes for ELLs in her school, she didn't like the classmates who were also from other countries in the ELL classes. She felt that they didn't take the classes seriously. Although her memory about her early years in America is not pleasant, Monstserra now is an outgoing and talkative young lady. She has gradually adapted to the new culture and new community. In the classroom of ESL at Belmont, she is one of the most active students. And she also told me that she is eager to join various kinds of activities with her friends in her community. She suffered a negative psycho situation after arriving in America, she finally successfully adapted to the new environment.

3. Education background

As mentioned in last part, Monstserra spent her first two years in America at home although she had entered elementary and middle schools in Mexico. There was a two-year gap between her education in Mexico and her education in America. English classes were provided once a week in her school in Mexico. But Monstserra doesn't think the classes actually helped her in English learning. After entering the public school in America, she still went through some hard days. The education system in the United States was totally new to her. In addition, she was also under high pressure of learning a new language. For example, she recalled that every time she did her homework, she needed to translate it to Spanish, finish it in Spanish, and then translate it English. She also took English language classes especially for ELLs provided by her school at that time. At that time, she received more help in aspects of oral English learning. Her teacher helped her a lot to make her pronunciation closer to that of the native speakers. But she still had big problems in

grammar and academic English language use. Although her parents had worked in America before Monstserrat arrived, they both speak little English. So Monstserrat couldn't turn to her parents to for help in English language learning either. The school life was not easy for Monstserrat and she didn't move to higher level education after graduating from high school since she didn't get the citizenship of the United States at that time.

Last year, after getting the citizenship, Monstserrat began to make clear plan for her future life. She decided to take the ESL classes at Belmont to develop her English language ability, especially in aspects such as grammar and formal written English. Now, Monstserrat is in the grade three classroom of Belmont ESL. After taking the entrance exam, she was suggested to start from grade four or five. But she finally chose to start from grade three for the sake of more practice in grammar learning. In grade three classroom, her good oral English ability makes her stand out, but she still takes notes on basic grammar rules and sentences structures carefully. She hopes that she can do some translation work between English language and Spanish language in the future.

4. Analysis of ESL at Belmont

1) Physical setting

The ESL program for adults at Belmont United Methodist Church has been established for nearly forty years to meet the language need of the city's growing immigrant community. Belmont United Methodist Church generously providing space for classes and the program has been supporting hundreds of English language learners.

Prior to 2013, Belmont's ESL program was funded by a federal government agency. When funding ended, the members of Belmont UMC chose to continue the ESL classes as an outreach of the church.

Every Tuesday and Thursday morning during the school year, over 100 students from over 35 countries eagerly meet to study English and learn American culture.

2) Interpersonal interactions & instructions & materials and evaluation

Founders of Belmont ESL believe that Learning English changes people's lives. Over the years, many students have gone on to get their GEDs, pursue higher education, get better jobs and receive their US citizenship. More importantly, students become friends with people from other lands and other faiths, and, in the process, discover that we are all much more alike than we are different.

In Level 3 classroom that Monstserrat is in, there are students from Mexico, China, Vietnam, South Korea, and several other different countries. They sit in a big circle every class and do a lot of pair work and group work in class. The physical setting of the classroom enables students to have a lot of interactions with their peers in English.

The teacher, Cleatus, had been working at ESL of Belmont for more than ten years since she retired from a public school in Nashville. She values students' diverse cultural and language background and is willing to welcome elements from their homeland culture. But her attitude toward language use in classroom is influenced by students' English language learning situation. She knows that most of the students in grade three classroom rarely use oral English outside the classroom. They spend most of their time in their own community where they can use their first languages in communications. Some students even spend less than three hours in English language learning outside the ESL classroom. So, Cleatus require all the students to use only English in the classroom, motivating students to produce as much English language output as possible. She even intentionally arranges students from different countries to sit next to each other to avoid students' dependence on their first languages in classroom communications. Although Cleatus's principle

of language use in the classroom seems unwelcoming for first language use, it's reasonable because of students' language use and learning situations.

The materials mainly used in Level 3 class are a textbook called Side by Side and a work book of it. Every unit in the book focused on a different grammar point and motivate students to learn and practice these grammar points in daily settings. Texts in the book are supported by photos which can scaffold students in their learning process.

Part 2 English Language Proficiency Level

To assess Monstserrat's English language proficiency level, I used both the Woodcock-Munoz Language Survey (WMLS) and Student Oral Language Observation Matrix (SOLOM) in my analysis.

1. Woodcock-Munoz Language Survey (WMLS)

1) Reliability & Validity

According to the data and materials in manual, the test reliabilities were calculated by the split-half procedure, using odd and even raw scores, and were corrected for length by the Spearman Brown formula. The cluster reliabilities were calculated by Mosier's procedure. The median reliabilities range from 0.80 to 0.90 for the texts and from 0.88 to 0.96 for the clusters. Obviously, WMLS has a high reliability.

As Brown mentioned in Chapter 2, a valid test measures exactly what it proposes to measure, does not measure irrelevant or "contaminating" variables, relies much on empirical evidence, involves performance that samples the test's criterion, offers useful, meaningful information about a test taker's ability and is supported by a theoretical argument. (Brown, 2010) Items include in the four different tests of WMLS were selected using item validity studies as well as expert opinion. The items were designed to adequately sample the ability measured by each text. But during the

assessing process, I found that some of the items were too rarely used to make sense, especially for student like Monstserrat who learns English just for daily communication rather than academic learning or researching.

2) English language proficiency level

In the picture vocabulary section, Monstserrat got 25 correct answers. According to the scoring table, the age equation of her English language proficiency is six years and four months old. (Appendix 2) And the grade equation is around grade one. This result shows that her English language proficiency is very low for an adult student who has been in America for more than ten years. And when comparing it with the result of the assessment which I did later on Monstserrat's oral English proficiency according to the SOLOM standards, there comes a serious contradiction. According to the SOLOM standards, Monstserrat is at a higher level of English language proficiency. The big difference between the two results motivated me to think more about the items in the picture vocabulary part. Although the items in WMLS are chosen carefully on the basis of some research and experts' opinions. Some of them are too difficult and rarely used. For example, the Monstserrat's six ceiling words are "panning gold", "stagecoach", "hinges", "press", and "stethoscope". For adult English language learners who have been away from academic settings for long time like Monstserrat, they may never meet with these words in their daily use of English language. So I think maybe the content validity here doesn't work for ELLs like Monstserrat. And her actual English language proficiency level could be higher than that the scoring table suggests. At the verbal analogies part, Monstserrat got fifteen correct answers. According to the scoring table, the age equation is nine years and eight months old and grade equation is around grade five (Appendix 3). The result of this part is better to some extent than the result of the picture vocabulary part. Since Monstserrat has been out of school settings for long time, she sometimes

could not react to verbal analogies activities skillfully as students in schools. So it's reasonable to conclude from the result that Monstserrat may face some language problems in academic settings higher than grade five. She may need more time and scaffolds to figure out the relationship between words. But as for her daily English language use, I think it could be at a higher level.

The results of the letter-word identification part and dictation part are quite similar with the verbal analogies part. Monstserrat got 43 correct answers in the letter-word identification part. The age equation is ten years and nine months old and the grade equation is a little bit higher than grade five. (Appendix 4) She got 30 correct answers in the dictation part. The age equation is nine years and three months old and the grade equation is a little bit lower than grade five. In the letter-word identification part, Monstserrat's ceiling is at the end of the whole list. (Appendix 5) It suggested that she has a great phonological sense. In the dictation part, several of Monstserrat's wrong answers were spelling mistakes. Actually, Monstserrat was quite confident when she wrote down the answers. Sometimes she made the order of two or three letters wrong and sometimes she missed one or two letters. Comparing the result of the letter-word identification part and the result of dictation part, it's reasonable to conclude that Monstserrat's oral English proficiency level is higher than her written English proficiency level.

2. Student Oral Language Observation Matrix (SOLOM)

I also used the Student Oral Language Observation Matrix (SOLOM) to assess Monstserrat's oral English language proficiency on basis of my observation on her English language use in the classroom of ESL at Belmont and a recording conversation between us. I have taken notes on Monstserrat's performance in classes. In addition, I had an eight-minute conversation with her about her hometown—Mexico City. In the conversation, I acted as a tourist who planned to go to Mexico City soon and invited Monstserrat to introduce me buildings, costumes, transportation

system, and other aspects of Mexico City. Monstserrat felt comfortable and confident with the topic, we started the conversation very smoothly. SOLOM assesses students' oral English language proficiency in five different aspects: comprehension, fluency, vocabulary, pronunciation, and grammar. I assessed Monstserrat's five aspects on basis of the combination of her performance in classes and in the conversation about Mexico City.

1) Comprehension: Level 5

Monstserrat is at level five of comprehension. She can understand everyday conversation and normal classroom discussions without difficulty. Cleatus, Monstserrat's teacher at ESL of Belmont, provided students a lot of opportunities to do oral English practice with the teacher and their classmates. Monstserrat is one of the most active students in the classroom. She often responded to the teacher's instructions more quickly. For example, Cleatus organized a small activity "what's in the bag" at the beginning of every class, which motivated students to guess what has been put into the bag. Since the classroom is for novice level students, nearly all the students just used simple specific questions such as "Is it an eraser?" and "Is it a book?". But Cleatus tried to encourage students to make more general questions and said "Could you make more general questions?" At that time, most students didn't get her meaning and continued asking simple specific questions. Monstserrat was the first student in the classroom to make general question by saying "Is it something to eat?" Cleatus praised Monstserrat's question and other students in the classroom gradually began to follow her example. This is a good example for her comprehension ability.

In our conversation about Mexico City, Monstserrat answered most of my questions quickly without hesitation. She only asked for one repetition in the eight-minute conversation. And her response after my repetition indicated that she could understand my answer easily.

2) Fluency: Level 4

Monstserrat's speeches in everyday conversation and classroom discussions are generally fluent. In the classroom, Cleatus often asked students to do conversation practice on basis of learned vocabulary and sentence structures. I observed that Monstserrat often finished her conversations with her partners before the ending of the arranged time of the practices. During the break time in classroom, she often talked with her classmates in English and their conversations went on smoothly.

In the conversation, she introduced food, places, and transportation system in Mexico City fluently. There are some occasionally lapses while she searched for the correct manner of expression. Sometimes, she hesitated a while to search proper words to describe some places. But her hesitation didn't take much time or influence the quality of the conversation. For example, when she introduced the zoo in Mexico City, she wanted to introduced two special kind of dogs in the zoo which live only in Mexico. At first, she tried to translate the names of the dogs in to English but failed. They she told me that "...two kinds of dogs. They are only in Mexico". She finally expressed her meaning clearly. This kind of hesitation caused by cultural and language difference is reasonable when talking about something from another culture.

3) Vocabulary: Level 4

When introducing herself in the first class, Monstserrat said the she needed to get more help in aspects of vocabulary and grammar. According to the rubrics in SOLOM, she could reach level four in vocabulary. But comparing with her comprehension and fluency, her vocabulary is a little weaker. She occasionally used inappropriate terms and sometimes needed to rephrase ideas because of lexical inadequacies. And although she could express herself clearly in class discussions. Some of her actions and performances in class suggested that she had some limitations

with some frequently used daily words. For example, when the teacher modeling the conversation practice and said: “I’m going to mow the grass today”, Monstserrat couldn’t figure out the meaning of “mow”. So the teacher provided additional explanation for her.

During the whole conversation, Monstserrat understand all the words I used. Combining her performance in the conversation and her performance in all the classes I observed in her classroom, I think that Monstserrat is at level 4 in vocabulary.

4) Pronunciation: Level 5

Monstserrat’s pronunciation and intonation is close to that of speakers. Although she had problems in pronouncing some specific words, she could make correct and proper stress and intonations in sentences and make discourses with a natural rhythm and tone, which makes her sounds like a native speaker.

In the classroom, Cleatus often asked students to do oral conversation practices in pairs. Sometimes, students played different roles in a setting intentionally selected by the teacher for students to practice the use of specific words and sentence structures. Comparing with her classmates, Monstserrat adapted her tones and stresses naturally to her roles and expressions in conversations. She did good in changing tones in questions and exclamatory sentences.

In the conversation, her pronunciation is natural at most of the time. The only mistake I found in the conversation was the word “museum”. When she introducing me places to go sightseeing in Mexico City, she intended to tell me that there are a lot of great museums in Mexico City. However, her pronunciation of “museum” was not correct, which made me confused with her expression for a while. As she expressed more details, I figured out that the word she intended to say was “museum”. She repeated the incorrect pronunciation of this word for several times in the whole conversation. It indicates that she didn’t learn the correct pronunciation of this word. In the

classroom, she sometimes also mis-pronounced some words. But I think these mistakes were caused by her limitation of knowledge about the specific words. They revealed her limitation in vocabulary rather than pronunciation. So I still think she is at level 5 in pronunciation.

5) Grammar: Level 4

Monstserrat herself frequently talked about her problems in grammar learning. She told me that in her English language learning experience in public schools. Teachers who supported her English language learning spend more time on helping her improve her pronunciation performance, paying less attention to her mistakes in grammars. And since she didn't go to college or go to work after graduating from high school, she didn't use formal written English very often. In her daily conversations, she just needs to make her meaning conveyed successfully. So her past English learning and use experience didn't push her to make progress in grammar.

And during my observation, I also noticed that it took Monstserrat a lot of time to keep her sentence structures correct in the classroom practices. For example, in on class, Cleatus asked students to practice simple present tense, simple past tense, and future tense. When practicing simple past tense, it's not easy for Monstserrat to distinguish regular verbs and irregular verb. She felt it hard to keep the correct past tense form of some irregular verbs in mind. Sometimes when practicing the future tense, she made incomplete sentences such as "I'm going to go school." This kind of mistakes revealed that she still needs more practice to improve her grammar knowledge. But her mistakes in grammar didn't obscure meaning.

In the conversation, there were several typical grammar mistakes. For, example, Monstserrat often made sentences such as "It's many people in Mexico City." and " It's a big zoo open in that city." These sentences have mistakes in the aspect of grammar. But as the listener I can still easily got her meaning.

Part 3 State and federal assessment requirements

Since ESL at Belmont is not a formal academic organization that aims to teach students content area knowledge and English language to support academic learning and researching. Students there are all adult students who just want to learn English for daily communication rather than academic activities. It may be improper to use solely the standards for adult ELL assessment in Nashville State Community College (NSCC) to evaluate it. So I used the combination of general state and federal requirements and part of requirements for colleges like NSCC to evaluate ESL at Belmont. Key case laws such as EEOA and Lau.v. Nichols prohibit discrimination against faculty, staff, and students, require schools to overcome barriers to students' equal participation. Lau.v. Nichols requires schools to identify ELLs and their language proficiency and specify pedagogical strategies. They guarantee students' equal access to enrichment and special education services and require that all the students must be educated equitably as compared to other students. As far as I'm concerned, ESL at Belmont did good at providing English language education service for different students with diverse language proficiency level. There are many students from different cultural and linguistic backgrounds in ESL at Belmont. Before classes, they all take an assessment on their English language proficiency and then they are arranged into different level classrooms which could best meet their language learning needs. In addition to their performance in language tests, students' personal perspectives and appealing are also taken into consideration. For example, Monsterrat was supposed to go to level 4 or level 5 classrooms according to her performance in the test. However, she was more willing to go to level 3, a lower level, because she hoped to focus more on basic vocabulary and grammar which she was relatively weak at. Finally, Monsterrat was put into level 3 classroom because of her personal needs. This example illustrated that ESL at Belmont meets the requirements of the key case laws well.

At Nashville State Community College, students need to go through a special process to be admitted. The community college helps students to learn the English they need to succeed in college level classes. Whether students' English is at a lower level or you have more advanced English skills, the courses are designed to teach students the academic vocabulary and language skills required in college classes. After submitting the application and all required documents, all new students who do not have English as their first/home language must take the Michigan Test before registering for classes unless they score 19 or higher on the Reading and English portions of the ACT, or have transfer credit for ENGL 1010 from a U.S. college. The test is free to students. It is designed to evaluate the English proficiency of non-native English speakers. The 2.5-hour long test includes five sections: speaking, listening, grammar, reading& vocabulary, and writing. According to the students' results in the test, they may be placed into one of the four levels of English language proficiency: lower intermediate, upper intermediate, advanced, and college level. There are different listening& speaking, reading, writing, and grammar ESOL classes for each level. Students who finish all ESOL classes may go to college-level classes with ESL accommodations. Students who choose not to take the recommended ESOL classes need to sign a waiver and will not be able to get ESL accommodations.

Since ESL at Belmont is not a formal academic organization that aims to teach students content area knowledge and English language to support academic learning and researching. It's unfair to say that ESL does not meet the requirements for adult according to the NSCC standards. But we can get some inspiration NSCC to improve the quality of assessments of ESL at Belmont. At the placement assessment, it's better to have more comprehensive tests for different aspects as English language. And it's also helpful to leverage additional assessments as students stay in the classroom to evaluate their progress and provide immediate assistance if needed.

Part 4 Student's content area English language ability

The major objective of the ESL classes that Monstserrat takes is to improve students' oral English language ability for daily life. And the teacher also spent part of class time letting students do some dictation or write something simple about the themes of different classes. Monstserrat herself graduated from high school about ten years ago and has not been in any school program or other academic settings since then. She lacks the language ability for professional content areas and the knowledge of academic content areas. So in this part, I focus on assessing Monstserrat's performance in aspects that her ESL classes at Belmont aimed at. Since the teacher has taken much time to help students improve their oral language proficiency and some general writing skills for daily life.

I had a 8-minute interview with my participant about her English learning experience in this semester and used Student Oral Language Observation Matrix (SOLOM) which I used to assess my participant at the beginning of this semester to analyze her performance again. By comparing the findings with those I got from the beginning of this semester, I found some progress Monstserrat has made during this semester as well as some problems that still exist. In addition, I used the 6-trait scoring rubric to assess one piece of her writing work to analyze her proficiency and problems in writing.

1. Student Oral Language Observation Matrix (SOLOM)

At the beginning of this semester, I used SOLOM to analyze Monstserrat's oral language proficiency. Although she is in a novice level class, her overall oral proficiency level was higher than most students at this level. When comparing her performance in this new interview with the one we had at the beginning of this semester, I observed great progress in some aspects such as

grammar and pronunciation although there may not be clear change of the proficiency level. At the same time, some problems still existed.

1) Comprehension: Level 5 (less reacting time in the interview)

At the beginning of this semester, Monstserrat ha already showed high proficiency in the aspect of comprehension. She could understand everyday conversations and normal classroom discussions without difficulty. In classroom activities, she was sometimes the first student to get the meaning when the teacher told something unfamiliar to students. At that time, she could answer most of my questions without hesitation. But for some questions, she requested for more explanation. And for several questions, it took her some time to understand.

But in this new interview, her frequency of asking for explanation was lower. Actually, in the whole interview, only one hesitation was caused my comprehension problem. The hesitation happened when I asked her about her expectations for classes in the coming spring semester. She had some difficulty understanding the word “expectations”. But when I used some easier words to ask, she quickly got the meaning and answered actively. In the whole conversation, she was quick in understanding my questions and requests.

2) Fluency: move from Level 4 to Level 5

At the beginning of this semester, Monstserrat was at level 4 in aspect of fluency. Her speeches in everyday conversation and classroom discussions are generally fluent. In the first interview, we talked about her homeland—Mexico, which was a relatively easy topic for her. At that time, she sometimes hesitated to search for proper words or sentence to describe some places and her ideas.

It’s reasonable for ELLs to be not as fluent as native speakers all the time. After this semester, although it still took her some time to search for proper expressions. She naturally used some

effective strategies and commonly used expressions decrease the influence of her hesitation on the whole conversation. For example, when I asked her to describe the personalities of different new friends she had made in the classroom of ESL at Belmont, it took her sometime to search for adjectives to describe them. She had learned a unit about describing people and places several weeks ago, so she was not proficient enough in using these words. But to make her hesitation sound natural, she said: “They are quite different. They are from different countries. We can learn from each other...” This expression made her discourse sound smoother regardless of the hesitation.

3) Vocabulary: move from Level 4 to Level 5

Monsterrat made remarkable progress in the aspect of vocabulary. At the beginning of this semester, she was near level 4. Comparing with her comprehension and fluency, her vocabulary is a little weaker. She occasionally used inappropriate terms and sometimes needed to rephrase ideas because of lexical inadequacies. And although she could express herself clearly in class discussions. Some of her actions and performances in class suggested that she had some limitations with some frequently used daily words. In the new interview, she was easier to search words to show present her ideas. And she also got larger accumulation of some categories of words.

For example, in the interview, she showed her increasing accumulation of adjectives for describing people. She used “patient” to describe the teacher Cleatus, used “more talkative”, “energetic”, “friendly” and “funny” to describe different new friends she had made in the semester. She used different adjectives and even comparative adjectives, which she was not likely to use at the beginning of this semester. Such situations suggested that her proficiency level of vocabulary had been increasing in this semester.

4) Pronunciation: Level 5

At the beginning of this semester, Monstserrat had already shown a relatively high proficiency level of pronunciation. Her pronunciation and intonation is close to that of speakers. Although she had problems in pronouncing some specific words, she could make correct and proper stress and intonations in sentences and make discourses with a natural rhythm and tone, which makes her sounds like a native speaker. At that time, she had pronunciation problems with some specific words such as “museum”. In the new interview, her general pronunciation was still good. And there were still problem with specific words. For example, when saying “personality”, she stressed the first syllabus. It seemed she simply pronounced this word on basis of the pronunciation of the word “person”. This kind of pronunciation mistakes still existed in our interview. Such mistakes suggested that she still need to get more input and make more output.

5) Grammar: move from Level 4 to Level 5

At the beginning of this semester, Monstserrat was weaker in aspects of vocabulary and grammar and she herself also searched for more help in these aspects. During my observation, I noticed that it took Monstserrat a lot of time to keep her sentence structures correct in the classroom practices. And there were different grammatical mistakes in the first interview.

In the new interview, Monstserrat showed progress in grammar. For example, her sense of sentence structure was improved. In the first interview, she could easily make her meanings conveyed. But sometimes she just gave out separate notional words. In the new interview, she used various prepositions more frequently. She used “with”, “to”, “of” and “on” to connect people, items, and places. She used fewer incomplete sentences in our whole conversation. Although grammatical mistakes still existed and she still needed large amount of exercise on grammar, her progress was also remarkable.

2. 6-trait scoring rubric

To assess Monstserrat's writing ability in general daily use, I provided several daily topics for her to choose. To make her feel comfortable with the writing task, I provide her enough freedom to choose her topic and free space and time to do her writing. She finally chose the topic—"write a short passage to introduce your best friend". And it took her around 20 minutes to finish the short passage (Appendix 6). Then, I use the 6-trait scoring rubric to analyze her work and her writing proficiency (Appendix 7).

1) Voice: 4

In this passage, Monstserrat talked about her cousin. She described how they grew up together and accompanied each other since very young age. As a reader, I could feel the intimate relationship between she and her cousin. But the emotion in this passage was not compelling enough to get readers engaged. When describing the important role that her cousin plays in her life, she simply said: "Since I remember she has been there for me and I for her in the good and bad times" without more details or examples to support the general description. The words and sentence structures she used to show her emotions with her cousin was also relatively repetitive. Monstserrat seems aware of the audience but didn't show proficient skills or strategies of getting the audience involved.

2) Word choice: 3

In this whole passage, the language is interpretable but without any energy. As a passage to describe a person, there were little diversity in use of adjectives to describe personalities or emotions. Few attempts had been made to be colorful or figurative. The over simplified use of words made the passage lack of energy. And readers can get meanings from the words in the most general way. In addition, readers sometimes need to do some interpretation to understand

some parts. For example, when she described the close ages of hers and her cousin's, she wrote: "I'm bigger than her, The difference in age are three years." Because she used the word "bigger" rather than "older", the meaning of first sentence "I'm bigger than her" was not clear enough. Only by reading the following sentence, readers can clearly understand that what she meant was the difference between their ages. Some improper uses of words indeed hinder the meanings.

3) Sentence fluency: 3

In the aspect of sentence fluency, sentences are generally correct although a few may be lacking some key ingredients. When going through the passage, it's easy to read editing problems and see where the sentences logically begin and end. Although the use of linking devices was quite limited, Monsterrat introduced her cousin in a fluent way. She introduced her age, the intimate relationship between them, and the important role her cousin plays in her life. In the whole passage, the only connective words used are "since" and "well". So Monsterrat still needs to learn more skills to connect sentences and different parts of her writing passage.

4) Ideas:3

Readers can understand the ideas and opinions showed by the writer in the passage, but the ideas are broad and simplistic. For this topic—"introduce one of your best friends", it's usually not difficult for students to come up with large amount of details and life experience to support the ideas. But in this passage, Monsterrat just simply provided some basic information of her best friend. She had the intention of writing the important role her friend plays in her life. But the result was over general. For example, After writing "some awesome things that she has done to make for me is to trust me and never disappoint me", she didn't provide some convincing examples to support this idea. Maybe she still needs more support in elaborating on ideas and strengthen opinions in writing.

5) Organization:3

Since the length of the passage is short, Monstserrat's organization skills in writing has not been showed effectively. When reading this passage, it's easy to follow the logical line. But when focusing on the organization skills, it's hard to find some clear strategies of arranging the sequence of different ideas and getting the audience engaged. To better assess Monstserrat's skills of organization, it maybe necessary to ask her to write a longer passage consisted of more paragraphs. Then the conclusion on her organization skills can be more convincing.

6) Conventions:4

In this passage, Monstserrat showed reasonable control over standard writing conventions such as correct capitalization and spelling . But there were also some errors. The most remarkable problem was the mistakes in using periods and commas. For example, at the beginning of the passage, she wrote: “ One of my best friend is my cousin, We became friends since she grew up, I'm bigger than her, the difference in age are three years.” In this part, she used commas instead of periods to connect four separate sentences. So it's necessary to help her review the rules of end punctuations.

Conclusion

In the speaking part, Monstserrat's progress in this could be observed easily, especially in her weaker aspects such as vocabulary and grammar. In the writing part, although Monstserrat could make her general meanings conveyed, it's necessary for her to learn more basic skills and strategies of writing, which could not only benefit her general English leaning process but also build a found basis for her future career plans.

Part 5 Instructional recommendations & Assessment plan for the student

1. Instructional recommendations

- 1) Design more authentic and meaningful tasks for higher-order thinking in current ESL classes

When comparing Monstserrat's oral English language proficiency at the end of the semester with her proficiency at the beginning of the semester, we can see great progress. So the instructions in the ESL classroom indeed helped her efficiently in her English language learning process. In the current English language classroom that Monstserrat is in, the teacher—Cleatus always leveraged different methods to motivate student to use the new language knowledge they've learned in meaningful communications with their peers. In every 3-hour class period, she spends nearly two hour organizing different oral language practice tasks for students. The effectiveness of these tasks could be reflected from Monstserrat's great progress in oral English, especially in aspects of vocabulary and grammar, which she was quite weak at the beginning of the semester. In addition, as Monstserrat is moving toward higher level of English language proficiency in different aspects, it's necessary to provide her more meaningful and challenging tasks to motivate higher-order thinking in the process of English language use. In the last semester, since most students in Monstserrat's classroom are at a lower level of English language proficiency, Cleatus intentionally controle the difficulty and complexity level of the tasks so that most students could handle them. In my classroom observation, Monstserrat always finished most tasks earlier than other students. So maybe in next semester, we can provide her some individualized task which can help her do more challenging practice and strengthen her current English language proficiency. And when choosing tasks, we can focus more on aspects such as vocabulary and grammar, which she is still weak at.

2) Provide students more individualized support and materials in writing skill development

From the analysis of her writing work we can see that although Monstserrat has made great progress in oral English, both listening and speaking, she still had a lot of problems in writing, even when writing for simple daily topics. In the classes of ESL at Belmont, Monstserrat did both oral and writing practice. But the amount of oral practice was much higher than the amount of writing practice in general. Sometimes, students' practice of writing English served as a support for their oral English practice. But writing is important no matter for her daily communication and her personal plan for future. Writing practice could support her acquisition of vocabulary and grammar in general English language learning process as well.

To support Monstserrat 's writing ability development, it's important to provide her both reading materials as input and more writing exercises as output opportunities. In our interview about her English learning experience in this semester, Monstserrat also said that she hoped to get more reading materials to support her English language learning in next semester. When providing reading materials, we can increase the difficulty and complexity level gradually and included passages from different fields for different topics. This kind of reading materials can be benefit for her improvement in aspects of vocabulary and grammar. Large amount of high-quality input could naturally improve her quality of output. In addition to reading materials, more writing exercise is also necessary. We can provide five topics for her every week to choose from. She can focus on writing two passages about two different topics. Before writing, we can teach her the basic skills and strategies for planning, organizing, and reflection. And we can lead her to do reflections on her own writing works to find out progress and problems so that she can do

writing task more efficiently. Periodic writing task reflection and self-evaluation is also a good idea.

3) Build tighter connections between classroom instructions and students' out of class life

Most students in the Level 3 classroom of ESL at Belmont did little English language practice in their daily life. The 6-hour class time at ESL was the only time for them to have total English interactions. Although the teacher tried to provide them a lot of opportunities to practice using language knowledge in interactions with peers in classes, the low amount of English language use in their daily life still limited their learning efficiency. As for Monstserrat herself, she told me in the background interview that she had a lot of English speaking friends and her little sister and nephews who were born in America. And she also lives in a community the majority of which are native speakers. Her family and community are both valuable resources for her English learning. Currently, her family members still use Spanish at most of the time in their home communications. It can be helpful if we choose some tasks for Monstserrat which she could use to do together with her family members and friends. It's necessary to extend her classroom English learnings into her daily life in her family and community. And the characteristics of her family and community also meet the need of her language learning.

4) Help the student to build a bridge between her current English language learning and her future career plan

In the interview about her cultural and educational background, Monstserrat mentioned that she hoped to work as a translator between English and Spanish someday. This personal career objective can provide her a lot of motivation if we help her make the objective more accessible in practice. First of all, to achieve the plan of working as a translator, we can help her set the

long-term English learning objectives. Currently, the long-term objective may seem very hard and too demanding. So, it's necessary to break the final objectives into shorter-period objectives, then monthly objectives, objectives, and weekly unit objectives. By setting these objectives, we'll enable Monsterrat to see the work she is supposed to do to accomplish her personal career goal. This strategy can endow the student great motivation. And for adult learners, setting clear, challenging, and accessible goals can lead them to improve learning efficiency and choose more effective learning strategies and methods for themselves. Student-centered learning styles are always the most efficient learning styles.

2. Assessment plan

To better assess Monsterrat's English language learning effects in her future learning process, it's necessary to combine the main objectives of the ESL classes she takes with her personal objectives of working as a translator between English language and Spanish language. In the instructional recommendation part, I suggested to add more reading materials and writing tasks in her English language learning process. So in the aspect of assessment, it's also important to assess her abilities in different domains of English language. And since she has the intention to work as a translator, it's necessary to consider the standards of tests such as TOEFL and IELTS which she may need to take in the future as some kind of final objective of the assessment plan. As for the specific tools and forms of the assessments, I think it's helpful to combine dynamic informative assessments among everyday classroom activities and independent assessments for specific units and learning periods. Furthermore, the assessment should interact with classroom instructions and provide efficient information to help improve classroom instructions. In the classes that Monsterrat takes, a standardized text book is used and usually the teacher takes one week to finish one unit of the book. It's helpful to use tasks related to the topics of the units to

assess the student's language learning. And the students go to the ESL at Belmont only on Tuesday and Friday, part of the assessments need to be down online. So I make an assessment plan for the following semester (5 months) week by week.

First of all, I make the anecdotal records of the student's output and actions in classroom and the dialogue journal as a everyday tradition of the whole assessment project. Then, in the first two months, the assessments focus mainly on oral English and writing English related to the units students learn in the classroom. The last week of each month serves as a review and synthesis of the assessments of the previous weeks. The third month is a transitional month. In this month, I plan to gradually transfer from general informative assessments to IELTS style assessments.

Then, in the fourth and fifth months, more elements from IELTS will be added. The complexity and difficulty level of the fifth month is also a little higher than the fourth month.

	Week 1	Week 2	Week 3	Week 4
1 st month	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom</p> <p>Keep the dialogue journal everyday (free topics)</p>
	<p>Tuesday interview: an around-6 minute simple interview about the topic of the unit.</p> <p>Thursday interview: an around 8- minute interview about the topic of the unit (based on the reading materials and discussions in class)</p>	<p>Tuesday interview: an around-6 minute simple interview about the topic of the unit.</p> <p>Thursday interview: an around 8- minute interview about the topic of the unit (based on the reading materials and discussions in class)</p>	<p>Tuesday interview: an around-6 minute simple interview about the topic of the unit.</p> <p>Thursday interview: an around 8- minute interview about the topic of the unit (based on the reading materials and discussions in class)</p>	<p>Tuesday writing test: a 30- minute writing test about a new topic close to the topics in the units in this month.</p> <p>Thursday peer assessment: peer assessment on the Tuesday writing work;</p>

	<p>Friday online reflection& self-assessment: the teacher and Monstserrat reviewed the anecdotal notes, journals, and records of the interviews together and choose pieces to put in Monstserrat’s English learning portfolio.</p>	<p>Friday online reflection& self-assessment: the teacher and Monstserrat reviewed the anecdotal notes, journals, and records of the interviews together and choose pieces to put in Monstserrat’s English learning portfolio.</p>	<p>Friday online reflection& self-assessment: the teacher and Monstserrat reviewed the anecdotal notes, journals, and records of the interviews together and choose pieces to put in Monstserrat’s English learning portfolio.</p>	<p>Friday monthly self- assessment online: the teacher and Monstserrat go through the learning portfolio together, finding out the progress and problems and difficulties in learning.</p>
2 nd month	<p>Everyday assessment activities: anecdotal records of Monstserrat’s output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monstserrat’s output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monstserrat’s output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monstserrat’s output and actions in classroom</p> <p>Keep the dialogue journal everyday (free topics)</p>
	<p>Tuesday interview: an around-6 minute simple interview about the topic of the unit.</p> <p>Thursday interview: an around 8- minute interview about the topic of the unit (based on the reading materials and discussions in class)</p> <p>Friday online reflection& self-assessment: the teacher and Monstserrat reviewed the anecdotal notes, journals, and records of the interviews together and choose pieces to put in Monstserrat’s English learning portfolio.</p>	<p>Tuesday interview: an around-6 minute simple interview about the topic of the unit.</p> <p>Thursday interview: an around 8- minute interview about the topic of the unit (based on the reading materials and discussions in class)</p> <p>Friday online reflection& self-assessment: the teacher and Monstserrat reviewed the anecdotal notes, journals, and records of the interviews together and choose pieces to put in Monstserrat’s English learning portfolio.</p>	<p>Tuesday interview: an around-6 minute simple interview about the topic of the unit.</p> <p>Thursday interview: an around 8- minute interview about the topic of the unit (based on the reading materials and discussions in class)</p> <p>Friday online reflection& self-assessment: the teacher and Monstserrat reviewed the anecdotal notes, journals, and records of the interviews together and choose pieces to put in Monstserrat’s English learning portfolio.</p>	<p>Tuesday writing test:</p> <p>a 30- minute writing test about a new topic close to the topics in the units in this month.</p> <p>Thursday peer assessment: peer assessment on the Tuesday writing work;</p> <p>Friday monthly self- assessment online: the teacher and Monstserrat go through the learning portfolio together, finding out the progress and problems and difficulties in learning.</p>
	<p>Everyday assessment activities: anecdotal</p>	<p>Everyday assessment activities: anecdotal</p>	<p>Everyday assessment activities: anecdotal</p>	<p>Everyday assessment activities:</p>

3 rd month	<p>records of Monstserrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>records of Monstserrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>records of Monstserrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>anecdotal records of Monstserrat's output and actions in classroom</p> <p>Keep the dialogue journal everyday (free topics)</p>
	<p>Tuesday reading assessment: finish reading passage related the topic of the unit of this week and tasks on the passage (main idea conclusion; guess meaning of words from the text, etc).</p> <p>Thursday writing assessment: finish a writing passage in 30-minutes (topic is related to the reading material on Tuesday).</p>	<p>Tuesday reading assessment: finish reading passage related the topic of the unit of this week and tasks on the passage (main idea conclusion; guess meaning of words from the text, etc).</p> <p>Thursday writing assessment: finish a writing passage in 30-minutes (topic is related to the reading material on Tuesday).</p>	<p>Tuesday reading assessment: finish reading passage related the topic of the unit of this week and tasks on the passage (main idea conclusion; guess meaning of words from the text, etc).</p> <p>Thursday writing assessment: finish a writing passage in 30-minutes (topic is related to the reading material on Tuesday).</p>	<p>Tuesday writing conference:</p> <p>The teacher and Monstserrat Review the three writing passages of this month together and provide both teacher-assessment and self-assessment.</p> <p>Thursday writing conference:</p> <p>The teacher and Monstserrat review the writing pieces in her portfolio together.</p> <p>And introduce the task 2 writing of IELTS (independent argument writing) to Monstserrat.</p>
4 th month	<p>Everyday assessment activities: anecdotal records of Monstserrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monstserrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monstserrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monstserrat's output and actions in classroom</p> <p>Keep the dialogue journal everyday (free topics)</p>
	<p>Tuesday speaking assessment: speaking tasks from IELTS part 1 (general daily themes)</p>	<p>Tuesday speaking assessment: speaking tasks from IELTS part 1 (general daily themes)</p>	<p>Tuesday speaking assessment: speaking tasks from IELTS part 1 (general daily themes)</p>	<p>Monthly writing conference:</p> <p>The teacher and Monstserrat reviewed he writing works of this</p>

	<p>Thursday writing assessment: finish a writing ask from task 3 writings of IELTS (no time limit).</p>	<p>Thursday writing assessment: finish a writing ask from task 3 writings of IELTS (no time limit).</p>	<p>Thursday writing assessment: finish a writing ask from task 3 writings of IELTS (no time limit).</p>	<p>month together according to the writing rubric of IELTS.</p>
5 th month	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom;</p> <p>Keep the dialogue journal everyday (free topics)</p>	<p>Everyday assessment activities: anecdotal records of Monsterrat's output and actions in classroom</p> <p>Keep the dialogue journal everyday (free topics)</p>
	<p>Tuesday reading assessment: reading tasks from the IELTS (lower difficulty level ones)</p> <p>Thursday writing assessment: finish a writing ask from task 3 writings of IELTS (30-minute time limit).</p> <p>Friday conference online: The teacher and the student have a conference online about the reading passage on Tuesday and the Writing passage on Thursday.</p>	<p>Tuesday reading assessment: reading tasks from the IELTS (lower difficulty level ones)</p> <p>Thursday writing assessment: finish a writing ask from task 3 writings of IELTS (30-minute time limit).</p> <p>Friday conference online: The teacher and the student have a conference online about the reading passage on Tuesday and the Writing passage on Thursday.</p>	<p>Tuesday reading assessment: reading tasks from the IELTS (lower difficulty level ones)</p> <p>Thursday writing assessment: finish a writing ask from task 3 writings of IELTS (30-minute time limit).</p> <p>Friday conference online: The teacher and the student have a conference online about the reading passage on Tuesday and the Writing passage on Thursday.</p>	<p>Mini IELTS try:</p> <p>Choose speaking, reading, listening, and writing tasks (the kinds used in this semester) from the IELTS tasks, put them together and have a mini- IELTS test in setting time.</p>

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Appendix 1 Home language survey

Adapted edition of international student registration center office of English learners of metro
Nashville public schools

Home language survey

Student name: *Montserrat Alamillo*

Date:

1. What is the first language you learned to speak? *Spanish*
2. What language do you speak most often outside of school? *Spanish*
3. What language(s) do people usually speak in your home? *Spanish and English*
4. What language(s) do you speak with your parents? *Spanish*
5. What language(s) do you speak with other family members (siblings, nephews...)? *English and Spanish*
6. In what city and country were you born? *Mexico City*
7. If you attended school outside of the U.S.,
 - a. Where did you attend? *In Mexico City.*
 - b. What year did you start? *When I was 7 year old*
 - c. How many days per week? *4 to five*
 - d. How many hours per day? *6 to 7*
 - e. Were there any interruptions in your education? If so, please describe. *Age 13, I went to the U.S and I didn't go*
8. What date/year did you enter the U.S? *13 years old*
9. If you ever attended a U.S school, what time did you start and end? *middle and high school to school for two years.*
10. How often do you read and write in English? Please check one:

100%	75%	50%	<input checked="" type="radio"/> 25%	0%
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11. How often do you speak in English?

100%	75%	<input checked="" type="radio"/> 50%	25%	0%
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Appendix 2

Test 1 Picture Vocabulary

Basel: 6 lowest-numbered items correct
Ceiling: 6 highest-numbered items failed

Score 1, 0

First	Last
A	ball
B	cat

- 1 fork
- 2 flower
- 3 puppy
- 4 horse
- 5 baby
- 6 stove
- 7 soup
- 8 telephone
- 9 fish
- 10 ball
- 11 scissors
- 12 banana
- 13 bicycle
- 14 star
- 15 shoe
- 16 spoon
- 17 key
- 18 parrot
- 19 helicopter
- 20 padlock
- 21 grasshopper
- 22 octopus
- 23 doorknob
- 24 light switch
- 25 waterfall
- 26 magnet
- 27 faucet
- 28 globe
- 29 igloo
- 30 theater
- 31 pyramid
- 32 panning gold
- 33 stagecoach
- 34 hinges
- 35 press
- 36 stethoscope
- 37 llama
- 38 thermostat
- 39 vise
- 40 tourniquet
- 41 sphinx
- 42 pendulum
- 43 loom
- 44 candelabra
- 45 toga
- 46 yoke
- 47 turnstile
- 48 epitaph

Number Correct: 25

Test 1 Picture Vocabulary Scoring Table

Counts show for the Number Correct

Number Correct	W	SEM (W)	AE	GF
0	237	13	<2.0	<K.0
1	364	10	<2.0	<K.0
2	371	7	<2.0	<K.0
3	375	5	<2.0	<K.0
4	381	5	<2.0	<K.0
5	384	6	<2.0	<K.0
6	388	6	<2.0	<K.0
7	392	8	2.1	<K.0
8	395	8	2.1	<K.0
9	399	8	2.2	<K.0
10	404	6	2.3	<K.0
11	408	7	2.4	<K.0
12	413	7	2.5	<K.0
13	419	7	2.7	<K.0
14	424	7	2.8	<K.0
15	430	7	2.10	<K.0
16	435	7	3.0	<K.0
17	440	7	3.7	<K.0
18	445	7	3.5	<K.0
19	451	7	3.8	<K.0
20	456	7	3.11	<K.0
21	460	6	4.3	<K.0
22	464	6	4.8	<K.0
23	468	6	5.2	K.1
24	472	6	5.8	K.5
25	476	6	6.4	1.0
26	480	6	6.9	1.4
27	483	6	7.5	1.9
28	487	6	8.1	2.5
29	491	6	8.8	3.0
30	494	6	9.4	3.7
31	498	6	10.1	4.4
32	503	6	10.9	5.1
33	507	6	11.7	6.0
34	511	6	12.5	6.8
35	515	6	13.3	7.8
36	519	6	14.2	8.7
37	522	6	15.2	9.8
38	525	6	16.2	10.9
39	529	6	17.2	12.0
40	533	5	18	13.3
41	535	5	20	15.1
42	539	5	22	16.3
43	542	5	25	17.7
44	545	5	30	>18.0
45	548	5	35	>19.0
46	551	5	40	>19.0
47	554	5	45	>19.0
48	558	5	50	>19.0
>48	561	5	>51	>19.0

Test 2 Verbal Analogy

Basel: 6 lowest-numbered items correct
Ceiling: 6 highest-numbered items failed

Score 1, 0

First	Last
A	swims
B	brother
C	four
D	out

- 1 rest
- 2 cat
- 3 down
- 4 slow
- 5 green
- 6 grandfather
- 7 glass
- 8 road
- 9 grass
- 10 stop
- 11 wrist
- 12 smile
- 13 puppy
- 14 40
- 15 wire
- 16 paper
- 17 animal
- 18 player
- 19 teeth
- 20 crawl
- 21 plane
- 22 words
- 23 broom
- 24 elbow
- 25 block
- 26 blow
- 27 sound
- 28 out
- 29 pants
- 30 criminal
- 31 diameter
- 32 historic
- 33 cube
- 34 people
- 35 tank

Number Correct: 15

Appendix 3

Test 2 Verbal Analogies

Scoring Table

Decide row for the Number Correct.

Number Correct	W	SEM (W)	AE	CE
0	438	10	43-1	4K-0
1	415	10	3-8	4K-0
2	453	7	4-0	4K-0
3	458	8	5-4	4K-0
4	482	6	5-10	4K-4
5	483	6	6-2	4K-7
6	460	8	6-5	1-0
7	472	3	6-9	1-3
8	478	5	7-0	1-6
9	479	5	7-2	1-9
10	492	5	7-8	2-3
11	485	5	7-11	2-7
12	486	5	8-4	3-1
13	492	5	8-8	3-6
14	488	6	9-1	4-1
15	498	5	9-9	4-7
16	501	6	10-3	5-2
17	504	6	11-1	6-2
18	507	6	12-0	7-1
19	510	6	13-0	8-2
20	513	6	13-0	9-6
21	515	6	16-0	11-0
22	518	6	17-2	12-0
23	521	6	18-3	15-6
24	523	6	19	18-1
25	526	6	22	17-4
>25	529	5	>22	>18-0

Test 3 Letter-Word Identification

Basic: 6 lowest-numbered items correct
 Ceiling: 6 highest-numbered items failed

Score 1, 0

First Test	Last Test	Item
A	house	house
K	chair	chair
book	book	book
dog	dog	dog
cat	cat	cat
O		
S		
A		
2		
G		
D		
m		
h		
l		
to		
in		
dog		
as		
get		
was		
his		
when		
fixed		
must		
about		
part		
knew		
because		
tester		
whole		
shoulder		
island		
correctly		
since		
personal		
experiment		
distance		
bounties		
process		
cautious		
moustache		
cologne		
hesitating		
masculine		
sufficient		
domesticated		
preyed		
therapeutic		
significance		
bourgeois		
apparatus		
diacritical		
debutante		
trivialities		

Test 3 Letter-Word Identification

Scoring Table

Decide row for the Number Correct.

Number Correct	W	SEM (W)	AE	CE
0	288	14	42-9	4K-0
1	285	10	3-0	4K-0
2	304	8	3-8	4K-0
3	311	7	4-0	4K-0
4	318	7	4-0	4K-0
5	322	7	4-0	4K-0
6	327	7	4-0	4K-0
7	331	7	4-1	4K-0
8	338	7	5-1	4K-1
9	341	7	5-0	4K-2
10	348	7	5-6	4K-3
11	352	6	5-7	4K-4
12	359	6	5-8	4K-5
13	367	6	5-9	4K-6
14	375	6	5-9	4K-6
15	383	6	6-4	4K-7
16	389	7	6-5	4K-7
17	395	7	6-7	4K-7
18	400	7	6-2	4K-7
19	408	7	6-9	4K-7
20	411	7	6-10	4K-7
21	418	7	7-0	4K-7
22	421	7	7-4	4K-7
23	426	7	7-2	4K-7
24	430	6	7-3	4K-7
25	435	6	7-4	4K-7
26	440	6	7-5	4K-7
27	444	6	7-6	4K-7
28	449	6	7-7	4K-7
29	453	6	7-8	4K-7
30	458	6	7-10	4K-7
31	462	6	7-11	4K-7
32	468	6	8-1	4K-7
33	469	6	8-2	4K-7
34	472	6	8-3	4K-7
35	477	6	8-5	4K-7
36	481	6	8-7	4K-7
37	485	6	8-9	4K-7
38	489	6	9-0	4K-7
39	493	6	9-3	4K-7
40	497	6	9-7	4K-7
41	501	6	9-11	4K-7
42	505	6	10-4	4K-7
43	509	6	10-9	4K-7
44	513	6	11-2	4K-7
45	518	6	11-8	4K-7
46	520	6	12-1	4K-7
47	524	6	12-7	4K-7
48	527	6	13-1	4K-7
49	531	6	13-9	4K-7
50	536	6	14-5	4K-7
51	541	7	15-3	4K-7
52	546	7	16-8	4K-7
53	552	6	18-4	4K-7
54	559	6	19	4K-7
>54	568	10	>22	>18-0

Appendix 4

Test 4 Dictation (continued)

7. _____

8. _____

9. H R D

10. S F y

11. c h i

12. The dog is big.

13. I

14. He

15. six

16. green

17. house

18. !

19. One man, two men

20. table

21. tall, taller, tallest

22. One tooth, two teeth

23. I'll Don't

24. One dress, two dresses

25. walked

26. _____

27. One child, two children

28. comb

29. purchase

30. garage

31. elegant, more elegant, _____

32. Day town

33. One knife, two knives

34. bought Otiao

35. front street

36. Dear Mr. Smith :

37. French

38. One ox, two oxen

39. annualing

40. fiftyone

41. etc

42. The foxes' den. foxes'

43. accepted

44. embarras

45. arrogants

46. nings

47. One crisis, two crises

48. ominifesent

49. _____

50. _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

STOP

Appendix 5

Test 4 Dictation

1-10: 5 lowest-numbered items correct
11-20: 5 highest-numbered items correct

Score 1-10

- 1 _____ mark
- 2 _____ scribble
- 3 _____ line
- 4 _____ circle
- 5 _____ Z
- 6 _____ E

- 7 (S) _____ O
- 8 (S) _____ X

- 9 (P) _____ D
- 10 (P) _____ Y
- 11 (P) _____ i
- 12 (P) _____ . (period)

- 13 (S) he
- 14 (S) he
- 15 (S) ax
- 16 (S) green

- 17 (S) house
- 18 (P) _____ i
- 19 (U) men
- 20 (S) table

- 21 (U) tallest
- 22 (U) teeth
- 23 (S) don't
- 24 (S) dresses

- 25 (S) walked
- 26 (S) it's
- 27 (U) children
- 28 (S) comb

- 29 (S) purchase
- 30 (S) garage
- 31 (U) most elegant
- 32 (P) Dayton, Ohio

- 33 (U) knives
- 34 (S) cough
- 35 (P) Front Street
- 36 (P) Smith,

- 37 (P) French
- 38 (U) oxen
- 39 (S) annually
- 40 (S) fifty-one

- 41 (S) etc.
- 42 (P) foxes'
- 43 (S) accept
- 44 (S) embarrassed

- 45 (S) arrogance
- 46 (P) night's
- 47 (U) crises
- 48 (S) omniscient

- 49 (S) _____ per se
- 50 (S) _____ bizarre
- 51 (S) _____ inflammation
- 52 (S) _____ camaraderie

- 53 (U) _____ oases
- 54 (S) _____ crevasse
- 55 (S) _____ soliloquy
- 56 (S) _____ millenniums

30 Number Correct

Test 4 Dictation Scoring Table

Search for the Number Correct

Number Correct	W	SEM (W)	AF	GF
0	774	15	<2-0	<K-0
1	551	13	2-2	<K-0
2	327	17	2-3	<K-0
3	359	12	3-2	<K-0
4	242	11	3-7	<K-0
5	351	10	3-11	<K-0
6	360	11	4-4	<K-0
7	381	12	4-10	<K-0
8	597	12	5-4	K-2
9	429	9	5-8	K-4
10	417	8	6-1	K-5
11	420	8	6-3	K-7
12	429	7	6-5	K-8
13	435	7	6-8	1-0
14	442	7	6-10	1-2
15	447	7	7-1	1-3
16	452	7	7-3	1-5
17	457	8	7-5	1-7
18	462	8	7-6	1-9
19	465	9	7-8	2-1
20	469	9	7-9	2-3
21	472	9	7-10	2-5
22	475	9	8-0	2-6
23	479	9	8-1	2-8
24	481	9	8-3	2-9
25	484	9	8-4	3-0
26	485	9	8-5	3-2
27	489	9	8-8	3-7
28	492	9	8-10	3-9
29	493	9	9-0	4-2
30	495	9	9-3	4-5
31	500	9	9-6	4-9
32	501	9	9-11	5-1
33	504	9	10-0	5-2
34	508	9	11-3	5-5
35	511	9	12-0	5-9
36	514	9	12-9	6-7
37	516	9	13-8	7-3
38	519	9	14-2	7-9
39	522	9	14-11	8-7
40	525	9	15-8	8-8
41	529	9	16-3	10-8
42	531	9	17-2	12-6
43	535	9	18-0	12-9
44	538	9	18-10	13-0
45	541	9	19	13-1
46	545	9	20	14-1
47	548	9	>22	15-2
48	552	9	>22	16-8
49	555	9	>22	>18-0

Appendix 6

1. write a short passage to introduce one of your best friends. (his/ her personalities and characteristics, how you two became friends, some impressive things she/he did...)

One of my best friends is my cousin. We became friends since she grew up. I'm bigger than her. The difference in age are three years. Since I remember she has been there for me and I for her in the good and bad times. Well, almost all the time because we stopped talking for a while about problems in the family. Some awesome things that she has done to make for me is to trust me and never disappoint me.

Appendix 7

E. Expository or persuasive writing leaves the reader with a sense of why the writer chose these ideas.

4 The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.

Voice

A. The writing communicates in an earnest, pleasing manner.

B. Only one or two moments here or there surprise, delight, or move the reader.

C. The writer seems aware of an audience but weighs ideas carefully and discards personal insights in favor of safe generalities.

D. Narrative writing seems sincere, but not consistent; explications or summaries weaken the writer's engagement with the topic to build credibility.

E. The writer's willingness to share his/her point of view may emerge strongly in some places, but is often obscured behind vague generalities.

3 The language is interpretable but without any energy. A little interpretation is needed to understand some parts.

Word Choice

A. Words are mostly adequate but add no flavor to the piece.

B. Simple words are all that are attempted and they may be so general they distract from the meaning. The verbs lack any pizzazz.

C. Few attempts are made at colorful or figurative language and even those work only at a limited level. Although most of the parts of speech can be identified in the sentence, some misuse is confusing to the reader.

D. The words feel like rote response and reflect a lack of craftsmanship.

E. The reader gets meaning from the words in only the most general way.

2 So many places are flawed that meaning is often impaired. Wrong words are used and the

3 Technically correct sentences tend to create a sing-song pattern or lull the reader to sleep. Nothing in the sentences creates a sense of fluidity.

Sentence Fluency

A. Sentences are generally correct although a few may be lacking some key ingredients.

B. You can read through the editing problems in this piece and see where the sentences logically begin and end.

C. There is a reliance on patterned sentence beginnings, however, a few sentences break out.

D. Only a very few and very simple connectives lead the reader from sentence to sentence.

E. You can read this aloud - after a few tries.

3 The reader can understand the main ideas although they may be broad or simplistic.

Ideas

A. The topic is becoming clear, however because it is so broad or lacks specific focus, the reader often must infer to get the overall message.

B. Support is sporadic.

C. A general sense of the idea is present though not enhanced by significant details.

D. A heavy reliance on "telling", not "showing" examples.

E. The reader is left with many questions due to lack of specific information.

F. The writer has not yet focused the topic past the obvious.

3 The organization is somewhat problematic and slows the reader's ability to engage in the text.

Organization

A. Either the intro or conclusion or both are cliché or just leave you wanting a lot more.

B. Transitions, when present, are repetitive or misleading.

C. The structure has taken over so completely it dominates the ideas. The sequencing is painfully obvious.

D. The writer lets one part of the piece dominate and loses control over the pacing.

E. There is just a passing glimmer of how the title (if treated) was selected for this piece.

F. The organization of the piece begins to distract from the content.

4 The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.

Conventions

A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.

B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong.

C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.

D. Paragraphing is attempted but may run together or begin in the wrong place.

E. Problems with grammar or usage are not serious enough to distract meaning but may not be correct or accurately applied all of the time.

F. Moderate (a little of this, a little of that) editing would be required to polish the text for publication.

Artifact E: Local literacy project report, laws and policy paper, and school investigation report

Community Literacy Project

Nashville Chinese Baptist Church is a religious organization consisted of Chinese immigrants in Nashville city who believe in the Christian. I myself knew the church from the activity of “Meeting New Friends in Nashville 2016” in September. The Chinese immigrants in the church bought furniture and other household stuffs to deliver to Chinese students who have just arrived in Nashville. In the activity, before picking the furniture, the members of the church and we new students had little talks with each other, learned about the history of the church and ate diner together.

In the activity I knew that the weekly fellowship of the church is held at every Friday night from 6:30 pm to 9:00 pm in Nashville Belmont United Methodist Church. To learn more about the Chinese immigrant community in Nashville from the church, I participated in the fellowship on July 16th with my friends and had an interview with three members of the church —— Andrew Siao (Chinese name Zheng Siao), Siao’s wife Yiwen Jia and Michael Xu.

The activities and literacies in the church


At 6:00 pm on Friday, participants of the weekly fellowship gradually gathered together in a Bible study room of the Belmont church. Among the participants, there are some Chinese immigrants who work in Nashville, some retired couples and young students from the nearby universities such as Vanderbilt and Belmont. Before the beginning of the activities, people talked casually with each other about things happened in the past weekdays. Most of them have joined in the activities of the Chinese Baptist Church for a long period of time, so they are quite familiar with each other. I had a small talk with a young lady named Shasha. She is from Taiwan and has been in American for about a one year. Shasha told me that she moved to America because her husband was in a PhD program here. She has already got a driver license and has adapted to the American life well. However, she still feels stressful with the English language. She said that what troubled her most was the vocabularies. She still needs to look up words sometimes when going shopping in town. Since most of the people in her social circle are Chinese immigrants, the lack of English language proficiency doesn’t influence her daily life seriously. But is eager to

develop her oral English ability which can make her bring a lot of convenience to her daily life. So she took English speaking classes on Wednesdays and Fridays at the English Language Center of Vanderbilt University. Besides, she also used apps such “百词斩”(cut the words) which was designed by a company from China to help Chinese English learners’ acquisition of English vocabularies. Shasha also believed that her ability of oral English would gradually developed as she lived here longer and kept immersed in the English language dominant environment.

Then, at 6:30 pm, all the participants of the weekly fellowship shared their homemade food together. They cooked delicious Chinese foods at home previously and took them to the church. Since it was the day after Mid-autumn, a traditional Chinese festival, someone took delicious and beautiful moon cakes to the church. After the dinner, all the people sat together in a circle. They sang songs for the God with the accompany of guitar music, introduced the new members and shared their own experience about blessings from the God. Since all the participants’ mother language was Mandarin, they all talked in Mandarin all the time in the church.

After that, all the participants were divided into two groups and studied the chapters in the Bible. I participated in one group of the newer members and observed the activities in the group. The group read the second chapter of the Gospel of Luke together. Mr Siao, the leader of the group, used a map of Israel to lead all the member learning about he cities mentioned in the chapter. After that, all the members even acted out the plot of the chapter and videoed it.

I also got some bilingual brochures and sheets in the activities of the church. Here are two examples(on next page). The left one is a brochure that the church give to people who are new here. The brochure is totally in Chinese and it invited new Chinese immigrant to join and feel like home here. It invited people to learn the Bible together. The one on the right is a chart that all the people used in an activity and the items were bilingual but all the participants were free to fill it in any language as they like. Most people used Chinese.



NCBC
...这就是
永生 神的教会、
真理的柱石和根基。

纳城华人基督教福音会
Nashville Chinese Baptist Church

我们欢迎您

成人主日学
周日 10:00am - 10:50am

主日崇拜 / 青少年团契 / 儿童主日学
周日 9:00am - 10:00am

祷告会
周二 7:00pm - 8:00pm

联络牧师
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107 Lyle Lane, Nashville, TN 37210
http://NashvilleCBC.com

2016 相逢在“纳”时
Meeting New Friends in Nashville 2016

类别 Category	名字 Name	来自何处 Hometown	系别/工作 Major/Job	母校 Alma Mater	爱好 Hobbies	与我的共同点 One thing in common
今年新生 New students	Xinjie Zhang	Beijing	IEPM	OSU	movie	We both love music
	Mingjia Yi	Wuhan	EE	武汉理工	看电视	都喜欢
在校老生 Current students	李洋明	辽宁	CS	厦大	麻将	都喜欢
	李健	山西	CS	中科大	历史	吃
不是学生 Not a student	王涛	浙江	CEC	石交	篮球	吃
	赵东言	银川	MBA	1外	麻将	吃
更多 Overflow	张市爽	福州	金融	武汉大学	麻将	都喜欢
	张健健	北京	金融	北大医学部	麻将	都喜欢
	陈新年	湖北		武大	Wednesdays 15:30-17:00	都喜欢
	魏斯	Tennessee	Banking	人夫		
	吴新	上海	EE	华东师大	唱歌	吃!
	石海霞	武汉	畜牧	农大	吃	吃!

游戏规则: 尽量深入认识新朋友, 至少每类别两位, 越多越好, 表格不够还有。

JM
和怡昕
天津
天津
EE
天津
吃辣

Interview the people in the church

After the ending of the weekly fellowship activities, my friends and I started the interview with Andrew Siao (Chinese name Zheng Siao), Siao's wife Yiwen Jia and Michael Xu. In the interview, not only did we learn the history of the church but we also learned a lot about the English language acquisition and American culture adaptation of Siao's son and Michael.

History Of the Church

The church was developed from a Bible class in Belmont Height Baptist Church. The Bible class was started in 1982 and developed quickly as an increasing number of Chinese immigrant joined in. In April 1994, the Chinese Baptist Church became independent, got financial support from the Chinese immigrants and bought its own church building in 2006 at 107 Lyle Lane. Mr Siao told me that there are about 100 to 110 Christians in the church, most of whom are from the Mandarin dominant regions. There are also several members from countries near China such as Laos and Vietnam. The majority of the members are at age above 40 and come to the church with their family members. Most of them have been well educated, having obtained their bachelor, master or PhD Degrees in American Universities. Some students in the Universities such as Vanderbilt and Belmont also join the church.

Children's English Language Adaptation Processes In the Community

When we asked about the language habits of the children in the church. Xiao told me that most children speaks English at most time of there daily life. They only use some simple

sentence structures of Mandarin when communicating with their family members. Some times, they mixed English vocabularies in their oral English expressions. For example, Siao's sons usually say sentence like :“我们去 supermarket 吧？”(Let's go to the supermarket.”) The kids learned some simple daily oral expressions of Mandarin from their parents and use them naturally in their daily life. But their vocabulary accumulation of Mandarin was limited so that they often use Mandarin expressions with English vocabularies in them. Some of the children immigrated to America at the age above 5, when they have already been fluent in Mandarin. But as they grew up and used a decreasing amount of Mandarin in their daily life, their Mandarin language proficiency gradually weakened. Some children went to Chinese classes on weekends, but the effects were limited since they usually didn't have enough time to allot to Chinese study during the weekdays. Siao said that he remembered maybe only two or three children were quite good at Mandarin since their parents valued the mother language and devoted their kids' mother language learning. This pattern was the same as what I've learned in class “In the journey toward bilingualism, one language will dominate another.”(EDUC 6530 Class PPT September 2en)



Besides, when we asked about the adaptation process to American culture and English language of the children in his community, Mr Siao's response was quite delighted and interesting, showing some similarities as well as some contradictions with the patterns and theories that I've learned in reading materials and in classes.

Mr Siao's elder son's experience was typical among the children in the Nashville Chinese immigrant community. Siao's son arrived in America and entered a public school at the age of 8 with his family. Before coming to America, he had already took some English classes in his primary school. When we asked about the boy's feelings about school., Mr Siao's response was quite different from what we had imagined.” I asked him how he felt about the school at the ending of the first day. He replied me with great pleasure:” The new school is great! Much better than my school in Taiwan!” To our surprise, the boy didn't struggled in the new environment at

all! Though he felt nervous at the beginning of the first day in school and even vomited, he enjoyed the rest part of the whole day and got along well with his new classmates. The first school day experience of Yiwen's daughter who arrived in America at the age of 6 and entered a private school was also filled with pleasure. In fact, Siao told me that he remembered nearly all the children in his community adapted to the English language smoothly and quickly. This pattern was quite different from the pattern that Krashen's Input Hypothesis (Krashen 1981) suggests. It suggested that most second language learners go through a silent period before getting used to a new language environment. However, from the interview I knew that most children in the Chinese immigrant community adapted to the new language environment rapidly without any silent period. This contradiction motivated me to talk with Siao more about the reasons for the children's efficient adaptation process and try to relate them to the design of class for more immigrant children. And I found that the children's experience was a great evidence to support the principles of Norton's Sociocultural Perspectives about second language acquisition (Norton, 2001).

Inspiration for teaching immigrant children

First of all, the family environment of the Chinese immigrant children are quite beneficial for adapting the new environment. Siao told me that most parents of the kid were well educated. Some of them got their higher education degrees in America and brought their children here just like Siao did while some others gave birth to the children in America. Besides, there is a tradition of emphasizing the education for kids in Chinese families. So the parents always spend a lot of time choosing a good school for the kids. Chinese immigrant parents usually choose the magnet schools which are equipped with the best staff at the inner city of Nashville for their kids, including Hume-fogg and MLK. The families' devotion to education absolutely contributed to the kids' language acquisition. It reminds me that when we try to help students develop their language ability and academic performance, it's of great importance to educate the parents as well. We should provide enough accesses for immigrant parents to the information of schools in town so that they can choose one that meets the need of their kids mostly.

Besides, the school environment also plays an important role in the adaptation process of the kids. Siao told us that most students in his son's school were native English speakers so that the boy was totally immersed in an English speaking environment throughout his schooldays. He

talked with his teaches and friends in English every day. As Norton suggested, language is a cultural tool and Language learning is a social process that is impacted by our interactions with others.(Norton ,2001)To help the immigrant children adapt to the English language environment, maybe it is better to scatter the kids in classes full of native speakers than to put them in classes full of students in the similar language situation as they do. And I also leaned a good activity from the church to provide opportunities for the new immigrant students to interact with the native speakers.

2016 相逢在“纳”时
Meeting New Friends in Nashville 2016

类别 Category	名字 Name	来自何处 Hometown	系别/工作 Major/Job	母校 Alma Mater	爱好 Hobbies	与我的共同点 One thing in common
今年新生 New students	Xiang Zhang	Bajag	IEPM	OSU	movie	We both love movie
	Mengya Yi 李洋呢	Wuhan 武汉	ELL CS	武汉理工 厦大	看电视 麻将	都喜欢 看电影
在校老生 Current students	董健	山西	CS	中科大	历史	吃
	王培 王培	浙江 浙江	CEC	百文	篮球	吃
不是学生 Not a student	黎雨爽	福州	教培			我们聊过时间
	陈新平	湖北	武大	北大医学部	篮球	都喜欢
更多 Overflow	Wu Tennessee Banker			人大		
	姜妍	上海	ELL	华东师大	唱歌	吃!

游戏规则：尽量深入认识新朋友，至少每类别两位，越多越好，表格不够还有。

Joy 杨帆 天津 EE 1 天津港 唱歌

This is a chart that the church gave to all the new participants in an activity this September. The items in the chart are bilingual. All the participants need to exchange their charts with other people in the church so that they could have different people fill the their chart. To finish the task, all the participants needed to talk with different kinds of people in the church. In class, we could change the beginning of the lines to different items such as the areas that the students current live at. Then, we could encourage all the students to start the similar process. During this process, the children will interact with each other and practice oral English a lot.

Siao also talked about he activities of his son’s school. He was frequently invited to the teacher-parent conferences. Through those conferences, the teachers communicated with Siao about his son’s performance in class and at home. Not only did such conferences helped the

teachers learn more about the cultural background and hobbies of students from their parents, but it also enable the parents to get efficient advice from teachers so that they could help their kid more scientifically. “ The school also organized career days which provide kid with accesses to their parents’ work places. A student’s father was a fire fighter, so Siao’s son class once visited the fire department together. These kind of activities were great opportunities for kids to learn language in various kinds of social context. Such practices are also supported by Norton’s sociocultural perspectives of second language acquisition which emphasizes the necessity “develop the language skills that allow full participation in the community of speakers”.(Norton ,2001)

Conclusion

In this investigation, I observed the literacies through the activities of the Chinese immigrant church and learned a lot of information about the Chinese immigrant kids’ adaptation to the English language environment. The literacies such as the chart used in the church activity could also be used in class efficiently. Besides, from the story of Siao’s son, we learn that teachers can have a deeper insight into the students’ performance and language acquisition situation and create activities for students to practice language by cooperating with parents. The English language acquisition process of the Chinese immigrant children is great support for Norton’s perspectives which advocates that “teachers should aim foster multiple opportunities for students to work collaboratively, allowing for language to be used as a tool for generating understanding. “ (Norton, 2001) Furthermore, “Familiarity with the documents and other literate forms within the students’ communities allows teachers to learn more about their social, political ,economical and cultural realities”.(and the It’s of great importance to learn more about the students’ communities and families.”(Jiménez.R&Smith.P&Teague.P,2009) From the community literacy investigation, I learned a lot of special phenomenons in the Chinese immigrant kids’ English language acquisition which are quite different from those of the other immigrant children that I learned from the readings. For teachers who want to teach this kind of immigrant children, it’s of great importance to learn from their community literacy so that they can find out these special phenomenons and leverage more scientific methods in classes for these kids.

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Identify historical, political, and legal implications for ELL Education

Major Historical Trends of Federal and State Laws and Policies

When looking back on the historical laws and policies of English Language Education in the U.S, it's easy to notice that the laws and policies are always related tightly with the political background, economic situation, immigrant population structure and other kind of elements. Therefore laws and policies continue changing overtime(Appendix A & Appendix B).

Around the time of U.S nation building, the country was full of speakers of different languages and the use of different languages was also necessary for individuals and national services. Naturally, multilingualism was the mainstream and there was no formal language policy. Language use was just depended on individual choice. Then from the late 19th century, industrialization and urbanization led to the increasing amount and structure changes of immigrants. World War 1 also drew the public concerns upon the nation identity and as a result policies focused more on assimilation. There were several laws that restricted the number of immigrants . In this period, other languages were totally prohibited in schools and segregated schools were established. During this period, the pluralist views also existed, but the influence was quite limited. After the Wold War 2, there was a return to bilingualism since people realized the importance of knowing other languages during World War 2. Laws and policies in this period worked a lot to create an equal status for the non-native English speakers and managed to provide special support for them. The Brown v. Board of Education(1954) ensured the equal education opportunities for minority groups. The Bilingual Education Act and its re-authorization began to fund bilingual programs which helped the immigrant students' acquisition of English language. In addition, Native American Language Act(1990) protected minority groups' right to use their own languages. Other laws including Lau v. Nichols(1974) and Plyer v. Doe focused on providing access to education for immigrant children and offering more support to make up their language

disadvantages. In my opinion, policies of this period were the most scientific and efficient. However, in recent years, the trend of monolingualism gradually grows. Policies and programs such as NCLB pushed students to learn English to meet the standard of AYP and the AMAQs. Consequently, the linguistic and cultural diversity of the students are paid little attention in school. (Ester J. de Jong, 2009)

Impact on ELL Education

Among all these laws and policies, I think the ones in the 1986~2000 period were most scientific and therefore improved the quality of immigrant students' English Language acquisition and American culture adaptation most efficiently.

On one hand, laws such as Plyer v. Doe(1982) protected the immigrant students' basic right to be equally educated, no matter whether they were legal or illegal immigrants. Plyer v. Doe(1982) struck down a state(Texas) statue denying funding for education to unauthorized immigrant children as well as some schools' attempt to charge \$1000 annual tuition on the illegal immigrant kids. That's really important for the ELL students, a large part of whom were from low-income families and illegal immigrant families. In the earlier period, the poverty was an important cause of schools' failure in immigrant education(Ester J. de Jong, 2009). With plenty financial resources, schools can do better in hiring staff, improving equipment and designing efficient pedagogical ways in order to improve the ELL student education quality. The impact of these laws is profound and lasting. For example, it helped to halt the public schools' requiring for citizenship certifications in student registration in New Jersey in 2014. (news)

On the other hand, laws and policies including Lau v. Nichols(1974) and Castaneda v. Pickard (1981) played an important role in motivating schools to provide additional supports and programs for ELLs to compensate their language disadvantages and improve their English

language abilities. Lau v. Nichols(1974) and the Law Remedies required schools to provide special support for minority language students, take assessment on students' language proficiency and respect their first languages. In addition, it also plays emphasis on the effectiveness of programs designed for ELL students. Influence of Lau could be observed from specific details and principles in state policies for ESL programs. In the Tennessee State Board of Education, schools were required to prohibit discrimination to minority languages and speakers, respect and leverage students' first language, and take several steps to assess the students' English language proficiency. It advocated to provide different kind of programs and models such as pull-in and pull-out models to meet the need of students at different English proficiency levels. In addition, it set several principles about the quality and quantity of staff in ELL education to ensure the outcomes. Consequently, ESL programs keep getting better in schools. A recent news about public schools in Nashville is a good example. These schools organized various kinds of activities with elements from immigrant kids' homeland culture and hired teachers who could speak the students' first languages. Such actions helped a lot in building up the students' identity awareness and getting them involved in the English language classrooms(Tennessee news).

Evaluation , Expectation and Suggestions

Though laws in the 1986~2000 period contributed a lot to the ELL education, the English-only trend reemerged in the 2000s. Supporters of monolingualism stressed the efficiency of a shared language in government and communication and the importance of motivating the growing number of immigrants to learn English (Ester J. de Jong, 2009). Policies and programs such as NCLB which emphasized the AYP and AMAQs for ELLs also required the minority language speakers to focus on English language only, limiting the use of their first languages. These situations could easily remind us the policies from late 19th to early 20th, which also focused on

assimilation and advocated English-only education.

However, I insist that bilingual education is more efficient and can better meet needs of ELLs. Some kinds of bilingual programs can benefit minority language speakers and native English speakers at the same time. First of all, bilingual classrooms put students' homeland culture and language at an equal status, which can definitely make students feel respected and clearly aware of their cultural identity. The use of students' first languages can also assist the students' English language acquisition process since their first languages and their fond of other kinds of knowledge can help them understand the structure and the concepts in a new language. Besides, some bilingual programs which create an environment for minority language speakers to interact with native speakers can help both these two groups simultaneously. In such activities, the English speakers also learn about different cultures and languages which can help to broaden their understanding of the world while ELLs practice using more English with the native speakers.

In addition, as the previous laws and policies are tightly related to the specific historical periods, the political, economic and cultural situation in recent and the following years also calls for bilingual education. The communication between different countries and regions became more and more frequent and intensive. This trend requires a multiple ability of language use. In such a period, knowing more than one language means getting connected with people from more regions and being able to explore and compete in more diverse fields and affairs. Minority language students should keep their first languages as an advantage while learning English language at the same time. Pushing students to get rid of their first language will not only influence the efficiency of their English learning, but will also eliminate their advantage of knowing different languages. Some states gradually noticed the weakness in current bilingual education and begun to focus more on it. Currently, 16 states identifies bilingual education as a teacher shortage area for

2015-2016(Office of Postsecondary Education, 2015). Several states has taken steps to build the supply of qualified teachers(Diane August ppt) . Following years may observe more state support and government devotion for bilingual programs.

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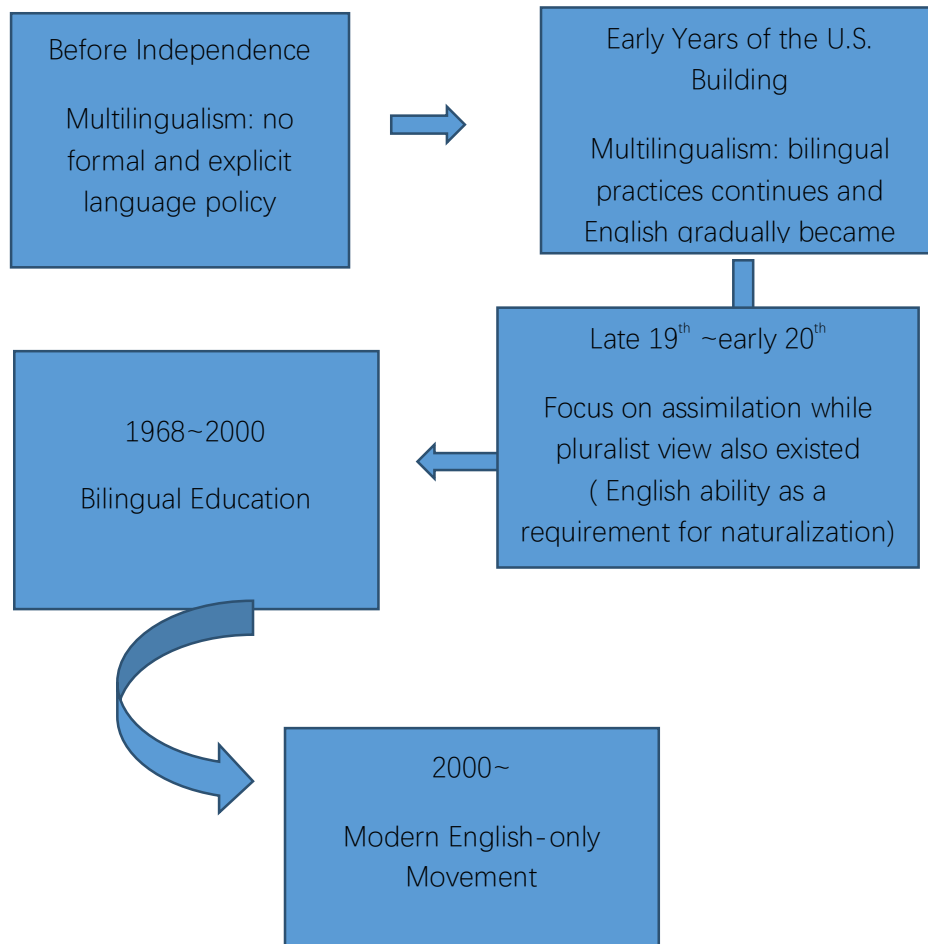
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Appendix A: Historical trend-changes of Language Policies



(From Ester J. de Jong, 2009)

Appendix B: Time line of Laws and Policies

Period	Historical background	Laws and Policies	Main content
Before Independence	<p>Large number of speakers of different languages;</p> <p>Powerful ethnic groups;</p> <p>Founding Fathers' confidence on assimilation into a country without a standard language;</p> <p>Important pragmatic and political roles of languages other than English.</p>	No formal or explicit language policy	
Early Years of the U.S. Building	<p>Multilingualism-being valued for individual and national service;</p> <p>Shift in power structure.</p>	Using different languages to conduct government business	
Late 19 th ~early 20 th	<p>Industrialization and Urbanization;</p> <p>Growing number of immigrants;</p> <p>World War 1;</p> <p>The Americanization Movement;</p>	Meyer v. Nebraska(1923)	Constrained English-only laws to specific areas.
After World War 2	<p>Implementation of legal restrictions during World War 2;</p> <p>Increasing awareness of the need for knowing foreign languages during world War 2;</p> <p>Civil Rights Action</p> <p>Pluralistic experiment in bilingual education;</p>	Brown v. Board of Education(1954)	Declared separate education as unequal.
		Bilingual Education Act & Re-authorization in 1964	<p>Shaped the schooling of minority students;</p> <p>Formally defined bilingual education;</p>
		Native American Language Act(1990)	Granted the right of indigenous language groups to maintain their own languages;

		Meyer v. Nebraska(1954)	Struck down a prohibition against teaching languages other than English
		Lau v. Nichols(1974)	Required districts to remedy the disadvantaged situation of minority-language speakers
		Plyer v. Doe(1982)	Struck down a Texas law denying public school fund for illegal immigrant children
		Castaneda v. Pickard (1981)	Defined criteria to determine that districts had taken actions to help LEP students
2000~	Increasing number immigrants; Concerns about communication and government efficiency.		23 states had declared English as the official language by 2003& 4 states have English-plus resolutions;
		NCLB	Funds for native language maintenance; Standard test. AYP & AMAQs

(From Ester J. de Jong, 2009)

Artifact F: The report of a case study: Exploring the Components of Language Acquisition of Zihan Wang through a Theoretical and Analytical Framework

Introduction to the Learner

1. Basic Information

The participant of this case study, Zihan Wang, is a 14-year-old girl from China. She is at grade three in a public middle school in Wuhan, a city in the middle of China. Her first language is Mandarin and she uses it nearly all the time in her daily life, both in and out of school. She has been learning English since she entered primary school. So the length of her English learning experience is about eight years. As a grade three student in middle school, she is under high pressure of the high school entrance exams currently. Along with other subjects including Chinese, math, chemistry, biology and physics, English plays an important role in her exams. So she has spent large amounts of time on it to achieve a better performance.

2. Linguistic background

Zihan's first language is Mandarin. As a middle school student, she shows high proficiency in both oral and written Mandarin. In fact, she does fairly well in Chinese literature class and some of her cognitive abilities in Mandarin language keep helping her make sense in English language acquisition process. Although she has been learning English for nearly eight years, she rarely uses it in her daily life but just uses it in classes and some activities in school. She values the function of English as a communication tool, but currently her motivation for English learning mainly comes from the pressure of exams. Because she loves Japanese cartoons very much, she also spends some of her spare time learning Japanese with the online tools and books independently.

Her English learning process has been heavily influenced by the English education patterns

in Chinese public schools. Since the 1980s, the Chinese government has placed English as one of the most important subjects in the nine-year compulsory education system. However, as a result of the limitation of staff resources and stereotypes of language teaching, English classes in most primary schools and middle schools focus more on vocabulary and grammar, providing students more opportunities to practice reading and writing skills and fewer opportunities to practice oral English. So Zihan also has spent less time in oral practice during her English learning process. The only chances for her to do oral practice are reading passages and taking situational conversations with her classmates in class. Although there are some out of class activities to practice more on oral English, Zihan rarely has time to participate.

Besides the instructions and materials from her teacher in school, the English language input Zihan has received mostly comes from the English popular songs and movies. As a result of the high pressure in school, the time Zihan could spend on English movies and songs is quite limited, so the amount of English language input she received in daily life is limited as well.

3. Family & Social Life

Zihan communicates with all her family members in Mandarin and the dialect of Mandarin in Wuhan. Although her mother works in an international company and sometimes uses English to communicate with her colleagues, she always used Mandarin in family life. Zihan's father and mother both value Zihan's education a lot and they often payed for the out of school classes for English and other subjects to help Zihan improve her academic performance. They are both busy with their own works, but still try their best to engage as more as possible in Zihan's learning. Zihan's mother heavily supported this case study, regarding it as a good chance for Zihan to do more oral English practice.

English language ability has been valued as one of the most important abilities in Chinese society for many years. English plays an important role in schools and job markets. Like other students in China, Zihan learns English not only for good grades in tests, but also for great competence in the future job market.

4. Personality and Cognitive Characteristics

Zihan is a quite outgoing girl and eager to share her life experience with others. But since she is not used to speaking English in her daily life, it takes me some time to help her get relaxed and motivate her to talk more at the beginning of this case study.

As for the cognitive characteristics in learning, Zihan presents some advantages and defects at the same time. On one hand, she is always curious about new knowledge and willing to try something new. So she is enthusiastic with English learning at most of time. She even tries to learn Japanese independently. As a middle school student, she values the skill of speaking different languages and regards it as an efficient tool which can help her gain more competence in the future. On the other hand, Zihan is often not careful and patient enough. Her mother told me that many of the mistakes she made in the exams and homework are caused by carelessness. When I talked with her about the grammar mistakes in the writing samples she provided, she could easily figure out the mistakes on her own. But when she was writing, she was too careless to avoid those mistakes. She told me that she always finished the writing passage part in English exams quickly with full confidence but could always get only scores comparatively lower than her classmates'.

In addition, she always tends to explore new knowledge but is often unwilling to spend enough time in reviewing the knowledge she learned previously. When I asked her if she ever allocates some time to reviewing the mistakes in her English exercises, her answer was: "I'm too busy to

spend on it.” This answer revealed that Zihan doesn’t attach enough importance to the reviewing and consolidating processes.

Another typical characteristic is that Zihan always tends to build up conceptions and ideas in mind in Mandarin and then translate them into English during conversations. In our conversations, sentence like: “Let me think for a while. I don’t know how to describe it in English.” occurs frequently. The process of transfer between Mandarin and English takes place constantly in Zihan’s use of oral English language. It suggests that in her English learning process, she depends a lot on her first language, treating it as some kind of scaffold.

Descriptions of the Learner’s Oral and Written Language Abilities

This part focuses on Zihan’s specific English language abilities in aspect of phonology, semantics, grammar, and pragmatics. First of all, Zihan’s phonological strengths, weaknesses and possible causes of her phonological problems will be analyzed. Then, the analysis of Zihan’s semantic ability will be divided into two parts, conversation analysis and writing sample analysis, exploring Zihan’s vocabulary and word choices. After that, this analysis will have an insight into Zihan’s grammar ability, focusing on her use of morphemes and different functions of words at the morphological level and her use of different sentence structures and linking devices at the syntactic level. After all these three aspects, this analysis will present Zihan’s pragmatic abilities by analyzing the context types and Zihan’s ability of adhering to Grice’s Maxims of relevance, quality, quantity and manner.

1. Phonology

Strengths

Focusing on the pronunciations of words and sentences, Zihan's strength is that she pronounced most syllables clearly although she was quite nervous during the beginning parts of the conversations. As a result of limited oral English practice, it's typical of middle school students in China to show phonological obscurities and omitting syllables when speaking English without assistance of texts. But Zihan was always confident in speaking English and produced clear pronunciations. She has obtained the correct phonological format with the correct meaning of her majority vocabulary accumulation. Besides, she could always make herself understood regardless of some Chinese accent in her utterances.

Areas of Improvement

However, there are also some typical problems in her pronunciation. First of all, she made some typical mistakes in the pronunciation of some vowels in syllables (table 1). For example, when saying "study"([stʌdi]), "Chinese" ([tʃaɪ'niz]), and "hard" ([hɑrd]), she changed the vowels "ʌ", "aɪ" and "ɑ" to "æ" and "e". And when she said "game" ([geɪm]), "fail"([feɪl]) and "save"([seɪv]), the vowel "eɪ" was also changed into "æ". Apparently, she was inclined to change vowels including "ʌ", "æ", "aɪ", "ɑ" and "eɪ" into "æ" in her pronunciation. It suggests that maybe she has the categorical perception problem (Byrnes& Wasik), which made her unable to distinguish the vowels in close ranges. The high frequency of this problem also reveals that it has become her habit. Maybe there is some kind of fossilization (power point in class) in her phonology acquisition process.

As for consonants (table 2), on one hand, she frequently added a vowel behind a consonant when it was at the end of a word or followed by another consonant. For example, she added an "ɒ" between "[k]" and "[s]" when pronouncing "physics"(['fɪzɪks]), and added an "ə" after "[k]" when

pronouncing “think”([θɪŋk]). On the other hand, she sometimes omitted a consonant when it was at the end of a word or followed by another consonant. Her pronunciation of “handbag” ([ˈhænd,bæg]) was “[ˈhæn bæɡ]”, omitting “[d]”. And her pronunciation of “girl” was “[gɜːl]”, omitting “[r]”. The cause may be the transfer from the first language, as Selinker has stated that learners are inclined to maintain their first language syllable structure when learning a second language. (Selinker, 2001). Since most syllables in Mandarin end with vowels, Zihan naturally tends to end the syllables with vowels when she speaks English.

In addition to the problem of specific vowels and consonants, her utterances also revealed some weaknesses in placing the stress of sentences and of words including 3 or more syllables (table 3). For instance, she put the stress of “performance”([pɜːrˈfɔːməns]) on the first syllable and put the stress of “influence”([ˈɪnfluəns]) on the second syllable. At the sentence level, she often put stress on words improperly, changing her original meanings and tones. Here we have a sentence to illustrate this problem. She said: “He is fifty years old and he is nice” with a rising tone at the last word, changing the original state tone into a question tone. The problems of stress may be caused by the differences between the tonal variation systems of Mandarin and English. There are four different intonations in Mandarin, which are quite different from English. So Zihan often felt it hard to control her tones in oral English and stressed the wrong parts of words and sentences.

2. Semantics

Conversation Analysis

Strengths

In conversations, Zihan showed adequate capacity of using Tier One words. The oral samples consist of one conversation about her school life, one conversation about her favorite TV programs,

and a picture story telling. In all these three samples, Zihan used daily words, including simple verbs, adjectives, nouns and conjunctions to describe school activities, her favorite characters in a cartoon, and some wonderful scenes in a popular cartoon. She could use Tier 1 vocabulary to make her feelings and ideas conveyed. Sometimes, she even discussed with me whether one words was proper to be used in the sentence during our conversations. It showed that she was sensible with nuances between words with close meanings.

Areas of Improvement

In the whole transcript of Zihan's utterances, there are 51 "um"s and many of them are accompanied by a pause, which shows that it takes some time for Zihan to map the English vocabularies that she had already acquired when she tried to convey her meanings to others. Sometimes there were even some errors in her mapping process. For example, when we talked about her performance in English tests, she said : "Last year, I had a very important exam and I fall it." And I ask her : "you mean you failed it?", she immediately realized her mistake and stressed: "Yes, I failed it." Apparently, she could recognize the meaning of the word easily, but was not able to quickly think of it when communicating with others. It suggested that her "receptive vocabulary" is much better than her "expressive vocabulary"(Byrnes & Wasik,2009, p103).

In addition, we can see from table 4 that among the total word count-779, there are only 182 unique words. The 23% unique lexical density reflects her repetitive uses of the same words during the conversation. The limitation of her vocabulary use can also be observed from the frequency of some specific prepositions and conjunctions in table 5 and 6 . For example, she used "and" as many as 53 times in the conversation. It can easily be replaced by "also", "as well as", "in addition"

and many other words to serve for the same meaning and function.

Writing sample analysis:

Strengths:

In writing samples, Zihan showed her good ability of using Tier 1 words too. The writing samples also showed that she had mastered the correct spelling of the words. In addition, although there were still some mistakes, Zihan has more intention of trying to use more complex words in writing than in speaking.

Areas of improvement:

The writing sample consists of three short writing paragraphs from Zihan's English homework. She also used the same words such as "and" and "by" several times in her writing. Both the oral and writing samples present her limited acquisition of synonyms. She also made mistakes in some nouns. For example, she mistook "airground" for "airport". Maybe she had the conception of airplane in mind and just combined "air" and "ground" together to convey her meaning. When I reminded her the word "airport", she could recognize it quickly. She didn't use some verbs properly as well. In the writing about the Spring Festival, she wrote "we clean the bad luck". But "get rid of" or "dispel" are much better here to describe her meaning. Maybe the dependence on simple Mandarin translation of word meanings and lack of exposure to English language environment made her unconscious of the nuances between words with close meanings.

Influence factors:

First of all, the lack of fluency in Zihan's oral English may be caused by her low frequency of oral English practice in school and her few chances to speak English in her daily life. Most junior

high schools in China focus more on students' ability to memorize vocabulary and master grammar. As for the structure and content of English classes, teachers spend most of the time leading students to analyze reading passages in textbooks, finding out the main grammar points in the passages and doing exercises about the grammar points after class. As a result, Zihan spends little time in school to practice oral English. At home, she watches Mandarin TV programs, listens to Mandarin songs, and uses Mandarin to communicate with her family members and friends. Consequently, she rarely does enough practice to consolidate her knowledge of vocabulary.

Perhaps the mistakes in spelling and the lack of knowledge about nuances between close word meanings are due to the fact that she didn't do enough review and synthesize work after every period of English learning.

3. Grammar

Morphological Ability Analysis

Strengths:

At the morphological level, Zihan is good at using nouns. In both the oral and writing samples, she used nouns correctly, combining original form of nouns with the plurality morpheme, "s", to show her meanings correctly. She also used adjectives in correct orders in sentences, and matched them correctly with nouns.

Areas of improvement:

Zihan shows weakness in using past and third singular tenses of verbs. On one hand, she often used the original form of verbs when talking about something happened in the past (example:

sentence 1 and 2 in Appendix 3). On the other hand, she sometimes used the past tense form of verbs in a wrong way. The example(sentence 7 in Appendix 3) showed that she did some over-generalization (Selinker, 1975) on past tense form of verbs. She just turned “begin” into past tense by adding an “ed” at the end. In addition. Problems of third singular tense are common as well. Original form of verbs such as “teach”, “like” is often used after third singular subjects including “he” and “she”. Combining these two problems together, it’s easy to conclude that Zihan has a lack of awareness of form changing of verbs. The cause could be the transfer factors (Selinker, 2001) from Mandarin. The absence of tense system in Mandarin made it hard for Zihan to acquire the tense system in English.

She is more careful with forms of verbs in writing but shows overuse of form changing of verbs in her short passages. In sentences such as “We can watching movies...” and “ We will wearing the new clothes” where the original form should be used, she used the “ V+ing” form. This kind of overuse also showed her failure in understanding the functions of different forms of verbs and the functions of suffixes such as “ing”.

Syntactic Ability Analysis

Strengths:

In conversations, Zihan could use sentences with simple structures (S+V+O,etc) and positive voices correctly. She also used different words in correct orders in sentences. And in the writing samples, she intentionally tried to use longer sentences with more complex structures.

Areas of improvement:

Zihan is unable to use complex sentences with clauses and passive sentences in oral English. These situations may also be the result of Mandarin influences, as a result of emphasizing the meaning. Short sentences and active sentences are common in Mandarin (Orna Taub,2015). Naturally, Zihan also shows an inclination of using short and active sentences when speaking English.

There are also some incomplete sentences, omitting necessary elements for an integrated sentence in the oral sample. For example, in the sentence “she will very angry with his daddy”, she omitted the verb. Maybe this syntactic problem is caused by her failure in understanding the functions of different categories of words in a sentence. Her use of logical linking devices is limited as well. She only used “and” and “but” for many times, but no other logical linking devices in the conversations. It revealed that she limited knowledge of logical linking devices which can make her output more coherent.

On the contrary, in the writing sample, we can see that she tried to use longer and more complex sentences and passive sentences. However, she didn't do well in it. For example, in sentence 3 and 4 (

3), she didn't make the paralleling verbs in the same form. In sentence 5, she made mistakes in the word order of the clause. In sentence 6, when trying to use a passive voice, she didn't change the verb into a past perfect tense. We can conclude that she still has difficulties in making complicated sentences even she has the intention to use them in writing.

At the morphological level, Zihan's failure in changing verb forms influences both her oral conversation quality and writing quality. At the syntactic level, according to the Coh-Metrix Analysis(Appendix 3), her writing output is better in both aspects of referential and cohesion than

her oral output. She is also better at changing sentence structures in writing than speaking. I picked two about 200-word long paragraphs from the conversation transcript and writing samples to calculate the MLU. I counted the number of morphemes in each paragraph, and then divided it by the number of words in each paragraph(Appendix 3). Finally, the MLU of the writing sample was 1.12 and the MLU of the oral sample was 1.11, both these two numbers show that Zihan's syntactical ability is still limited.

4. Pragmatics

In a linguistic context, since Zihan rarely speaks English in her daily life, I tried to bring about many daily topics related to her school life that she may be interested in. I also used Mandarin to help her for several times when Zihan found it hard to describe something in English. During the whole conversation, I acted as a facilitator, motivating Zihan to talk more in English. In a situational context, though we had the conversation online, we came from the same city and had known each other for many years, so Zihan frequently mentioned some places or people we both knew. For example, when she was talking online with me in her bedroom, her dog Dandan came in, so Zihan naturally talked with me about her dog when I asked her about her life after school. But since it's an online conversation, the effects of our body language were limited. So our communication depended solely on vocal languages. Within a social context, I am seven years older than Zihan and have been a friend with her since she was a little infant. So she talked with me in a casual way, treating me as one of her classmates.

Strengths:

During the whole conversation, Zihan's utterances well adhered to Grice's Maxims (Mihalicek & Wilson, 2011) of quality and manner. First of all, as the topics were all related to her school life,

she talked about her recent experiences and her own feelings freely, without any hide. For example, when talking about her performance in school, she honestly told me that she didn't do well, supporting it with description of difficulties she had met with in math and physics. In the aspect of manner, her use of words and phrases was clear. Though her utterances were limited to simple words and short sentences, she could always make herself understood without any ambiguity.

Areas of improvement

In aspects of Grice's Maxims of relevance and quantity, Zihan's performance was quite limited (Example 1 & 2 in appendix 4). Sometimes, she provided answers unrelated to my questions. For example, When I asked: "Did he help you with these subjects and how?", she just answered: " Oh,yes! He is very nice but he sometimes like play...like take tricks on my classmates ", turning to other things about her friend without a description about how he helped her. It's typical of Zihan to turn to other topics when talking about something about her friends. Sometimes she didn't provide enough information in her utterances either. When she was asked to talk about something interesting happened recently in her school. She just answered: " We had a school sports day recently." It took me several more questions to lead her providing more details about the sports day. The problem of answering only part of the question was quite frequent during the whole conversation, suggesting that she was not good enough in keeping adhere to the maxim of quantity.

Influencing Factors

Zihan's good performance in the maxim of quality and manner may be the result of influence from her first language (Selinker, 2001) and exercise of target writing and speaking. As a middle school student, she is very good in both oral and writing Mandarin, obtaining the basic abilities to make herself understood and believable in communications. Such abilities transferred to her

English communication process naturally. In addition, in English classes in China, teachers often provides writing or speaking exercise about specific topics to students and stress the importance of keeping focus on the topic when speaking or writing. These exercises help Zihan a lot.

Zihan's limited performance in maxims of relevance and quantity may be caused by her lack of vocabulary accumulation and oral English practice. Sometimes, though she had much information to provide when talking about her friends and something interesting, she couldn't choose a word to use immediately. As a result, her descriptions were often too short to convey adequate information. Furthermore, when she felt difficult in talking about something, she tended to turn to other topics and failed to keep to the maxim of relevance.

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

1. Overall assessment

According to the Second Language Acquisition Chart, Zihan's English ability is at level 3. She can use simple whole sentences to make herself understood, though her use of vocabulary is limited and there are many grammar mistakes in her utterances .

The lower frequency of pauses and grammar mistakes in conversations on a topic about school life than that one about scenes in a cartoon suggested that she depends a lot on the context. The low lexical density showed that there were a large amount of repetitions of the same words in her utterances, revealing that her use of vocabulary is still limited. Besides, although she could use whole simple comprehensible sentences in communications, there are still a lot of problems at both the morphological level and syntactic level. (Appendix 3). And the low MLU of both the oral sample (1.12) and the written sample (1.11) suggests that she depends too much on simple sentences, unable to use more complex longer sentences. At the social level, she is good at keeping

to Grice's Maxims of quality and manner and shows some weaknesses in maxims of relevance and quantity.

Regardless of some problems in semantic, phonological, grammar, and pragmatic abilities, Zihan can use her English ability to finish the three different conversations, which includes describing her school life, discussing about her favorite cartoons, and retelling a story in popular comic book. She is able to do tasks including telling, describing, restating, comparing and so on.

2. Oral Language Observation

Evaluated by the standards in SOLOM chart, Zihan can get three points in both comprehension and fluency. She could understand the majority of my utterances during our communication easily. But sometimes she couldn't catch my meanings when I spoke at the relatively higher speed and would ask me to repeat. In all the three conversations about daily topics, there were a lot of pauses, suggesting that Zihan needed some time to search for proper words and sentence structures to convey her meanings. In vocabulary, she may get three points too since both her mistakes in word use and low lexical density of the oral samples showed that her vocabulary is still limited. In both the aspects of pronunciation and grammar, she could get four points. Although there were a typical Chinese accent and inappropriate intonations, her utterances were always intelligible. As for grammar, she made mistakes at both morphological and syntactic levels(Appendix 3), but such mistakes didn't obscure her meanings.

Taking all these five aspects together, Zihan could get 17 points in total, which is still lower than the proficient standard (higher than 19 points). So there was still large space for Zihan to make improvements in her oral abilities. Her limitations in oral English proficiency are mainly caused by her lack of oral English practice and unconsolidated vocabulary and grammar

knowledge.

3. SLA Theoretical Framework

First of all, in the analysis of Zihan's semantic phonological abilities, I leveraged the theories of Models of Receptive Skills (Byrnes & Wasik). On one hand, Zihan has already obtained the capacity of matching incoming sounds to stored representations. She could always understand what I said in our conversations and provide content responses. However, categorical problems (Jusczyk, 1997) still exist in her phonological ability. For example, her pronunciations of vowels "a", "ai", "u", and "ei" in different syllables are all like "æ" and "e", revealing that she had difficulties in distinguishing the pronunciations of these vowels in a close range. When inferring the cause of Zihan's habit of adding an extra vowel when words are ended with consonants and her stressing problems, I used the theories of markedness differential hypothesis which suggest that the more common a phoneme or syllable structure is to many languages, the easier it is to acquire for most L2 learners. Words ending with consonants are quite common in English but they are rare in Mandarin. It's relatively difficult for Zihan to get used to this difference and she naturally tends to add an extra vowel when pronouncing words ending with consonants. Selinker has also stated that learners are inclined to maintain their first language syllable structure when learning a second language. (Selinker, 2001). The different intonation system of Mandarin also makes it hard to put stress correctly in oral English. The high frequency of Zihan's phonological problems shows that her interlanguage ceases to develop at a point for some time, presenting the characteristics of fossilization in interlanguage theories.

When analyzing Zihan's semantic abilities, I used the theory of "3 Tier Vocabulary Word" which states that different words are at different importance levels in Language teaching. This theory

divides words into three tiers according to their different complexities and frequencies of use, Tier 1 — Basic Vocabulary, Tier 2 — Interdisciplinary Vocabulary, and Tier 3 — Subject Related. (Hutton, 2008). Most words that Zihan used in conversations and writing passages fell into Tier 1—Basic Vocabulary. As a middle school student, she should worked more on Tier 2—Interdisciplinary Vocabulary and Tier 3—Subject Related which are necessary to improve the quality of both her oral and written English output and facilitate her learning about more content area knowledge which requires the acquisition of more academic English language in the future.

When analyzing Zihan’s grammar ability, I utilized another SLA theory, contrastive analysis hypothesis, which suggested that learners’ second language learning can get both positive and negative transfer from their first languages. Since short sentences and active voice are more common in Mandarin and longer sentences with clauses and passive voices are rarely used in Mandarin, Zihan made a lot of mistakes when using passive voice and complex sentence structures. It shows the negative influence from her first languages. At the morphological level, I also used the overgeneralization pattern in SLA theories to figure out the cause of Zihan’s wrong use of past tense of verbs. She tended to add an “ed” at the end all the time when changing verbs into past tense, paying little attention to some irregular changed of verb forms.

As for the analysis of Zihan’s pragmatic ability, I used the theories of context types (Mihalicek & Wilson, 2011) to analyze the characteristics of the conversation samples from the aspects of linguistic, situational, and social contexts, connecting Zihan’s utterances with the precedent utterances in our conversations, the background environment of our conversations, and the relationship between Zihan and me. Then, I described Zihan’s pragmatic performance according to the extent of adhering to Grice’s Maxims. The contrastive analysis hypothesis

(Eckman, 1977) in SLA theories has also been used in the description. Her good performance in the maxims of quality and manner shows the positive transfer from her Mandarin language abilities while her limited performance in keeping adhere to the maxim of quantity and relevance presents some negative transfer from Mandarin.

Specific Instructional Plan for Zihan

1. Phonology

Zihan could solve the variance problem through both the receptive and productive methods. She could look up words with close vowels (table 1) in the electronic dictionary, listen to the correct pronunciations, and pay attention to the difference between syllables with close vowels. On the other hand, she can read a passage or have an English conversation with her English teacher several times a week, ask the teacher to figure out her mistakes, and try to avoid them the next time. The problem of omitting consonants and adding extra vowels behind consonants can be solved the same way. As for the problem of stressing, she is supposed to get more high quality input. She can listen to books on tape as she reads the text—this will help her to master phonology that is particularly challenging as well as to broaden her knowledge of syntax and semantics.

In addition, It's better to record her own utterances during the practice. She can easily find out their own mistakes by listening to their own utterances later. Learning from one's own mistakes is an efficient way to improve language ability.

2. Semantics

I think it's of great importance for Zihan to do more English speaking practice so that she will be able to use her vocabularies more efficiently when talking with others. She could invite her

classmates to be her English study company. Then they can practice new vocabulary learned in class by talking with each other in English frequently.

To improve her lexical diversity in both oral and writing English, she could use methods such as word cards and word wheels (Peregoy, S.F. & Boyle, O.F., 2013, p240-245). For example, when she encounters a new vocabulary in reading, she could make a word wheel, put the word at the center and write down the synonyms that she has learned around the new word. If she has a habit of using word card when learning new words, she could review all her word cards at the end of every month and put card of words with the same meaning or function together. The next time when she can't recall the synonyms of a word, she could turn to her word cards. In this process, she can also consolidate her acquisition of synonyms.

As for the problem of mistakes in nouns spelling and close word meanings, she could keep vocabulary diaries to avoid the mistakes next time. Every time when she finds her mistakes of spelling, she should write down the correct spelling in her diary, which can efficiently remind her of the mistakes in the future. She can also keep some specific matching of verb and nouns and example sentences in her diary. Then, the diary will serve as her personal dictionary in her learning process.

3. Grammar

To solve her intensive problems in the use of different forms of verbs, Zihan should value the importance of grammatical categories (Byrnes & Wasik, 2009) and focus more on comparing the functions of different forms of verbs. She can keep a diary to collect the mistakes that she has made in her English exercises, divide them into different kinds. Especially in problems of past tense and third singular tense of verbs, which she can easily find out on her own with more

reviews. And since she is more intended to make these mistakes in oral English than writing, she should also focus more on the oral practices. Recording her own conversations, listening to them, and figuring her own mistakes is a helpful procedure.

As for the syntactical problems, she can work with sentences to combine them. For example, after finishing a passage, she could review it, pick out the parts consist of short simple sentences, and try to combine some sentences into one longer, more complex sentence.

4. Pragmatics

To develop Zihan's ability in keeping to the maxims of relevance and quantity, it's necessary to improve her vocabulary accumulation in different categories. She could keep working on adjectives to describe a person in several weeks, try to use these adjectives as frequently as possible in her exercises, and finally master these words naturally. Then, she can turn to other categories such as frequent verbs in daily life and adjectives to describe feelings and emotions. Such vocabulary improvements with specific targets can efficiently enable her to provide enough information when talking about something. It's also helpful in solving the problem of lack of relevance.

In addition, Zihan could review her writing and speaking exercise more frequently to improve her adherence to the maxim of relevance. As a middle school student, she could easily figure out her problem of deviation from the original topic by reviewing independently. Finding out these problems on her own can help her to solve them better and motivate her to keep to the maxim of relevance in the future.

Critical Reflection

1. What I've learned from this case study

First of all, I've learned to put scattered mistakes into systematic categories to figure out typical problems. When I reviewed the first draft of my second mini analysis-- phonology, I found that many pieces of mistakes that I mentioned in the paper were similar with each other, so the analyzing part of these mistakes also seemed indifferent. Then, I started putting all these mistakes into different categories which really helped me get a more systematic knowledge about all the materials that I had got from the samples. I finally divided the problems into pronunciations of vowels, pronunciations of consonants, and stress problems. After that, I provided better insight into the problems and gave more detailed and specific instructional recommendations. So I also learned to provide instructional recommendations on the basis of systematic specific problems.

In addition, I gradually learned to use theoretical knowledge to analyze causes of problems. At first, I simply depended on my own English learning experience to guess the causes of my participants' problems. After talking with my professor and discussing with my classmates, I learned to relate the problems that I observed to the SLA theories that we've learned in reading materials and class discussions. I utilized SLA theories such as interlanguage Models of Receptive Skills. These theories successfully lead me to find out the possible causes.

To improve the case study, I think I can do some deeper and more specific tests with my participant. For example, when analyzing the categorical problem, since there was no test about her receptive about the close vowels that she failed to distinguish in her output, I couldn't figure out if the categorical problem fell into her receptive or productive process. I think I could do some listening test to find out if she could distinguished those close vowels when listening to them. Such deeper tests can provide me more comprehensible knowledge about the problems of my participant

and the causes.

2. Implications for future teaching:

First of all, I observed that although some of Zihan's specific English language problems were similar with other Mandarin speakers, she still showed many personal errors which were related to her personal learning habits and cognitive characteristics. As teachers, we should analyze specific problems and characteristics of individual students so that we could provide them efficient assistance in their English learning.

In addition, Zihan's ability patterns showed that since middle schools in China focus less on students oral English ability, students' listening and speaking abilities are quite limited when comparing with their reading and writing abilities. This situation heavily harms students' ability to use English as a communication tool. As teachers, we should help students build up well-rounded abilities.

Furthermore, when thinking about the instructional plans, I realized it important to motivate students to learn from their own mistakes independently. Especially for middle school students like Zihan, who has been learning English for more than five years, they could easily find out their own mistakes with more reviews. Learning from their own mistakes can leave students deeper impressions of the mistakes.

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Online tool:

<http://tea.cohmetrix.com/>

IPA:

<http://lingorado.com/ipa/>

<http://www.antimoon.com/how/pronunc-soundsipa.htm>

Appendix 1

Table1 : Vowel mistakes

Word	Correct	Zihan's
study	['stʌdi]	['stædi]
hard	[hɑrd]	[hærd]
joke	[dʒɔʊk]	[dʒɒk]
Chinese	[tʃaɪ'niz]	[tʃæ'niz]
fail	[feɪl]	[fel]
game	[geɪm]	[gæm]
hard	[hɑrd]	[herd]
upset	['ʌp, set]	['ʌp, saɪt]
worried	['wɜrid]	['wɔ:rid]
lost	[lɒst]	[lʊst]
smoke	[smɔʊk]	[smɔ:k]
can't	[kɑnt]	[kəʊnt]
camera	['kæmərə]	['kæmeɪrə]
save	[seɪv]	[sæv]
wolf	[wʊlf]	[wɒlf]
challenge	['tʃæləndʒ]	['tʃæliərdʒ]
knowledge	['nɒlədʒ]	['nɔʊlədʒ]

Table2: Consonant mistakes

Word	Correct	Zihan's Pronunciation
chemistry	['kɛmɪstri]	['tʃɛmɪstri]
physics	['fɪzɪks]	['fɪzɪkɒs]
think	[θɪŋk]	[θɪŋkə]
weather	['weðər]	['weðə]
hair	[hɛr]	[hɛ]
history	['hɪstəri]	[hɪs'təri]
holiday	['hɒlə, deɪ]	['hɒlə, deɪ]
bag	[bæɡ]	[bæ]
help	[hɛlp]	[hɛp]
cartoon	[kɑr'tun]	[kɑr'tu]
just	[dʒʌst]	[dʒʌs]
tired	['taɪəd]	['taɪər]
exam	[ɪɡ'zæm]	[ɪɡ'zæmʊ]
discovery	[,dɪ'skʌvri]	[,dɪ'skʌvri]
handbag	['hænd, bæɡ]	['hæn, bæɡ]
girl	[gɜrl]	[gɜr]
school	[skul]	[sku]

Table3: Stress Problems

Word	Correct	Variant
performanc	[pɜ'fɔrməns]	['pɜrfɔrməns]
influence	['ɪnfluəns]	[ɪn'fluəns]

interesting	['ɪnrəstɪŋ]	[ɪnrəs'tɪŋ]
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Appendix 2

Table 4

Total words	779
Unique words	182
Total verbal elements	45
Total noun elements	68
Average sentence length	11.29 words
Lexical density	23%

Table 6

Total words	190
Unique words	103
Total verbal elements	24
Total noun elements	32
Average sentence length	17.27 words
Lexical density	54%

Table 5
Table 7

Conjunctions	Frequency
and	53
but	4
or	3

Conjunctions	Frequency
and	5
if	1
or	1

Table 8

Prepositions	Frequency
because	1
before	2

Table 6

Prepositions	Frequency
about	1
after	5
at	2
because	3
for	6
in	2
on	2
so	2
with	5

by	3
from	3
in	3
of	5
on	1
whether	1

Appendix 3

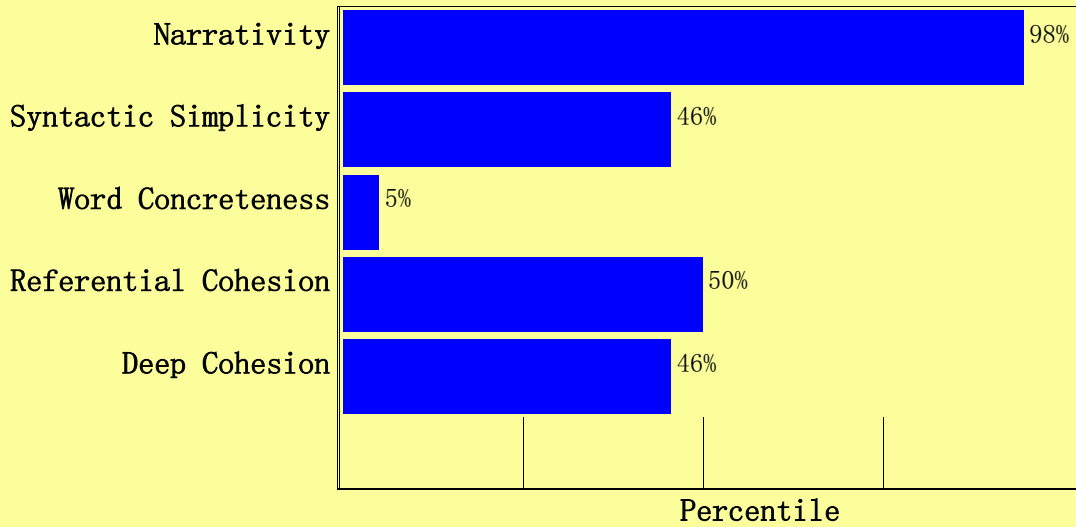
Grammar Mistake examples:

1. His dad **buy** something.
2. And then he **go** along this street and talk with someone in street
3. We can **watching** movies, **listening** to songs and **practice** spoken English on it.
4. And before Spring Festival, we will **have** a family dinner, **wearing** the new cloths, **visit** each other, **get** lucky money from parents.
5. The first, **could you tell me how far is this hotel from the airport**, that I can have convenient and please tell me how can I get to this hotel.
6. We **are provide** a lot of free information and courses by English websites.
7. When we begin, **begined** the sports...

MLU of Oral and Writing Samples:

Utterance count	Morpheme count	MLU
195	219	1.12
Utterances including more than one morpheme	really, physicals, likes, tricks, classmates (4 times), interesting(2 times), teacher, beautiful, takes, conversation, writing, knowledge, friends, plays, review	
Utterance count	Morpheme count	MLU
185	206	1.11
Utterances including more than one morpheme	using (3 times), watching, movies, listening, songs, it's, earlier, works, information (twice), courses, websites, cleaning, wearing, cloths, parents, airport, longer, discount	

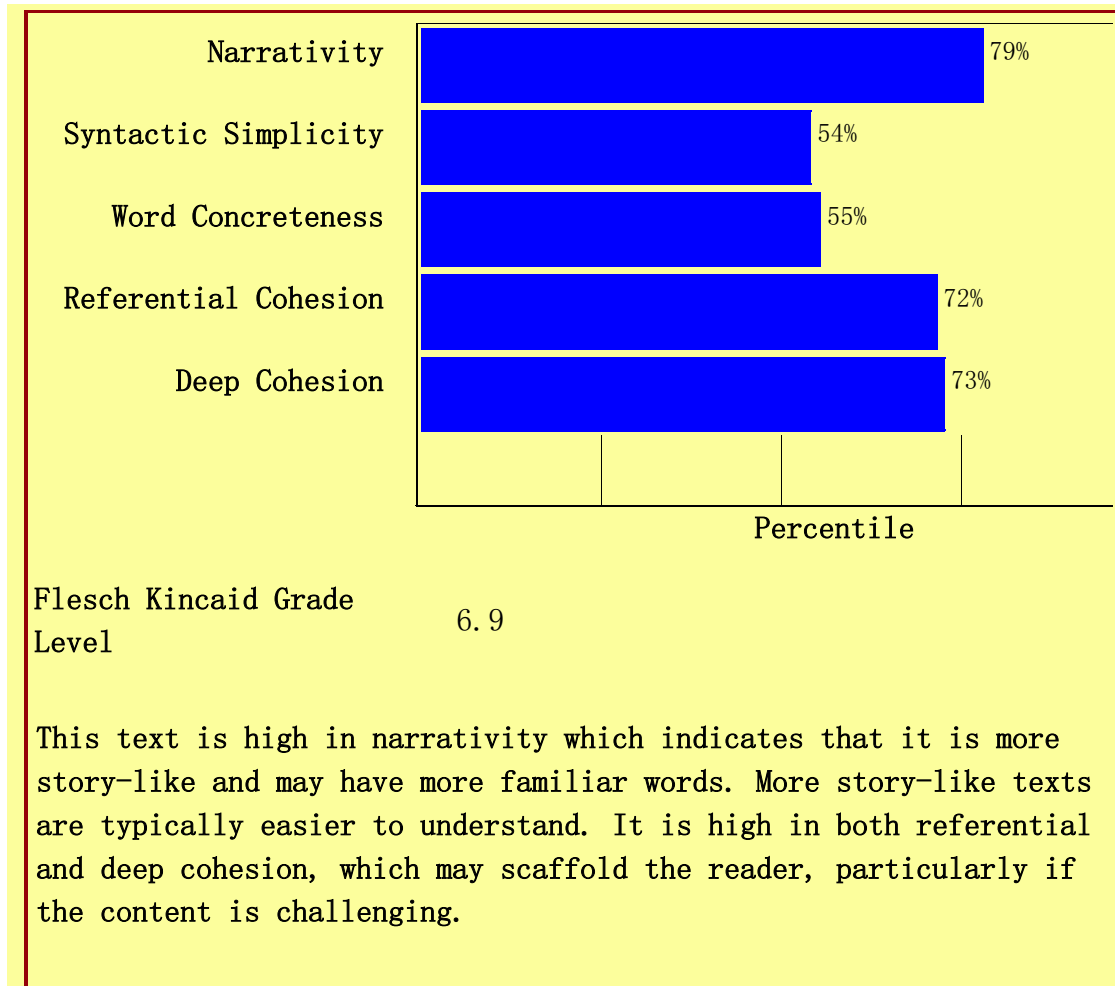
Coh-metrix Analysis of Oral Sample:



Flesch Kincaid Grade Level 4.7

This text is high in narrativity which indicates that it is more story-like and may have more familiar words. More story-like texts are typically easier to understand. It has low word concreteness, which means there are many abstract words that are hard to visualize. Abstract texts may be more difficult to understand.

Coh-metrix Analysis of Writing Sample:



Appendix 4

Examples:

1. Interviewer : OK, hope you can teach me how to play ping-pong some day. Then, is there anything interesting in your school recently?

Zihan: Oh, yeah, um, recently I have a school sport day? Or game?

Interviewer : A sports day, I know it. It must be very interesting.

Zihan: Yeah, it' s very interesting. And when we begin, began the sports, we have a... We have a big group songs?

2. Interviewer : Oh, that' s amazing. Um, and you told me that he is good at math and other subjects. Did he help you with these subjects?

Zihan: Oh, yes! He is very nice but he sometimes like play...like take tricks on my classmates (laugh) and then my classmates um...maybe think he is a bad boy.