

Capstone English Language Learners Portfolio

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Abstract

A qualified teacher candidate is not only equipped with the professional knowledge of teaching, but also built with strong confidence to conduct the professional knowledge in the classroom settings. This paper mainly describes and analyzes the process of how did I grow as a qualified teacher candidate in the aspects of forming the mature teaching philosophy, demonstrating the achievement with artifact, and describing the implication of practice. By closely analyzing my teaching beliefs around learners, learning context, curriculum and assessments, I evaluate my strengths and weakness as a future teacher, and as a Vanderbilt Master student.

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Philosophy of Teaching

As a teacher candidate, my ideal teaching concept consists of the valid theories of learning and teaching, which are interwoven in instruction and evaluated by my actual teaching practice.

In this paper, I present my teaching philosophy in four aspects: learning, teaching, identity and context as well as curriculum design.

Theory of Learning

My teaching philosophy insists that teachers should prioritize the question, “How do my student learn well in my class?” in the planning and instruction stages. Vgotsky (1978) argued that the most effective learning happens within the zone of proximal development (ZPD). That is when the challenge presented by a task is slightly ahead of learner’s current development. As learners work within their ZPD, teachers should design and provide task-specific supports so that learners can complete new or similar tasks independently later in the new context, (i.e. scaffolding). Adopting Vygotskian theory, I view scaffolding as an important element of my future instruction.

According to Hammond and Gibbons (2005), scaffolding can occur on the macro level and micro level. Macro-scaffolding means that teachers plan the lesson in the designed-in structure,

which consists of students' prior knowledge, selection of tasks, sequence of tasks, participant structure as well as semiotic systems. Moreover, the micro-scaffolding can be conducted in the form of recapping, recasting, appropriating etc. Based on the SIOP features (Echevarria, J. et al., 2008), teachers also can leverage students learning by using verbal scaffolding, such as reinforcing contextual definitions, eliciting more language and information from the students, or by using instructional scaffolding such as graphic organizers and modeling tasks in class. Additionally, interactional scaffolding does not only occur between student and teacher, but also among students. Peer-led scaffolding (Foster, P., et al., 2005) is efficiently enables students to build ideas on each other's opinion by negotiating the meaning of language or doing a translanguaging project with peers, which also exactly meets the requirement of varying participant structure of designed-in structure. With these theories and ideas, I will view designed-in structure as my lesson planning guidance and I will include various forms of micro-scaffolding in class to leverage my students' thinking and comprehension ability, as well as to provide dynamic support along with students' learning progress.

Theory of Teaching

My ideal teaching method is not drilling the knowledge, but providing opportunities for students to experience the language, so I take Brown's communicative language teaching (CLT) (2007) and Celce-Murcia et al's idea of communicative competence developing (1995) as the core of my teaching guiding theories. Base on Brown's CLT (2007), language techniques teaching should engage students using language in the authentic, pragmatic, functional situations, with meaningful purposes. In this process, teachers should facilitate student construction of the meaning of language in genuine linguistic interactions.

Beyond language teaching, according to Celce-Murcia et al (1995), developing student's communicative competence is not only building their proficiency in English, but also developing students' ability to make use of competence. Celce-Murcia's model of communicative competence consists of discourse, linguistic, actional, sociocultural and strategic competence. Teachers should work on these five areas alternately so that students can experience language using while they have chances to develop their ability in transferring the skills to different contexts. For example, by designing the translanguaging task, students have great opportunities to explore the similarities and differences between their home languages and English. Through the process of negotiating, they

can practice their linguistic competence by comparing and contrasting the semantic meanings, as well as syntactic features between L1 and L2. In addition to that, negotiation enables students to practice their actional competences in the way of agreeing or disagreeing with others' opinions. Meanwhile, students work on their discourse competence by presenting a completed passage of their translanguaging product. Thus, the advantages of communicative language teaching methods encourage me to facilitate students building and transferring their communicative competences into different subjects.

Theory of Identity and Context

Another important component of my teaching philosophy is to affirm student's identity and build a student-centered classroom, in which students are willing to bring their culture, experience and knowledge. To achieve this goal, I will apply culturally responsive caring pedagogy (CRP) and the idea of constructivism in my future teaching. To avoid unreasonable established opinion (e.g. stereotype) about students' cultural backgrounds, races or gender, I will follow CRP to be a "warmer demander" (Gay, 2010), that is, a teacher who respects and values the cultural backgrounds, ethnic identities and capabilities of students. In detail, I will incorporate congruent

instructional styles and respectful cultural socialization as well as meaningful interpersonal relationship with students in my future classes (Gay, 2010). With my emotional warmth, personal caring and real-time support, students will know that I respect who they are and value what they can do. In return, they will be motivated to participate, their levels of cognitive understanding will increase, which will lead to high academic achievement.

Constructivism, interwoven with CRP as the fundamental instructional strategy in my teaching philosophy, requires me to “build on the experience of students” as well as “consider the success of habitat design” (Windschitl,1999). Specifically, on one hand, valuing students’ capability in CRP includes respecting the prior knowledge of students. On the other hand, drawing upon students’ funds of knowledge as resources will effectively guide them to “interpret the subject matter” (Windschitl, 1999). Constructivism will be enacted through classroom interaction. Through the instructional process--investigating student’s background knowledge, connecting students’ life experiences with content knowledge, and scaffolding students’ higher order thinking--I will view students’ needs as the center of instruction. Instead of drilling knowledge, I will share the “authority” of class with students so that we can explore the knowledge by developing the

conceptual umbrella of framing questions. As the difficulty of questions increases, students would apply analytic strategies into higher order thinking. For English language learners, those activities will provide them opportunities to learn language as practice, which means students apply English in the subjects learning, as well as in the authentic problem solving, instead of learning language simply to serve the purpose of taking test.

Curriculum design

Though student-teacher interaction takes up a large part of instruction, the foundation of a successful class is still determined by the planning and assessment phase. In my future teaching, I will follow the concept of backward design as my planning guidance and utilize authentic assessment as the dominant assessing tools in the class. In detail, according to backward design (Wiggins & McTighe, 2005), teachers should follow the three-stage approach during the planning lessons: identify desired results, determine acceptable evidence, plan learning experience and instruction. Specifically, the process of identifying desired results is to clarify the priority of lesson objectives in the planning stage. Prioritizing of content objectives will help me focus on one specific point of content knowledge, which ensures that students can have enough comprehensible

input and output. I will view these three questions as my guidance to select the appropriate objectives for students : what should students know, understand and be able to do, what content is worthy of understanding, and what enduring understandings are desired? (Wiggins & McTighe, 2005). Based on the selected objectives, I will consider theories of learning and teaching to construct a well-prepared instructional plan.

In the second and third stage of backward design, Wiggins and McTighe (2005) emphasize on the importance of determining assessment ahead of class. According to Brown H.D. et al. (2010), beyond tests, assessments include all occasions in the classroom, from impromptu observation and standardized test. Though standardized testing is easily administrated and widely used, alternative assessment still can provide dynamic feedback to teachers. In my future teaching, in the planning stage, I will design informal assessment, targeted for the specific area of content, to monitor the progress of students as well as to provide needed support on time. For example, alternative assessments can include journals, portfolios, observation, peer-assessment and self-assessment. Including various forms of assessment in class also encourages students to think about their own needs and progress during the semester.

Conclusion

The reason why I view education as my ideal and ultimate career goal is that the wonderful teachers in my school life left me an impressive picture of how teaching influences a person's value of the world. I expect myself to join this devoting team and spread the light to children in need. To achieve the goal of being a responsible and responsive teacher, I will continue enriching my professional knowledge in educational area and adjusting my teaching methods step by step. Meanwhile, I will build close partnerships with school, district, community and parents, inviting parties to coconstruct young students' academic life. Led by my teaching philosophy, I believe I and my future students can build the way to an ideal learning classroom.

Artifact Analysis according to Professional Knowledge Domains

1. Planning: Science class instructional plan

According to TESOL standard 1, teachers should plan instruction to promote learning and meet learners' goals, and modify plans to assure learner engagement and achievement. From my perspective, this standard indicates that teachers should plan a lesson based on learners' goals and needs, and design the tasks or activities to engage students in participating class. The 5th grade science lesson I developed for my ELL methods practicum demonstrates that I meet this standard.

The topic of the lesson was rocks, which was a part of the landscape unit. In that small class, all of the **learners**, six in total, are ELs, and their English proficiency is all on level 1. Given that all students are refugees with limited educational experiences, I focused on addressing students' basic needs of academic language development meanwhile achieving the goal of practicing content knowledge in the class. I planned the lesson based on the WIDA ELD standard 4 (the language of science), level 2 emerging (sort words and phrases from illustrated texts, using graphic organizers with a partner). Considering the current progress of our science class, I selected two content objectives and three language objectives in order to meet the demands of the

curriculum. One of the language objectives is “SWBAT sort the rock-related words and phrases by highlighting in the text,” which meets the content standard and helps me to achieve the language goal that students can identify content words and phrases in the text, which also supports their practice of the content knowledge.

Additionally, I selected the tasks to engage students in drawing upon their home language to interpret the content. The following excerpt demonstrates how I also planned to scaffold student’s understanding step by step, by teacher modeling, releasing responsibility to students, and students presenting their work:

- 1. The teacher models the first type of igneous information in the chart: texture, color and cluster, by collecting info from the text on the slides and the tree map, and observing the real rock.*
- 2. Beside each category, students also need to provide a synonym in their native languages or in English that they learned before.*
- 3. Let students who have the same language background work in pairs, to fill the other two types of rock information, to cut and to paste the pictures of rocks on the chart. Beside each column of rock, students need to fill in a sentence based on chart information. For example,*

“Sedimentary rock is a gray, smooth rock.”

Rock/ (Synonym)	Color/	Size/	Texture/
Metamorphic Rock (Picture)			

Led by backward design (Wiggins and McTighe, 2005) and designed-in structure (Hammond and Gibbons, 2005), I determined the desired result of this lesson by selecting the prior objectives that can address students’ current needs of comprehensible input and output of basic academic language, as well as entering-level science content knowledge practice. Even though the content knowledge is simple, I still selected the tasks and planned the tasks in the sequence that scaffolded students’ understanding step by step. To address students’ basic needs of language development, I encouraged students to compare their home language with English vocabulary, which ensures that students can draw upon their prior knowledge as resources to bridge the gap between L1 and L2 acquisition. In order to promote their engagement in the class, I also use a graphic organizer as a tool to help students comprehend content knowledge and paired students to

fill out the information of chart. Overall, my artifact did address the TESOL planning domain by designing the **curriculum** based on **learners'** basic academic needs.

2. **Instructing: 5-minute transcript of class video**

Based on TESOL standard 2, the teacher needs to create supportive environments that engage all **learners** in purposeful learning and to promote respectful classroom interactions. From my understanding, teachers should provide students with the necessary academic and emotional support in the classroom, through which students can participate in tasks and experience the knowledge so that they are more likely to meet the class objectives. Meanwhile, teachers also respect **learners'** cultural, linguistic backgrounds as well as their prior knowledge, which they can bring into class. Based on my teaching philosophy, these ideas can be referred to as scaffolding (Hammond and Gibbons, 2005), constructivism (Windschitl, 1999) and CLT (Brown, 2007).

Specifically, I provide academic support mainly in the way of scaffolding. For example, in the second science class that I taught in practicum, I engaged students by scaffolding them to think further with leading questions. I also recapped each student's answer, then built on those answers (Hammond & Gibbons, 2005), which effectively facilitated deeper discussion and ensured students'

understanding of content knowledge.

T: Ok Gaufran, why? Why do you think the sunlight can come through our roof?

G: She come in that window. The sun, she come down from that window. When she go hot, she inside, she go all of the hot.

T: Yes. ... What happened next after the sunlight come into the greenhouse? Sayat?

Sayat: It will be hot.

T: Hot, why?

Sayat: Because the sunlight go into the greenhouse inside, it will become very hot.

This part of the video transcript recorded the time when students and I discussed the theory of greenhouse. From the conversation, I demonstrated that I built an active **learning environment** where I engaged students discussing their opinions about greenhouse structure. Instead of telling them the scientific facts, I supported students to think about what is the reason for the high temperature inside of greenhouse, scaffolding their understanding and by furthering the difficulty of questions. Also, I followed the concept of constructivism that is student-centered. I respected the **learners'** prior knowledge, took their knowledge as resources and invited students to bring

their life experiences into class to interpret content knowledge, especially when I compared the classroom structure and the greenhouse structure.

To push students to think about my question, I engaged students to participate in group discussion, in which I built on student's answers, and students built on each other's ideas. At that moment, accuracy of grammar was less important than students' willingness to express their own opinions. Take student Gaufran as an example, whose English proficiency is on level 1, though some grammatical mistakes were in her speech, she was still trying to persuade me with completed sentences. Surprisingly, she even can use "when" as the sentence starter naturally. Therefore, through back and forth interaction, students had chances to, and were willing to reason about content knowledge, meanwhile these interactions developed their communicative competences. Thus, these phenomena demonstrate that I built a **learning context** that addressed the unique needs of the **learners**.

3. Assessing: Case study

TESOL standards 3 requires teachers to collect the information on a learner's performance and understand the learner's intellectual and linguistic needs based on information. With this

information, the teacher can make an instructional plan that is targeted for learner's exact need.

According to my teaching philosophy, assessment should be authentic and informative in classroom. Instruction should be student-centered, which means the teacher plans the lesson based on student's needs.

In the practicum of ELL assessment class, I used authentic **assessment** to assess my participant student's oral language proficiency, level of acculturation and writing ability. Take oral language assessment as an example. To meet the authenticity of assessment, I did an oral language survey with questions that are related to **the learner's** family, school, and social identity, which are his familiar and daily life topics. Questions like "How often do you speak Somali at home and at school?" and "How do you feel about using your native language in classroom?" give me information about participant's linguistic background. Beyond knowing about my students, these daily-life questions also improve the interpersonal relationship between **the learner** and me. Student JM might feel valued and respected about who they are and what language they speak, which demonstrated that CRP of my teaching philosophy is not only applied in instruction, but can also be included in **assessment**.

Additionally, based on conversation, I used SOLOM as observational protocol to assess the **learner's** oral language level in the aspect of grammar, fluency, vocabulary etc. Moreover, I used alternative assessment to assess the **learner's** level of acculturation, such as drawing his feelings about new school environment and explaining to me what does his picture mean. Through these observational assessments, not only can I assess the **learner's** English proficiency in the comfortable and authentic environment, but also collect the useful information about the **learner's** current English level as much as possible.

In addition, I also made a comprehensive instructional plan, which was targeted to my participant's needs in specific linguistic and academic areas. For example, I divided the instructional plan into three categories (phonology, semantics and grammar) within two main columns (output and input). Because the learner's English proficiency was limited, I took linguistic features as the guidance which met the emergent needs of his English development. Beyond addressing the linguistic **curriculum** by explicitly addressing the development of speaking skills, this instructional plan also focused on the academic **curriculum** by addressing academic needs, such as higher order thinking practice. Overall, I did have evidence that I can use **assessment** to

connect the individual linguistic and academic needs of the **learner** with the demands of the **curriculum**.

(One example of speaking instructional plan for participant JM)

	Phonology	Semantics	Grammar
Output (Speaking)	1. Recording her reading of the book, and compare her pronunciation with the tape.	1. Memory: say new word aloud when studying; connect word to its synonyms and antonyms; study the spelling of the word.	1.Scaffolding teaching: Form the frame questions to lead JM higher order thinking about reading content, and produce more challenging and complex morphological and syntactic variation (SIOP).

4. Identity and Context: Community literacy paper

From my point of view, TESOL standard 4 requires teachers to understand the importance of the learner's identity, and how community shapes the expectations on the learner's education. Also, teacher should take the learner's identity, cultural background, community literacy as the resource to facilitate student understanding in the new environment. Referring to my teaching philosophy, I insist that teachers should adopt culturally responsive caring pedagogy in classroom, in which teachers respect students' identities, explore students' community literacy as well as encourage students to bring their home languages and background knowledge into class. To demonstrate that

I meet this standard, I draw upon the field trip that I experienced in the first semester, 2016. At that time, I particularly explored the Chinese community in Nashville by interviewing a Chinese restaurant owner and taking photos of Chinese goods in international markets. After I collected the information, I finished a paper about my understanding of Nashville Chinese community literacy as well as their expectations on education from the perspective of an English teacher. Here is a paragraph of paper:

Several days later, I interviewed a Chinese woman who runs a Chinese restaurant in Nashville, named Chinatown. ... The only goal for her efforts is to make her family live a better life both in China and in Nashville. ... She mainly learned English about business before, because of her job. Then after she became a mother, she turned to learn English in the academic field, as she wanted to provide a better English learning environment for her daughters. When ELLs' identities outside the classroom are changing and shifting, it underscores that teachers need to look beyond the general roles of students play and design curriculum and program toward their identities.

Based on my learning from the field trip and interview, I also suggested the professional instructional plan for a translanguaging project that allows Chinese EL students to make use of their linguistic competence in L1 for English learning:

English teachers can encourage Chinese students to translate the label of product in market, and compare their translation with the official one. “CHARSIU SAUCE”, which I found in K&S market, is a type of sweet stewing sauce for pork. But the official translation just transliterates the pronunciation of it. Maybe Chinese students can provide a better translation about it, which motivates them to compare and contrast the linguistic features in English and Chinese.

Additionally, I suggested EL teachers explore Chinese EL students’ funds of knowledge in two ways: learning their cultural events through social media and joining their community activities.

Based on this evidence, I demonstrated that I know the ways of exploring student’s community and cultural background and understand the significant importance of **learner’s** identity and community literacy that can influence on their interpretation of new language. Also, I demonstrate that I have the ability to connect the **learner’s** community and cultural background with the **curriculum** in the classroom.

5. Language proficiency

According to TESOL standard 5, teacher should be proficient in social, business and academic English in the aspect of output and input, which means that teacher is able to provide high-quality English instruction as a native speaker can do. As a future teacher, I view improving my English skills as prerequisite for a successful English class. To be qualified as an excellent teacher candidate, I took TOEFL and GRE exams before I entered the ELL program at Peabody College of Education and Human Development at Vanderbilt university. In terms of TOEFL, my performance on reading, listening, speaking and writing are all in high level, over 25 scores. This suggests that I'm highly proficient in English language, and able to communicate in English, using English as a tool to pursue my professional knowledge. In addition, my verbal score on the GRE is 156, which means I have plenty of knowledge about academic English, and I have ability to comprehend the complex text. Overall, my use of English in my graduate program has only served to improve my language proficiency, which ensures that I will be a qualified English teacher in the future.

6. Learning: Case study and lesson slides

My understanding of TESOL standard 6 is that teachers should have knowledge of language acquisition processes in and out of classroom and should make use of this knowledge to support adult language learning. Based on my teaching philosophy, the teacher should think from learners' perspectives, addressing how the student learns well in class when planning the instruction. To build a constructivist classroom, knowing what student needs and providing needed support on time is the priority.

To demonstrate that I have made use of professional knowledge to support adult language learning, I look back to the case study that I did in educational linguistics class. Not only can I teach middle school students, but also provide comprehensive instructional plan for adult learners based on their practical learning goals. In detail, I investigated how my participant, who was a 22-year-old woman, learned English in order to communicate with English speakers fluently, and I analyzed her current English level in the aspect of phonology, semantics, grammar and pragmatics. In addition, these investigations were in the context of outside classroom, the authentic situation. Take the following excerpt as an example:

...according to the Xuan's oral language transcription, the fluency and coherence of her conversation much depend on her familiarity with the topic. ... there is one sentence ... 'Sometimes I think the film is up to the director not the writer, yeah because the, not only the tech, technology, but also it's more focuses on the character's expression.' In this sentence, the grammar mistakes and the repetition of the word exist though, the flow of her sentence is much better than the sentences whose topic she's unfamiliar with.

In this paragraph, I analyzed how the topic influences participant fluency of oral language. This **assessment** gave me ideas for adjusting instructional plans that offer more opportunities for the **learner** practice their oral language in a comfortable class environment.

I can also demonstrate that I have knowledge of how my knowledge of language acquisition support **learners** in class. Based on my teaching philosophy, I believe scaffolding can support learners to make progress continuously, so I used tools to facilitate learner's understanding, such as graphic organizers, pictures and gestures. Take one slide of PowerPoint in one of my teaching classes as example:

Discriminate



- **Definition:** When you **discriminate**, you treat one person or group worse than another. **Discrimination** is often based on ethnicity, race, or sex/gender.
- **Synonyms:** segregate; separate
- **Sentence:** The law discriminated against black and colored people.
- **Turn and Talk:** What **discrimination** do you see in the paragraph?

In fact, it is challenging for teacher to explain an abstract word to young learners, so displaying a related picture beside definition of word can effectively help young learners comprehend the word and even remember the word. This picture scaffolded my fifth graders understanding of the word *discriminate*. I was able to **assess** the **learners'** understandings by asking them to explain what they saw and what they thought about it to me in the class. Overall, I do explore the language learning process, connecting **assessment** and **learners** both in and out of class. Meanwhile, I take **learner's** needs as the center of instruction and scaffold their understanding of language by using necessary tools in class, which demonstrate I follow my teaching philosophy as a guidance in teaching practice.

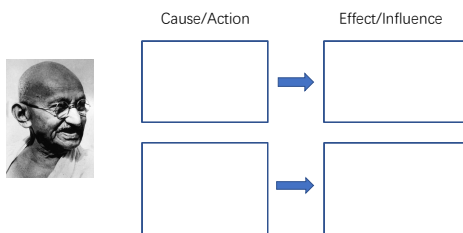
7. **Content: Science class instructional plan and social study class slide**

Standard 7 requires teachers to serve language learning for authentic and communicative purposes, and plan lessons that allow learners to practice content knowledge of subjects while

simultaneously developing the skills of speaking, listening, reading and writing. Based on my teaching philosophy, I also insist that communicative language teaching (Brown H.D., 2007) should be the core of my theory of teaching, and that building student's communicative competence (Celce-Murcia,1995) should be the purpose of language instruction. Guided by backward design, based on SIOP (Echevarria, J. et al., 2008) features, I included specific content and language objectives in each lesson plan, which ensures that learners are supported in both the content area **curriculum** and linguistic **curriculum** so that they are prepared to communicate in the content area. For example, one of content objectives in my second class is “SWBAT explain the terms “greenhouse gas” “global warming” and atmosphere with picture support”. I used the word “explain”, to mean that student can demonstrate their understanding of content knowledge in the way of speaking. To support my content objective, I included language objectives- “SWBAT use the sentence structure If _____ then _____ to explain the cause and effect, and use the coordination ‘because’ or ‘so’ in explaining the reason”. Thus, I do serve English instruction for EL students for authentic purposes and plan the lesson to ensure students can comprehend content knowledge as well as practice knowledge in a communicative way.

Moreover, I included paired discussion in this class. The topics of paired discussion are all around content objectives, such as “how does global warming connect to Polar bear losing its home”. These discussions were conducted right after text reading, so that students had chances to practice content knowledge with language support, such as word banks on the board. Besides, with classroom norms support, students also developed their communicative competence in the way of reasoning, agreeing/disagreeing and presenting group discussion in the class. Besides speaking, students also practiced their understanding of content knowledge in writing, so that students can meet language and content objectives at same time. For example, I used graphic organizer that support students to summarize the text and practice writing cause-effect sentence:

How did Gandhi protest nonviolently?



With all of examples, I demonstrate that I know the importance of interweaving content **curriculum** with communicative language development in class. I plan the lesson in the way that supports learners practice of content knowledge both in the aspects of input and output. Beyond

content teaching of subjects, I aimed at building student's communicative competence that they can draw upon in different **contexts**.

8. Commitment and Professionalism: ELL methods reflection

According to TESOL standard 8, teachers should continue work on the professional knowledge of teaching and learning English in communities, and use these understandings to inform and improve themselves as well as communities' education as much as possible. In fact, during this two-year study in Vanderbilt, I have been growing my understanding of the relationship between learning and teaching. For example, I enriched my teaching philosophy with new ideas that I gained from practicum of EL method class. In the reflection paper of ELL method class, I analyzed how my teaching concept shifted from thinking about how to be a teacher, to how my students can learn well in my class. Specifically, I not only adopted CRP, but also renewed my understanding of this pedagogy from an interpersonal perspective:

Valuing students' identities, setting highly expectation on students and eliminating teacher's own stereotype does not only work on a class of students with various ethnicities, SES or cultural backgrounds, but also influence on the students who have special needs. If teacher ignored students'

highly emotional support and be impatient about their relative longer progress of socialization and interpersonal interaction, it may result in students quitting school and even losing confidence in normal social activities.

These sentences demonstrate that I keep renewing my understanding of teaching and learning in communities and caring about the **learner's** identity affirmation and emotional support.

I also continue to recognize weaknesses in my teaching and work to make progress in specific teaching areas. For example, when I reflected on my teaching in practicum, I noticed that I didn't build a multilingual classroom for EL students:

The limitation of my teaching is that I seldom invited students to bring their home language as resources into class, and I paid few attentions on using multilingual texts or building multilingual class environment, which is the area that I will work on in the future.

From my self-evaluation, I demonstrate that I'm a teacher who is responsible for growing my professionalism, as well as responsible for providing my students with a meaningful, respectful class that promotes growth of their academic, linguistic and social-emotional achievement. I

believe these renewing ideas don't just work in the EL communities in Nashville, but also in China where I look forward to teaching English in the future.

Application of Practice

During my two-year study in Vanderbilt, professors and my cohort kept asking an essential question: What should a teacher do in and out of class to meet the diverse needs of students in one classroom? I appreciated that the path to explore the answer didn't stop with scholars' excellent research on paper, but also ELL program offered us the opportunities that I can work with communities and practice the knowledge with students in Nashville. With these opportunities, as a future English teacher in China, I can take the comparative perspective across two national settings. This will support my work on the congruency of teaching methods in two contexts, and be prepared to overcome the divergent problems between an EL classroom in United States and an EF class in China.

In this part, I will discuss about my expectations for my future teaching, how might I overcome the challenges that I will meet in my future teaching, as well as the ways to improve my future professional development.

Expectation on my future classroom

In Vanderbilt, the diversity and inclusiveness of this large learning community gave me a clear picture of what an ideal classroom should be. Students are respected in the aspects of their cultural background, life experience and home language. I also believe that teacher, as a facilitator in the classroom, should give the authority of classroom into student's hands, not only the authority of learning language, but also the authority of thinking critically. One of my biggest takeaways from two-year experience in Vanderbilt is that, instead of holding onto the idea of becoming a great teacher, a teacher candidate should instead conceptualize how students will learn well in class. That is to say, teaching and learning are closely interrelated.

According to Wiggins and McTighe's (2005) "Backward design", instead of thinking "what to teach", teacher should consider "how to teach" in the planning stage. Asking why my students need to learn about this knowledge, and how they learn to achieve goal is the key premise for a successful class. For me, learning and teaching are intertwined and interrelated, no matter in what setting. If I view the ideal English class model as input-interaction-output (Daniel S., 2017), then learning and teaching should co-exist in each stage. Specifically, in the phase of input, my teaching should meet the requirement of comprehensible input (Echevarria, J.et al., 2008),

incorporating visual supports, appropriate speaking speed, wait time etc. during instruction. Then students can build the foundation of content knowledge and be prepared to leverage their prior knowledge. In the interaction phase, I should scaffold students to think about why and how. Building dialogic instruction, discussing higher order thinking questions (Echevarria, J. et al., 2008), developing students' communicative competence (Celce-Murcia et al., 1995), these ideas of teaching can push me to think how can students achieve the higher-level of learning. These bilateral interactions also need students' engagement. The ideas of translanguaging (Goodwin & Jimenez, 2015) and negotiation for meaning (Foster & O'Hara, 2005) can provide students opportunities to practice content knowledge, and leverage their ideas by peer-lead scaffolding. After the interaction between teacher and students and among students, I can assess student's learning outcomes by designing alternative assessments such as oral presentation or writing journal. Then based on the reflection of output, I will adjust instruction into next step. Overall, teaching and learning is correlated and interdependent in my prospective classroom, because identifying students' different needs, investigating student's prior knowledge, leveraging students' thinking not just ask for my professional knowledge, but also student's dynamic learning feedback in and out of class.

Possible challenges and potential solutions

My future teaching context is the public school in less developed area of China, such as the west of China. I would like to work in this impoverished area because of my hometown, the small city where I studied from K-12. Developing educational methods and building strong educational beliefs of teacher are the prerequisite to improving the average level of students' academic achievement in that region. Though I have passion and confidence, I might still encounter two main challenges: limited educational resources and strictly test-centered school environment.

Specifically, the limited teaching resources might be reflected as the big class size and less opportunities for students to be expose to English contexts. Firstly, because of the undesirable ratio of student to teacher in less developed area of China, I must be prepared to work with a small team of colleagues and be in charge of teaching possibly over 50 students in one class. The possible solution for this is that let students learn from peers. According to Hammond and Gibbons (2005), in the designed-in structure, varying participant structure is one of element to scaffold student's thinking in the class. Plus, during the group working or pair sharing activities, peer-led scaffolding (Pritchard, R., & O'Hara, S., 2017) may also occur when students build on each other's opinion or

even when they negotiate ideas. And I, as a facilitator, will provide contingent scaffolding (Martin-Beltrán, M. et al., 2017) to leverage students' understanding to next level. Second, concerning lack of English contexts in these areas and limited class time for students to experience the input-interaction-output (Daniel S., 2017) English class model, what I plan to do is to extend the model outside of class. By planning the activity such as afterschool English speaking, playing English scenarios, etc., I will try to make use of the tangible resources to encourage students to practice output authentically. Moreover, to address the problem of limited English contexts, I will mainly apply multimodal texts in the class. Instead of sticking with textbook, I will incorporate the video, audio as well as pictures to provide students opportunities to receive comprehensible input in the aspects of listening and reading.

In addition, account for the tense test-centered educational environment in China, majority of people in less developed area, including parents and students themselves, view taking high scores in GaoKao (the standardized test) as the ultimate goal to learn English from K-12. To address the conflicts between test-centered education and my personal belief of cultivating student's communicative competence, I will work on applying alternative assessment into class. In detail, to

include the alternative assessment (Brown, H.D. et al., 2005), I will adopt the observational protocol along with class. For example, I will use SOLOM to monitor student's spoken English level progress, and I will use running records to assess student's reading comprehension ability. I will even adopt the behavior observational checklist to monitor whether my students have special needs. Most importantly, I will interpret these outcomes with students, giving them the right to know where they are and pushing them to be critical in analyzing their study. I believe these assessments can facilitate students developing their language skills comprehensively, as well as improving their academic skills that they can transfer across the subjects. By doing this, students will understand that learning is progressive, which requires them to be motivated and self-reflected, the level that learning for test can't achieve.

Professional development

Though I have made efforts to equip myself with professional knowledge at Vanderbilt, the emerging obstacles in real teaching require me to be a lifelong learner. Because of limited teaching experience, I always feel the distance between my practice and what I have learned. To bridge the gap, I will learn from experienced colleagues, observing how they address class problems, such as

class management, and discussing how to adjust the pedagogy in class practice. Second, I will enrich my professionalism by staying in touch with the latest educational research. Nowadays, teaching and learning is more than the interaction between teacher and students; other elements, such as technology, play the important role in classroom. To keep myself on the track, I will study the advanced research regularly, and analyze how should I update my teaching methods to meet current social requirement.

Moreover, I also believe that learning from students is part of teacher's professionalism. To understand my students well, I will continue exploring the communities, such as ethnic groups around cities. The purpose is to make my students feel valued in and out of class, while I have opportunities to connect school with their personal lives.

Conclusion

My two-year study experience at Vanderbilt has made me a confident teacher candidate, and equipped me with the mature educational knowledge and teaching theory. Instead of getting stuck on how to make a fancy class that makes me look good as a teacher, I stand in my students'

position, valuing how my class can meet their needs. Now, I think I'm ready and well-prepared to join my classroom, where my students and I can make progress together.

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Appendix of artifacts**Appendix 1 – Science Class Instructional Plan****SIOP[®] Lesson Plan Template 3****STANDARDS:**

WIDA ELD Standard 4: the language of Science, level 2 Emerging: sort words and phrases from illustrated texts, using graphic organizers with a partner.

THEME: Rock

LESSON TOPIC: Identifying Rock Types

OBJECTIVES:

Content:

- SWBAT differentiate the types of rocks by describing color, shape, and texture.
- SWBAT introduce the feature and importance of one type of rock by orally presenting and writing.

Language:

- SWBAT sort the rock-related words and phrases by highlighting in the text.
- SWBAT categorize the features of types of rocks, by using declarative statement _____ is ____.
- SWBAT introduce the importance of one type of rock by using conjunction “because”.

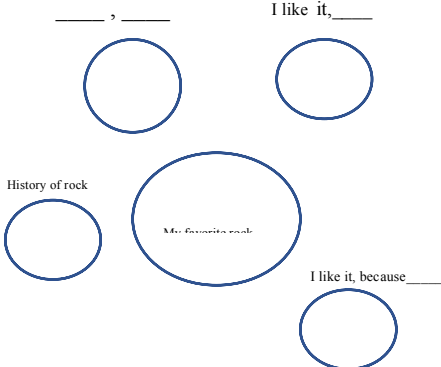
KEY VOCABULARY:

Content Vocabulary:

metamorphic; igneous; sedimentary; volcanic; limestone.

<p>Cross-Curricular Vocabulary: Color, texture, size, material</p> <p>SUPPLEMENTARY MATERIALS: Text reading: <i>A rock is lively</i> Samples of rock: limestone, igneous Tree map of rock</p> <p>HOTS: HIGHER ORDER THINKING QUESTIONS AND TASKS: Questions: Based on each type rock’s features, such as the materials or texture, what role does rock play on earth? And what story it might have in the past? Tasks: Rock charts; Rock map</p>		
<p>MOTIVATION</p>		
<p>Review previous class in whole class group: 8 minutes</p> <p>4. Last week we talked about planting. How does the seed grow as a plant?</p> <p>5. Reviewing the vocabulary by speaking loud along with gesturing.</p> <p>6. Introduce the new unit theme by connecting planting process with rock, and asking question: what do you know about rocks in our daily life?</p> <p>7. Playing a short video of rock.</p>		
<p>LESSON SEQUENCE:</p>	<p>Rock Dictionary 15 minutes</p>	<p>8. Give out the copies of text, and handout of rock chart. Present rocks in the class.</p> <p>9. Teacher guides whole class group read the first paragraph of text, modeling how to sort out the key words in the form of bold print, headings, and or in text by highlighting.</p> <p>10. Teacher models to fill in the first type of igneous information in the chart: texture,</p>

		<p>color and cluster, by collecting info from text and tree map, and observing the real rock.</p> <p>11. Beside each category, student also need to provide a synonym in their native language or English that they learned before.</p> <p>12. Let students who have same language background work in pairs, to fill the rest two types of rock information, cutting and pasting the picture of rock on the chart. Beside each column of rock, students need to fill in sentence based on chart information. Such as “Sedimentary rock is a gray, smooth rock.”</p> <p>13. After small groups finish, teacher ask student of each group `to fill the rest of chart on the board with whole class.</p>			
	<p>Graphic Organizer</p>	<p>Rock/ (Synonym)</p>	<p>Color/</p>	<p>Size/</p>	<p>Texture/</p>
		<p>Metamorphic Rock (Picture)</p>			
<p>PRACTICE AND APPLICATION: MEANINGFUL ACTIVITIES</p>	<p>Map of rock 15 minutes</p>	<p>14. Students will choose a type rock, and filling a bubble map individually. Each circle includes one category to describe rock, such as color, shape. And write down a sentence</p>			

		<p>with sentence starter: I like _____, because _____ . This task is individual working.</p> <p>15. In two of bubbles, students also need to talk about the process of rock forming and usage of it based on the color and size of these rocks.</p> <p>16. Students stand in two lines and face each other to share with pairs about their map. Leading questions: What is your favorite type of rock? Why do you like it? What is a story behind this type of rock?</p> <p>17. After the lining-up sharing, the students who have same type of rock on their map, they will orally present their map in front of whole class.</p> <p>18. After all students sharing, let them paste on the wall.</p>
	<p>Graphic Orgnizer</p>	
<p>REVIEW/ASSESSMENT:</p>	<p>10 minutes</p>	<p>19. After students exhibit their work, teacher can lead whole class go through the map, to review the key words and check the sentence.</p>

		<p>20. For the usage and history of rock, teacher should ask student to provide reasons in whole class. Why do you think it can be use as...? What is your evidence? (Evidence from size, color, texture)</p> <p>21. Peer review: for the peers who have same type of rock with you, please give him/her a star on the map if s/he does a really good job.</p>
<p>WRAP-UP:</p>		<p>22. Show the samples of rocks again, go through the key words and features of rocks by using the sentence in the task of rock map: declarative statement and conjunction.</p>

Appendix 2 - 5-minute Transcript of Class Video

T: What do you see in this picture?

Nimo: Oranges and tomatoes.

T: Tomatoes!

Nimo: And bears.

T: Mm-huh, what is this house?

All Students: Greenhouse!

T: Greenhouse! Why do we call it greenhouse?

Jamal: Because if you go to, go to the inside, if you cold, you will feel hot.

T: Yes! Jamal said, if you feel cold, and you go inside of this greenhouse, you will feel hot. But why, why does this happen? Ok, let's see. This greenhouse is full of windows. It has roof of windows, wall of windows and door of windows! But see our classroom.

Gaufran: It's hot.

T: Yes! The sunlight can come into, can go through the windows, and reach inside of greenhouse.

But can the sunlight come into our classroom through our roof?

All students: No.

T: How about this side of wall? Can the sunlight come through this wall? Who says yes? If you say yes, please raise your hands.

(Gaufran raised her hand.)

T: Ok Gaufran, why? Why do you think the sunlight can come through our roof?

Gaufran: Because. The sun?

T: Yes. Sunlight. Just like the picture

Gaufran: She come in that window. The sun, she come down from that window. When she go hot, she inside, she go all of the hot.

T: Yes. So the sunlight can go through the windows, instead of our roof, because we have wood, we have stone there. The sunlight cannot go through them. What happen next after the sunlight come into the greenhouse? Sayat?

Sayat: It will be hot.

T: Hot, why?

Sayat: Because the sunlight go into the greenhouse inside, it will become very hot.

T: Ok, let's imagine. If you stand outside in a sunny day. We stand on the parking lot outside of McMurry and we stand there, sunlight come down to us. For half of hour, what would happen?

Gaufran what do you think?

Gaufran: You head is hot too. You feel sick.

T: Yes! It will be so hot! Let's continue to read. To see if we can find evidence in the text.

(After reading)

T: So now, I have a question. Do you see this snowman stand here?

All students: Yes.

T: Can the sunlight reach to the snowman?

All students: No. Yes.

T: Think about this, can the sunlight reach to the snowman?

All student: Yes.

T: Yes. So why does this snowman not melt? Not become water? But we can see the tomatoes and flowers inside of greenhouse!

Gaufran: Yes.

T: Let's think about this. This is something related to the greenhouse. Gaufran, what do you think?

Gaufran: This one, she stays outside because not hot. she don't go inside of greenhouse, because if she go inside, she go water. She go outside, she go snow. She don't go inside, because it's too hot. She go outside, she like this.

T: Ok, yes. If the snowman goes inside of greenhouse, the snowman will become water. I agree with you. So the tricky thing is, if we read this sentence together “But the heat is trapped by the glass and can’t escape.” So the windows can trap the warm air inside of greenhouse. You see? Let’s see this ball again. What did I do to make this bigger?

Students: You blow.

T: Yes, I blow it. I put so many air into it right? Can those air run away? Why?

Jamal: Me!

T: Jamal.

Jamal: The greenhouse is closed the windows. And it’s hot inside.

T: Yes! Jamal said, because we close the windows and the doors. We close all of them. The air cannot run away. Just like this ball, I lock it. Can the air come out?

Students: No!

Appendix 3 - ELL Assessment Case Study

Final project

Part I Participant's cultural and linguistic background

My analysis participant JM is a 5th grade student in SIFE program of McMurry Middle School in Nashville. JM now is 10 years old, a refugee from Somalia. His native language is Somali, and he also can speak the dialect Mai Mai. However, before he came to United States in 2017 January, he had never been to school, so his is lack of first language and English literacy development, and academic development as well. Concerning his immigrant status and his educational background, he is qualified to be enrolled in the Student with Interrupted Formal Education program (SIFE) of MNPS. JM took the WIDA (W-APT) assessment before he entered the Metro program. He scored as level 1 in the reading, listening, speaking and writing parts. In order to learn more about JM, I took two assessments on his linguistic background and level of acculturation.

Oral language survey-I designed 14 questions, related to four main areas in the interview, which are family, school, social, and identity. In this informal assessment, I collect the information about JM's linguistic background by asking the questions, such as "how often do you speak Somali at home and at school, and how do you feel about using your native language in classroom?" etc. Based on JM's answer, he uses Somali and Mai Mai very often at home. He is living with his big family, so his first language is effective and important to communicate at home. Besides, he also uses Somali in class. Actually, most of students, around 6/10, in SIFE program of McMurry Middle School are from African countries, especially Somalia, so they have similar linguistic background, which benefit them from understanding the instruction and facilitating peer's discussion. JM told me that his sister, who is also enrolled in this program, sometimes explains the meaning of sentence or words in Somali to JM. And JM also helps his friends understand the instruction by using native languages. Furthermore, in the class, students' first language is also encouraged. Specifically, there is a bilingual teacher-Arabic and English, who provides translation help to students. And in the science class, teacher also helps students understand the meaning of vocabulary by inviting them to write down the synonyms in their own languages. Therefore, JM's home language is well used at home and encouraged in class.

Level of Acculturation-In order to comprehensively know what levels of acculturation that JM is on now, I did an observational assessment during the classes plus oral interview survey,

which can gather amount of evidence for evaluating participant's physical and emotional acculturation (Herrera et al., 2013). From the interview, when I asked him about whether he likes this new environment and classmates here, his smiled a lot and shared with me about his favorite subjects, favorite friends in class. Even when I asked him to draw a thing that he likes after he arrived in America, he draw the school and classmates (Appendix 1), which shows that JM actually accepts and also gets used to this new school environment.

In the observational time, I used the Level of Acculturation Observational Rubric (Herrera et al., 2013) to evaluate JM's level of acculturation(Appendix 2). Overall, JM's level of acculturation is between 4 or 5, which means he is highly participative and engaged in the class, well overcoming his negative emotion. I scored 4 for the level of affect, levels of interaction with peers of a similar culture and with peers of a different culture, and scored 5, as highly participative, for his group learning and activity participation. Specifically, JM is helpful and friendly in class, especially in group working. He can involve in the discussion very well with peers, no matter what cultural background they have. For example, ST, a boy from Nepal, is JM's best friend in class. So cultural background is not a decisive element for him to get along with peers. Besides, JM is not aggressive or offensive in class. He is introvert, and well controlling his emotion in class. However, his personality and young age, which signaled as shy and less expressive, partly result in lowering the communication effectiveness with high grade students in class activity. When the class was mixed with 7/8th grade students, JM is less communicative in class activities, which is the evidence for scoring 3 in this part. Overall, his participation is group working and class activities is active so that teacher can reduce the monitoring in this area. But, as for his interaction and communication level, he still maintains the relatively high level, which means teachers should provide him more opportunities to interact with peers who he is unfamiliar with.

Evaluation of the class and school environment-To know more about McMurry Middle school environment, I interviewed my mentor teacher based on the Acculturation Environments form (Appendix 3), which guided me to investigate in the aspects of assimilation, integration, rejection and deculturation of school environment. In fact, SIFE program meets the language, social and emotional needs of students who have recently come from severe traumatic experiences and need time to adjust culturally in a more sheltered environment (McMurry Middle School, 2017). In this situation, teachers need to pay more attention on student's sociocultural competence

development, avoiding assimilation, deculturation and rejection that behaviors and concepts depress emotionally vulnerable students. In detail, teachers encourage and support student use their native language by inviting student to think about the synonyms in their language and bilingual teacher in class to help them translate both in L1 and L2. School also organized the “Night Fair” event that invite all of students to perform their cultural dancing or singing on campus. Concerning the students’ mental weakness, school tries to build the safe and comfortable environment, in which any form of discrimination, assimilation is forbidden. Teachers focus on the students’ emotional development by helping students learn perspective-taking, to be open-minded and respectful, as well as group working. In order to achieve this goal, all of the teachers in SIFE program are trained to learn how to get along with students who have special needs before they started this program. Moreover, instead of parents involving in their children’s class, because of their work schedule and transportation problem, teachers visit students’ home more often, which is an effective way to explore students’ background knowledge (Herrera et al., 2013). Thus, all the evidences prove that SIFE program and McMurry Middle school is providing the integrated and interactive environment for students.

Part II Stage of Second Language Acquisition

WIDA Assessment Analysis-After JM and his family registered in EL office of MNPS, he and his sisters were sent to the different schools and programs, which provides EL service to meet their language and academic needs. Because JM has been in United States less than one year, the only standardized assessment that he took is W-APT, which is an English proficiency test for the incoming students who might be designated as ELL in their future learning. For the similar identification and placement, W-APT stands for WIDA-ACCESS placement. The test items of W-APT is based on the WIDA standards and model. Basically, it assesses four language domains: listening, speaking, reading and writing, and the content areas are social & instructional language, language of language arts, mathematics, science and social studies (Pray, 2017). However, according to the officer in EL center, MNPS, because of the students who were recruited in the SIFE program, they didn’t have any English knowledge when they took the W-APT assessment. EL officers solved this problem by assessing students native language with W-APT assessment, and then translated their answers into English. Then based on WIDA rubric and rule of age-appropriate, EL center sent students to different levels of SIFE program (MNPS, 2017).

In W-APT assessment, JM scored 1 as each domains of language, which demonstrated that he was on the level 1 Entering of English proficiency. According to WIDA rubric, level 1 students is limited to the single words, phrase-level grammatical structure or chunks of language. They have knowledge of everyday social and instructional words and expression, but hardly beyond that level, especially in the area of content knowledge.

Validity and reliability- According to the WIDA Annual Technical Report 2015-2016, one of the purposes of WIDA-ACCESS is to identify English language proficiency level of students with respect to WIDA ELD standards (Yanosky et al., 2017). W-APT, as the entering assessment, achieves this purpose by evaluation EL students' English language proficiency in the domain of listening, speaking, writing, reading, in the content area of social study, mathematics, science. Besides, annual WIDA-ACCESS also can provide district with information about students' language performance that will help them develop their program effectively. In the aspect of criterion-related evidence, WIDA-ACCESS is highly structured with WIDA 5 standards, which students are able to communicate ideas, concepts and information in the content area of language arts, social studies, mathematics, science as well as communicate for social and instructional purpose.

Because WIDA-ACCESS is designed to assess different levels of students, the coefficient of reliability is collected across all grade-level clusters. According to the technical report (Yanosky, et al., 2017), for grade 1, reliability coefficient is .929; for grade 2-3 .936; for grade 4-5 .935; for grade 6-8 .944; and for grade 9-12 .951. Obviously, the reliability coefficient of WIDA-ACCESS is relatively high. Besides, this assessment is online assessment, so it avoids some potential human errors during the assessing process. Overall, WIDA-ACCESS, including W-APT is a reliable and valid standardized assessment to evaluate English language learners English proficiency.

Brown checklist- Brown and Abeywickrama (2010) designed the practicality checklist to evaluate assessment's practicality. Based on the technical report (2017), WIDA-ACCESS meets the checklist criterion- "can the test be administrated smoothly, without procedural glitches" by proving "the items and tasks work appropriately together to measure each test-taker's English language proficiency". Also, for the intra-rater reliability, WIDA-ACCESS meet the criterion "can you guarantee that scoring is based only on the established criteria", by demonstrating that all items and tasks in four domains are scored consistently for all test takers. Moreover, according to Brown

and Abeywickrama (2010), the content reliability of test also needs to be reflected as whether it has test specifications, which means if the test is divided into a number of sections that is corresponding to the objectives that are being assessed. To achieve this criterion, WIDA-ACCESS is divided into four domains, and all tasks and test items are performed to analyze students' language ability in five areas. Therefore, WIDA-ACCESS meets the criterion of Brown and Abeywickrama's (2010) checklist in the aspects of practicality, intra-rater, and content reliability.

Student Oral Language Observation Martix- To know more about JM's oral language level, I used SOLOM as the observational protocol. SOLOM is a rating scale that teacher can use to assess students' oral language, based on teachers' observation in a variety of conversational situations. So, different from the assessment of reading, writing and listening, the oral language assessment in fact needs test-taker presents his/her language ability in multiple aspects. Based on the administrative principle of SOLOM, I designed three prompts in which JM can show his oral language ability comprehensively. Specifically, I did an interview with JM, asking questions related to four main topics: family, school, identity and social. For example, in the school part, I asked him what is your favorite subject? Why do you like it? In the identity session, I asked him to tell me a festival in his home country. The second prompt is about problem-solving. I describe a situation, in which a newcomer who can't speak English come to his class, and how can he help her to study here. The third prompt is that I displayed six pictures with vocabulary, which are selected from his reading text, on the table, and asked him to categorize in types of fruit and building, select his favorite one in each type and tell me why did he like it, as well as what experience did he have with these objects.

The whole conversation processed for almost 19 minutes. And I collected enough evidence for evaluating JM's oral language proficiency. Overall, he is scored as 15 in total and 3 for each column, which demonstrates that he is on level 3. In detail, because he can't understand the longer and complex sentence when I asked him the question, and sometimes I need to repeat even paraphrase the sentence, it matches the description in level 3 of comprehension that understands most of content in slower speed with some repetitions. As for the fluency part, JM's speech is typically consisted of simple and short sentences. It seems he can speak fluently, but when we extended the conversation, he was disrupted by searching for the manner of expression frequently, which matches the description of level 3. In terms of his vocabulary, he mainly masters the Tier 1

words, less Tire 2 words. For example, when I asked him “Which subject is most difficult for you?” He answered, “I don’t know difficult.” Besides difficult, he has no idea about what does “festival” mean. Obviously, his vocabulary ability matches level 3 in SOLOM. Moreover, his pronunciation is scored 3 because during his speech, I need to highly concentrate on, and sometimes I need to repeat his words to ensure that I catch his idea correctly. Also, though he speaks simple sentence in a large amount, he still makes frequent grammatical mistakes on tense, plural and subjects order, which is related to the description of level 3 in grammar column exactly. Therefore, JM’s overall oral language level is on Level 3, which proves that the effective language input and output is needed for him to improve English proficiency.

Part III State and federal assessment requirement

According to the statement of purpose of No Child Left Behind Legislation (2001), states need to meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance. JM, as one of English language learners in middle school, attended SIFE program right after he and his family did the home language survey and EL service register. This intake process is also accordance with NCLB that states should identify and supports English learners English proficiency with specific programs and assessment to track progress (2001). EL center determined JM’s English proficiency by assessing him the W-APT as identifying his literacy level. Then after determining he was on level 1 based on WIDA rubric, and his previous experience, JM was distributed to the SIFE program in McMurry Middle School. Through this process, it is clear that MNPS EL center followed NCLB legislation that place JM in a program that meets his language needs. Beyond language, MNPS and McMurry Middle school considered the emotional and social ability development needs of JM and students who have same experience. Therefore, SIFE program in McMurry school does meet the language and academic needs, even social and emotional development needs of JM.

Besides, NCLB legislation also requires local schools and educational agencies ensure the qualification EL teachers, who must complete related subject higher education, as well as with high qualification. In SIFE program, all the teachers were trained how to get along with the students who have special needs, and emotional teaching. So they prepared more to start this program in the

academic and emotional development aspects. More than following NCLB legislation, SIFE program is also in conjunction with Every Student Succeeds Act, which requires states assess non-academic indicators (Pray, 2017) that can be reflected as specific emotional needs of JM. ESSA requires local schools and districts includes broader support for professional development for EL teachers in working with English language learners, so SIFE program and MNPS provide necessary training for the teachers who work with EL students who needs special needs. Moreover, ESSA requires all local schools and districts assess ELL students annually, which is same as the requirement of NCLB that monitor the progress of EL students. But JM has been stayed in United States less than one year, so he hasn't taken that annual ACCESS assessment yet. However, by following NCLB and ESSA legislation, SIFE program in McMurry Middle school can support JM's development in both academic and socioemotional aspect comprehensively.

Part IV Comments on student's reading and writing in content area.

Reading- The books that JM read are *How do apples grow?* *Teddy, help!* and *Grow up*. The difficulty of first two book is on level J, and the third one is on level D. The first two books were chosen by JM himself, and the last one was my choice. The reading assessment was conducted in the ELA class, when students were doing their language practice in the centers. And I read these three books with him rather than let JM read by himself.

According to Reading A-Z, texts on level J means that texts are suitable for second graders to read and comprehend. And level D means the books are suitable for first graders. The assessment was processed as I recorded the audio when JM read, and I used Running records as the assessing protocol during I listened the audio later. The length of two level J books are 136 and 102 words in total. For level D, the number of words is 24. Besides text, there are some illustrations or photos in the book to help reader comprehend the text. And the books included the sentence structure and vocabulary that are appropriate for the graders. The targeted words or sentence structure are repeated from beginning till the end. At the end of reading, or in the middle of reading, I asked one or two literal meaning questions, and one comprehending question to assess his reading comprehension.

Based on the result of running records, JM's reading accuracy is 82%, 88% and 92% for three books respectively. Specifically, he made mistakes in semantic, syntactic and graphophonic areas. And he was most struggling on graphophonic cue system, which is the phonetic system that

language learners can draw upon when they read aloud. From the chart below, we can conclude that the visual errors take a large part of JM's errors.

Figure 1 JM's error conclusion

	<i>How do apple grow</i>			<i>Teddy, Help.</i>			<i>Grow up</i>		
	V	M	S	V	M	S	V	M	S
Error	19	4	1	10	1	1	2	0	0
Self-correction	0	2	2	0	2	0	0	0	0
Accuracy	24/136=82%			12/102= 88%			2/24=92%		

In the phonetic part, JM had difficulty in distinguishing the long vowel patterns, and short vowels. For example, JM had problem with differentiating /au/ and /u/ sound for several times. He pronounced the /u/ of "move" as /au/ sound, the /au/ of "shout" as /u/ sound. Also, JM is struggling on different pronunciations of one letter in different situations. He pronounced "like" as "leak", and "push" as "pash", which showed he may have the prior knowledge of certain sound of this letter, and transferred the sound to the new situation. Another problem is that he can't pronounce the blends well, such as /ʃ/ for "shout" as /h/, and /tʃ/ for "each" as /ʃ/. In the below chart, I collect the frequent and obvious graphophonic miscues in his reading recording.

Correct Word	bud	has	like	push	move	shout	each
Miscues	baid	ha(/ʌ/)s	leak	pash	maove	hut	eash

Some semantic miscues happened in his self-correction, for example, he corrected his pronunciation of "winter" from "wine-ter" to "winter" after he noticed the meaning. And another example for semantic miscue is that JM transferred one word pronunciation to another word that has same meaning or same function in the sentence- he pronounced "are" as "is" at least three times. All these examples indicate that his current knowledge in the phonetic, graphic and semantic area is developing, but it still can't support him to read aloud level J books fluently. When I asked him to read level D, he can read them fluently with less errors, which showed his comfortable reading level should be between D and J.

In the aspect of comprehension questions, I mainly asked literal questions, such as "what are they doing?". Partly due to multiple visual supports in the text, JM can provide correct information most of time. He sometimes can use the targeted word in the text to answer, like "pulling rabbit".

Or he may use his own word to describe what happened in the text. As for the comprehension, I asked him to summarize the main idea of book. Basically, he used phrase or word combination instead of a whole sentence to answer, such as “About growing” rather than “it is about apples are growing”. Even when I elaborated the question, he still answered me back with shorter sentence or phrases. Overall, JM’s reading ability in ELA content area is limited. He needs more support in phonology during guided-reading. He also needs to practice answering questions in full sentence with teacher support.

Writing- As for assessing JM’s writing ability, I collected his writing samples from ELA class. I used 6-trait scoring rubric as the authentic assessment tool. JM completed this piece of writing after reading a text, which is about African people creating a new way to save water. This piece of writing aimed at practicing students’ ability to summarize text. Overall, the writing is consisted of only one paragraph, in which JM talks about why it is good that characters in the story combine new and old ways to get the water. The total number of words is 55.

In general, JM’s writing level is between 2 and 3 in each part of 6-trait scoring rubric. Specifically, in terms of ideas, I score him 3. Based on the description, JM can write a clear main idea in this paragraph, but because he lacks support details as well as he is “telling” the example, rather than making connection with main idea, I can’t tell he is on level 4. But it is still impressive that he can make a clear idea at the beginning of this passage. With the respect of organization, I score him 2. Even though he presents a structure of main idea with one supportive example, he still misses introduction, main body of passage, as well as conclusion in this passage. Besides, he makes less connection between parts of passage, so it is hard for readers to get a picture of how his ideas go. As for his convention part, I score him 2. This is because he doesn’t leave spaces between words, sentences. He also has less knowledge of punctuation. In fact, this piece of writing is not a demanded writing, but a piece of writing that he finished with teacher, so there is no spelling, grammar mistake in the writing. It is still obvious that JM lacks basic print knowledge, and punctuation. In the aspect of voice, I scored him 3. It is hard to point a special moment in his writing, because what JM did basically just state the fact and reasons, instead of bringing his emotion or eager to the readers. This is because his writing ability is still limited to short and simple sentences, which is hard for him to elaborate ideas. As for the word choice, I scored him 3. The words are correct and simple, but JM doesn’t replace the high-frequency words with synonyms, or use other

strategies to bring flavor to this passage. And he seldom uses figurative language or other colorful words to make this piece of writing more attractive. In the sentence fluency part, I score him 2. Because JM lacks print knowledge, including punctuation and space between words, it is hard for readers to follow his writing, which largely influence on the sentence fluency. If we only look on his sentence structure, he demonstrates his skills of mastering short and simple sentences in writing. But it is not enough to form a piece of completed writing. Overall, according to 6-trait scoring rubric, his writing ability is between 2-3, which proves that he is the beginner of writing.

Part V Instructional suggestions and assessment plan

Instructional suggestions- Based on interdependent relationship between language output and input, the instructional plan for JM's phonological, semantic and syntactic can't be separated. The effective and obvious improvement in all aspects needs teacher to focus on the comprehensive and comprehensible input, as well as adjusting instructional plan when observing JM's productive language. Concerning JM's limited English proficient level, I decide to make an instructional plan which covers his English input and output in these three areas as much as possible.

	Phonology	Semantics	Grammar
Input (Reading)	1. Watch the video of standard English phonetic pronunciation course. 2. Follow the way of teacher's pronunciation. 3. Reading aloud along with audio book in ELA centers.	1. Discover new words' meaning by providing a word bank in the class, where students can draw upon anytime. 2. Read and review the words at beginning of class.	1. Provide readings on the low level, such as pattern books that contains illustration 2. Highlight morphological variation as well as sentence structure, and explain in one on one instruction.

<p>Input (Listening)</p>	<p>4. Listen to the standard English pronunciation at slower speed, such as the recording of books on tape. 5. Play intro video in the content area at beginning of class.</p>	<p>3. Discover new words' meaning by using gestures, synonyms in English and JM's home language. 4. Analyze the picture and signs with bilingual vocabulary; study the pronunciation of the word.</p>	<p>3. Listen to audio book or the interview program at normal or slower than normal speed, to learn more complex syntax.</p>
<p>Output (Speaking)</p>	<p>2. Recording her reading of the book, and compare her pronunciation with the tape.</p>	<p>2. Memory: say new word aloud when studying; connect word to its synonyms and antonyms; study the spelling of the word.</p>	<p>1. Scaffolding teaching: Form the frame questions to lead JM higher order thinking about reading content, and produce more challenging and complex morphological and syntactic variation (SIOP).</p>
<p>Output (Writing)</p>	<p>3. List the differences between his pronunciation, and the common mistakes in his spelling. 4. Spelling practice: provide word bank that JM can draw upon during writing center.</p>	<p>3. Cognitive and metacognitive strategy: written and verbal repetition of word. 4. LOTES: paraphrasing the complex words, writing down the synonyms of content words in his primary language. (Jimenez & Goodwin)</p>	<p>2. Using thinking maps, such as circle map and thinking- alouds strategy that can assist JM applying his grammar knowledge into written language (SIOP). 3. LOTES: Translate sentences between Mandarin and English, to develop the metacognitive ability. (Jimenez & Goodwin)</p>

Because JM's listening and speaking level is a bit of higher than his writing and reading level, teacher should spend more time on his seatwork, which could be teacher-guided or independent working. Overall, this instructional plan of three linguistic areas are closely connected in parts of reading, listening, speaking and writing.

Besides, concerning JM lacks print knowledge in his writing, instructor should consider including some strategies to highlight the text format and punctuation. For example, in the reading class instructor can read a book that incorporates text size variation with JM. With tone changing of instructor, JM can feel the text size variation and punctuation can represent different meanings. Besides, instructor also can ask JM read his writing and a student's writing with correct print format. With this comparison, JM can mimic the way of normal writing format.

Assessment plan- Considering JM's current English level and school curriculum, I design an assessment plan of ELA class for a whole semester. Besides standardized test, such as ACCESS that he will take every year, instructor also needs to use authentic assessment across the semester to monitor JM's progress or specific study needs. For reading protocol, teacher should continue using running records in ELA class. Concerning JM is still on the lower level of reading, teacher may do the observational assessment weekly. And the reading text should lightly beyond his current level. JM's reading ability should be assessed in self-reading and group-guided reading. At least once a week, ELA teacher should bring a level text to JM and ask JM to read by himself in the reading center during ELA class. It is difficult to neglect his primary language influencing on his English pronunciation, so besides pronunciation of letters and words, teacher can assess JM's comprehension ability as well as reading fluency of sentence when he makes progress. In group reading, teacher can effectively assess his reading comprehensible ability by observing his participation of group discussion. For speaking and listening part, I think both can be assessed at same time. Instead of assessing weekly, teacher can assess speaking and listening one time in every two weeks or at the middle and end of unit. Teacher can use SOLOM as protocol and design the prompts that are around the content area, such as reviewing the reading text or Q & A.

Concerning JM's limited English proficiency, the writing assessment task can be imitative task. According to Brown (2010), beginning-level English learners need basic training in and assessment of imitative writing. JM can practice forming letters, words and simple sentences in daily class. And for the assessment, teacher can design a picture-cued task, which asks JM to write

a sentence or word to describe a picture in the content area. Gradually, instructor can present several pictures that JM can write some short sentences to form a story. From phrases to short sentence, this task not only assesses JM's writing ability, but also develops his ideas of writing. And once JM can write several sentences or short paragraph, instructor can use 6 traits to evaluate his writing progress. Moreover, instructor also can ask JM to write a journal or draw picture with a sentence twice a week. At the end of unit, JM can select three pieces of journal that he thinks are best to evaluate.

The last step for these assessments should be reflection of learning progress at the end of one unit. The reflection could be teachers meeting as well as teacher-student meeting. For teachers' meeting, it aims at evaluating JM's learning progress and diagnosing the specific needs in output and input parts. For JM's meeting, it aims at encouraging JM's English learning as well as letting him know which part he should focus on. If it is possible, teacher can help JM make a study plan for next two weeks that can set him a specific study goal. As for the assessment for the content area, instructor can design the authentic activities such as role play, which students can perform the story that they read in this month. Or teacher can ask JM to write a reflection for a reading text. Either way can help instructor assess how much does JM master knowledge in this month.

Assessment Calendar	1 st Week	2 nd Week	3 rd Week	4 th Week
1 st Month	Reading (Monday) Running records for level E text. Writing (daily) Journal: short sentences ; short sentences; picture cued task-short	Speaking(Tuesday): Interviewing and reviewing Listening: Checklist Writing (daily) Journal: short sentences	Writing: Journal(daily): short sentences; picture cued task-short sentences(Wednesday). Reading (Monday) Running records for level E text.	Unit content assessment. Teacher-student meeting. Teachers meeting.
2 nd Month	Speaking(Monday):	Reading (Tuesday) Running records for level F text.	Writing: Journal(daily): short sentences; picture cued	Unit content assessment.

	<p>Interviewing and reviewing last unit content</p> <p>Listening: Checklist</p> <p>Writing (daily)</p> <p>Journal: short sentences</p>	<p>Writing (daily)</p> <p>Journal.</p> <p>short sentences; picture cued task-short sentences(Wednesday)</p>	<p>task-short sentences(Wednesday)</p> <p>Matching words and pictures, filling the spelling task.</p>	<p>Teacher-student meeting.</p> <p>Teachers meeting.</p>
3 rd Month	<p>Reading(Monday): Running records for level G text.</p> <p>Writing (daily)</p> <p>Journal: short paragraph.</p> <p>Matching words and pictures, filling the spelling task.</p>	<p>Speaking(Tuesday): Interviewing and reviewing last week content knowledge</p> <p>Listening: Checklist</p> <p>Writing (daily)</p> <p>Journal: one short paragraph</p>	<p>Writing: Journal(daily): one short paragraph; picture cued task-short sentences(Wednesday)</p> <p>Matching words and pictures, filling the spelling task.</p>	<p>Unit content assessment.</p> <p>Teacher-student meeting.</p> <p>Teachers meeting.</p>
4 th Month	<p>Speaking(Tuesday): Interviewing and reviewing last unit content</p> <p>Listening: Checklist</p> <p>Writing (daily)</p> <p>Journal: one short paragraph</p>	<p>Reading(Monday): Running records for level G text.</p> <p>Writing (daily)</p> <p>Journal: one short paragraph. picture cued task-short sentences(Wednesday)</p> <p>Matching words and pictures, filling the spelling task.</p>	<p>Writing: Journal(daily): one short paragraph; picture cued task-short sentences(Wednesday)</p> <p>Matching words and pictures, filling the spelling task.</p> <p>Reading(Monday): Running records for level G text.</p>	<p>Semester assessment.</p> <p>Teacher-student meeting</p> <p>Teachers meeting.</p>

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Student oral language survey

ASSESSMENT IN ACTION 4.1

This student survey represents one way teachers can gather information about a student's attitude toward school, perceived areas of academic strength and weakness, and affective response to

content areas. Although this is a simple survey designed for use with elementary students, teachers can easily modify the tool to assess the feelings and perceptions of older students.

■ Survey of Student Affect

Student Interview

Student Name: Jarrod

Date: _____

1. Write or draw a picture about your old school.

(Attitude toward learning and school)

2. Write or draw a picture about what you are good at in school.

(Strengths) MAS

3. Write or draw a picture of what is hard for you at school.

(Weaknesses) PEd

4. Circle the face that shows how you feel about reading.



5. Circle the face that shows how you feel about math.





Level of Acculturation Observation Rubric

Assessing Level of Acculturation

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Figure 4.2 Level of Acculturation Observation Rubric

LOA* Observation Rubric			
Student: <i>Jamal</i> , <i>6th grade EL students.</i>			
Date of Observation: <i>27th Sep.</i>		Time of Observation: <i>3 hours.</i>	
Criterion	Range & Rating	Anecdotal Notes	Monitor Status**
Level of affect	5 Upbeat 0 Sullen and/or Angry	Usually quiet in class. Not aggressive, offensive in class. Friendly & helpful in class. He is introvert & good at controlling his mood. individual questioning ✓, Introvert	Maintain
Data:	5 - <u>4</u> - 3 - 2 - 1 - 0		
Level of interaction with peers of a similar culture and/or language	5 Highly Interactive 0 Withdrawn	Home language using in discussing or helping peer understand the content / instruction. Personality → Introvert & quiet.	Maintain.
Data:	5 - <u>4</u> - 3 - 2 - 1 - 0		
Level of interaction with <u>peers</u> of a different culture and/or language	5 Highly Interactive 0 Withdrawn	Adapted to the EL environment, getting along well with students in different background. Jamal has his strategies to get used to the English environment. Personality → Introvert & quiet. (4 students in one group)	Maintain
Data:	5 - <u>4</u> - 3 - 2 - 1 - 0		
Communication effectiveness with <u>peers</u> of a <u>different</u> culture and/or language	5 Highly Effective 0 Ineffective	In the English-dominant environment all students understand each other by speaking English, body languages & teacher's assistance. Jamal has poor communication with students who from different cultural background. But because he is introvert, he didn't talk too much with 7/8th grade students & girls.	Maintain.
Data:	5 - 4 - <u>3</u> - 2 - 1 - 0		
Level of participation in <u>group</u> learning	5 Highly Participative 0 Nonparticipative	Active in group working. Helpful, assisting peers understanding.	Reduce monitoring of LOA
Data:	<u>5</u> - 4 - 3 - 2 - 1 - 0		
Level of student engagement with classroom learning activities	5 Highly Engaged 0 Not Engaged	Highly engaged in Science & Math class. Raising hand to answer the question / Good at reviewing prior knowledge / Good at individual learning too.	Reducing monitoring of LOA
Data:	<u>5</u> - 4 - 3 - 2 - 1 - 0		
Legend:	* LOA = Level of Acculturation ** Status Range = Enhance, Maintain, or Reduce Monitoring of LOA		

Acculturation Environment Assessment

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CHAPTER 4 Assessment of Acculturation

Table 4.1 Acculturation Environments

Acculturation Experience	School Factors That Contribute to This Experience	School Factors That Limit This Experience
Assimilation	<ul style="list-style-type: none"> Requires that only English be spoken Mandates strict adherence to a single school uniform Celebrates only Christian holidays Forbids prayer Allows only specific types of responses during classroom instruction and activities Maintains and promotes only Western views on issues (e.g., medicine, the meaning of life, legitimate sources of knowledge) 	<ul style="list-style-type: none"> Supports and <u>incorporates use of the native language</u> Allows for variation within the school dress code Encourages students to learn about and celebrate the <u>holidays of multiple cultures</u> Allows private prayer (appropriate to the religion of the student) Encourages <u>multiple forms of response</u> during classroom instruction and activities Views <u>open-mindedness</u> as an asset to the construction of knowledge
Integration	<ul style="list-style-type: none"> <u>Investigates</u> discrepancies between student behavior and expected behavior to determine the crux of the matter as well as the most <u>appropriate course of action</u> Recognizes the <u>value</u> of communication in the native language, even if the speakers are able to communicate in English Encourages students to see themselves as <u>capable of understanding, appreciating, and working from multiple perspectives</u> 	<ul style="list-style-type: none"> Punishes all deviances from behavior that is expected in academic situations Expects CLD students to speak only in English, especially if monolingual-English speakers are present Encourages the perspective that there is only one right way to think, speak, and behave
Rejection	<ul style="list-style-type: none"> Allows discrimination based on language, religion, or culture to persist Encourages students to view differences in customs, behaviors, and so forth, as either good or bad 	<ul style="list-style-type: none"> <u>Prohibits all forms of discrimination and promotes a climate that embraces difference</u> Views differences in customs, behaviors, and so forth, as <u>simply differences</u>, with no inherent values attached
Deculturation	<ul style="list-style-type: none"> Encourages CLD parents to speak only English with their children Makes few attempts to involve parents in the learning process Continues to use a curriculum that offers limited connections to the experiences of CLD students Puts forth little, if any, effort to ensure that students maintain ties to their primary culture 	<ul style="list-style-type: none"> Encourages <u>CLD parents to speak the native language with their children</u> Promotes <u>parent involvement both at home and within the classroom</u> Incorporates into the curriculum the cultures and languages of the students Encourages students to research and celebrate their primary culture

Integration
Teachers
are
trained.
For. how
to teach
the kids with
trouble.

Right Fair
Morning Greeting
Socio-emotional
socio-cultural
competence

Cultural
Home visit

JM's SOLOM Record

Student Oral Language Observation Matrix: SOLOM
 Student Name JM
 Language of Student _____

Rater Name _____
 Grade _____

School McMurry Middle School
 Date _____
 Total Score 15.00

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower <u>some repetitions</u> than normal speed with <u>some repetitions</u> . <u>Can't understand the long/complex question/</u> <u>free speaking</u>	Understands nearly everything at normal speed, although occasional repetition <u>maybe necessary</u> . <u>Two-More Topics</u>	Understands everyday conversation and normal classroom discussion without difficulty.	3.5
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently <u>interrupted</u> by student's search for <u>correct manner of expression</u> .	Everyday conversation and classroom discussion <u>generally fluent</u> with occasional lapses while student searches for the <u>correct manner of expression</u> . <u>simple sentences</u>	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	3
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate <u>vocabulary</u> . <u>misunderstandings</u> <u>because of limited vocabulary</u>	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	3
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	3
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured. <u>simple sentence</u> . <u>large/plural</u>	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	3

long sentence is wrong order.

JM's Running Records in ELA class

Acc: 88%
SC: 7.

Level 1 text		102 words		12		2		Information	
Page	Teddy's help.	E	SC	E	SC	E	SC	MSV	MSV
1	It was Monday. Miss Meadow asked, "How do things <u>move</u> ?" Teddy said, "You can <u>push</u> them."	2	1	1	1	✓			M
2	Miss Meadow said, "That's right." Teddy said, "You can pull them, too."	1				✓			
3	It was Tuesday. Pam <u>shouted</u> , "My doll <u>fell</u> into the water. The doll's head was wet. Teddy pulled her <u>out</u> ."	2		1		✓			
4	It was Wednesday. Matt <u>shouted</u> , "The glue <u>spilled</u> ." <u>Mouse</u> was going into the glue. Teddy pushed Mouse away.	2		1		✓			
5	It was <u>Thursday</u> . Kate <u>shouted</u> , "Someone shut the door on Rabbit." Teddy pulled open the door.	1						MS	
6	It was <u>Friday</u> . Teddy said, "Perhaps I will not help today." Teddy was sad. He <u>put</u> his head down.	1		1		✓		M	

OBSERVATIONS DURING TEXT READING:

What is this talking about?

① push the car, mouse.

Have knowledge about every page's story/content.

take out.

Have difficulty on /u/ /ou/ /ɔ:/ sound.
(æ) /ɑ/.

JM's writing sample in ELA class

Fatima and the villagers steamed
maxbe it is wise to mix old and new.
from the grandmother's rela-
tionship with the baobab tree.
In the story The old way is the tree
The new way is the pump
For example "But now the person
+ he cre k of metal and no c menorks
prepare the trees"

Appendix 4 – Community Literacy Paper in ELL Foundation Class

Connecting Chinese Community Literacy in Nashville with Teaching Practice

Introduction

Nashville, a city where the most of international students gather in Tennessee, also attracts many of Chinese students and their family to settle down. According to the US census data, Asian immigrants made up to from 2.38% in 2000 to 3.1% in 2015 in Nashville. The ratio of Chinese community is also increasing, ranked as second large Asian immigrant group in Nashville (US Census Bureau, 2015). Chinese students play a big part of international students in Nashville. Learning the Chinese community literacy is one of important ways to help teachers provide the equal educational opportunity to Chinese students, and also bring more diverse cultural backgrounds in class.

In this paper, I mainly analyze the Chinese community literacy from historical, economic and social backgrounds perspectives, in order to present Chinese immigrants in Nashville multi-dimensionally. And I will discuss, within those backgrounds, what kind of strengths do the Chinese students have, what influence they can make on their classmates and teachers and what teachers should do to connect their community literacy with their teaching practice.

Learning about The Chinese Community

In the field trip, we visited the several international supermarkets. Three of those markets are selling Chinese goods, including food and appliances. In K&S market, I found a type of vegetable, which is original in China, named 油菜. The English translation on its label is “Yu Choy”, in cantonese. This translation reflects a part of history in Chinese community. In early 19th century, the western countries learned Chinese culture from Cantonese, because there were lot of important harbors for transportation and transaction. And most of first generation of Chinese immigrants in United States were Cantonese. Cantonese culture and language was influential from that time (Wilkinson, 2000).

Therefore, this historical background and variation of Chinese language provide students a chance to discuss and learn about the historical facts and the variation of one certain language. “The use of transnational and community literacies in schools is to provide a way for students from a variety of background to learn more about one another” (Jimenez, 2009, p.19). That is to say, bringing the community literacies into class can provide students a chance to learn from each other’s culture, even to dig out the unknown historical facts of their language by themselves.

Several days later, I interviewed a Chinese woman who runs a Chinese restaurant in Nashville, named Chinatown. Her name is Candy Chen, a young and beautiful lady from Fujiang Province. She is living in Nashville with her husband and two children for five years. When she came here, she started her own business. The arrangements of seats and tables are similar with that in south of China. The restaurant was playing the Chinese music, classic or popular. “The quality of my life has improved a lot, compared with time when I came to New York 11 years ago.” Candy said. Before she got married, she worked in New York. Every month, she sent remittance to her parents, about 2000 dollars per month. She said her parents and her own family support her a lot when she was fighting for her own business. The only goal for her efforts is to make her family live a better life both in China and in Nashville. It is common for most of immigrants, that the economic connection between them and their family on homeland is binding them together (Jimenez, 2009).

In fact, many of ELLs have the specific language learning purposes because of their own identities. She mainly learned English about business before, because of her job. Then after she became a mother, she turned to learn English in the academic field, as she wanted to provide a better English learning environment for her daughters. When ELLs’ identities outside the

classroom are changing and shifting, it underscores that teachers need to look beyond the general roles of students play and design curriculum and program toward their identities (Skilton-Sylvester, 2016).

Candy also introduced the online social platforms in Chinese community. The biggest one should be Greater Nashville Chinese Association. GNCA often organizes the event to celebrate the festival, like hotpot party on Spring festival. Since 2005, GNCA has served lot of Chinese in Nashville, and provided chances for Chinese to communicate with each other, making this community much stronger. Another online platform is VUCSSA (Vanderbilt University Chinese Students and Scholars Association), which mainly serves Chinese students and scholars in Vanderbilt University. Students tend to organize the welcome party to newcomers in university or the evening gala to celebrate festivals. Through those events, undergraduate and graduates can communicate with each other and share the ideas about learning and living in Nashville with each other.

Social media is also one of important forms for Chinese immigrants to communicate with their family. Wechat is a type of online chatting app in China. After Candy and I talked for a while, she

took out her phone and added me as her contact friend in Wechat. She often posts the special offers on her Wechat as advertisement. Words of mouth, online website, official organization help Chinese community become stronger and more united. Maintaining their identities through those platform allow Chinese to have confidence to be someone they want to be (Stewart, 2014).

At last, Candy talked about her 4-year old daughter. Her daughter now is going to the preschool. That little girl was raised by her grandmother in China before. It is her first year to study in Nashville. Candy told me that little girl learns English more quickly than her, and get along with her classmates very well. Concerning no bilingual textbook in kindergarten, Candy usually speaks Chinese with her daughter at home. Bilingual environment can provide important bridge between two types of culture for children (De jong, 2011). When I asked her what is the strengths for Chinese students in America, she answered, “ I think the roots of our culture and our races are the strengths for them, because that is the thing they cannot get rid of, but be proud of.” Candy is not only a strong woman in running her own business, but also a far-sighted mother who will influence on her daughter in a right way through her whole life.

Classroom Practice

Chinese students have the competence on the linguistic translation between English and Chinese. This competence forces them to think language in a double and change way. So English teachers should take advantage of this competence, in order to motivate Chinese students to be involved in English learning actively. For example, teachers can encourage Chinese students to translate the label of product in market (Jimenez, 2009), and compare their translation with the official one. “CHARSIU SAUCE”, which I found in K&S market, is a type of sweet stewing sauce for pork. But the official translation just transliterates the pronunciation of it. Maybe Chinese students can provide a better translation about it, which motivates them to compare and contrast the linguistic features in English and Chinese. This refers to as “shared funds of knowledge,” in which students share their linguistic competence with each other (Stewart, 2014, p.366). On the other hand, the cultural competence behind the Chinese students brings the cultural diversity into class. This is a chance for students with different cultural backgrounds to know each other’s knowledge and “create cross-cultural friendship and language exchange in school” (Stewart, 2014, p.366).

Besides the communication and exchanging among students, learning the community literacy is also the necessary method for teachers to learn their students well. From my point of view, I suggest teachers to learn Chinese students in two ways. First one is to learn about their cultural backgrounds, such as historical events, current news, through online media, like facebook. That is also to “embrace the new technologies available to students” (Stewart, 2014, p.366). Teacher chooses one interesting topic and start a discussion with students. If they are more interested, ask them to write a short paper to introduce that event, which effectively practice their English writing skill, or do presentation to practice their speaking skill. Besides that, teachers also can join the representative events hold by community, such as watching the performance with Chinese students in Mid-Autumn gala. When teacher experience the culture, they can build a close relationship with students, make them feel be loved. Teacher also can form the idea about the living ways of students and the way of students interacting with peers, parents and other members in this community. After gaining this idea, teachers can design the teaching plan and activities toward their features, for example, some of the students who live in the extended community are more adaptive with working with different members than the students who live in the relatively small community. Therefore,

teachers learning students' cultural backgrounds and bringing their culture into classroom is the entry to communicate with students and the beginning for students to feel that they should keep their identity.

Conclusion

Same as other immigrant students, Chinese students, no matter in what age, are also trying their best to blend in this new society, perform well in school, and be successful on this new land. They bring a amount of literacies into classes, even though some of them are developed, or still developing, but all are meaningful and purposeful (Stewart, 2016). So teachers should practice the literacy pedagogy, and encourage the students to bring their literacies into class and make use of them. We embrace the difference and view the world from a global perspective, which enables our students be open-minded to others' differences and be confident to their own differences. I believe it is the way to provide the equal opportunities to every student, and also a chance for students to learn more about the outside world.

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Appendix 5 – Case Study in Linguistic Class and Slides for Social Study Class

Final report

Introduction

Xuan is a 22-year-old young woman, who's born and raised in south of China, and speaks mandarin as her native language. Besides mandarin, she also speaks Guizhou dialect in her hometown. Xuan is one of my close friends, since we grew up in the same town and we were classmates in the high school. In June, Xuan graduated from Shenyang Normal University, which locates in northeastern China. Now Xuan is preparing her graduate entrance examination at the end of 2016. Because she planed to study in screen script writing, which is totally different from her undergraduate major-finance, Xuan spend more than 12 hours on studying everyday. Usually, Xuan would like to watch movies and listen pop music to relax her mind. Watching American TV show is also her favorite entertainment, because she can grasp some ideas of script writing meanwhile learning English in a relaxing way.

I interviewed Xuan online three times in total and each lasted for 20 minutes. The topics of interview cover her English learning experiences, impressive memory in the college and her future

career choices, etc, which are all related to the various aspects of her life. Besides, she also provided her academic writing samples and journal that she finished previously to me. Based on our conversation and her writing samples, I will comprehensively analyze her English proficiency, the influencing factors and also provide my instructional recommendations.

Linguistic background

Xuan's native language is Guizhou dialect, which is a branch of Chinese language system. Guizhou dialect belongs to the category of southwestern dialect, which is the third widely-used dialect in China (Wang, 2004). The main difference between Mandarin and Guizhou dialect is the pronunciation: more tone variation, less nasal and cacuminal pronunciation in Guizhou dialect(Wang, 2004). But Xuan received Mandarin education since she was in kindergarten, so her Chinese is on the well-proficient level. However, Mandarin has significant differences from English in several aspects. First of all, Chinese is the ideogram, but English is the phonography. Secondly, without strict sentence structure, Chinese sentences are looser and shorter, and with more sub-clauses than English sentences are. Moreover, there is no morphological variation in Chinese, while in English suffixes and prefixes changes are common (Wang, 2007). In fact, the distinctions

between Chinese and English cause obstacles in Xuan's English learning, especially in the phonological and morphological part. However, in the aspect of similarities, the order of subjects, predicates and objects are the same in English and Chinese, which is the one of strengths in Xuan's syntactic field.

As for her English background, she started to learn English since she was 6 years old, when she was in the primary school. In each stage of her study, the focuses of English learning are slightly different. Before she entered in university, she mainly studied the reading and writing part of English, in order to perform well in the College Entrance Exam. After she became an undergraduate, she noticed the importance of speaking ability, so she started to work on her oral language. In fact, Xuan has been making lots of efforts to learn English. She joined afterschool tutoring program when she was in high school, in which she improved her reading and writing ability. When she was in university, she signed up the online speaking courses, where she can practice her conversational skills by communicating with the native speaker once a week. She made use of any resources and try her best to improve her English proficiency. Xuan prepared IELTS assessment in her second

year of university for two months. She got 5.5 as the total score. The performance in speaking and listening were less satisfactory than reading and writing part.

Sociocultural factors

From elementary school to university, test-orientated English learning and teaching is the main instructional goal in China, because getting the high scores in standardized English assessment is the stepping stone to the higher education or better job, such as National College Entrance Examination, College English Test and the Graduate Entrance Examination. Thus, Chinese students have obvious strengths in writing and reading part. At the same time, due to the relatively lower position in assessment, listening and speaking ability are not improved as well as reading and writing part for most of students, especially in the developing provinces, which is also part of the reason for Xuan's lower performance in her oral language.

With the respect of Xuan's economic background, she was raised in a middle-class family in the south of China. Her parents devoted most of time and money into Xuan's education. Until now, they still support Xuan's decision of getting into graduate school. Owe to her parents highly value Xuan's educational background, Xuan had opportunities to join the afterchool tutoring, online

courses and oversea English program. When she was in the second year of university, she joined a voluntary program in Uganda. She spent a month living and working with local people, so that she had the access to explore in the English context. In addition, her higher educational background decides that her first language, Mandarin is on the proficient level. The proficiency of native language also assists Xuan learning English by drawing upon her linguistic knowledge of first language.

Moreover, Xuan is an outgoing and open-minded young woman. She has strong interests in western pop culture, such as music, movies and fictions, which become part of her motivation in English learning. She's also willing to speak with peers in English in and out of class, so she highly engaged in the English class since we were in high school. Besides, she also grasps any opportunity to communicate with native speakers. For instance, Xuan often participated in the foreign events on campus, such as Christmas celebration. Thus, Xuan's personalities facilitate her English learning to some extent.

Language analysis

Phonology

According to the Xuan's oral language transcription, the fluency and coherence of her conversation much depend on her familiarity with the topic. When we talked about the topic that she's interested in, her dialogue would be more fluent and cohesive, which can be taken as a part of her strengths. For example, there is one sentence in the second interview, when she stated her opinion about her major--screen script writer, "Sometimes I think the film is up to the director not the writer, yeah because the, not only the tech, technology, but also it's more focuses on the character's expression." In this sentence, the grammar mistakes and the repetition of the word exist though, the flow of her sentence is much better than the sentences whose topic she's unfamiliar with. Besides, even though Xuan has limited accent, which is influenced by her native language, the general pronunciation of her speech is still understandable, so that is part of her strengths.

In fact, according to the SOLOM, the frequency of Xuan's dialogue is disrupted by she searching for the correct manner expression (Peregoy & Bpyle, p155, 2013). For instance, "I have, eh, the school now I will mm. I, I want to, eh, I'm applying for is not, is different from the last one I want to take, I, I, I want to get." This sentence is from second interview, when we talked about her study plan. It is clear that Xuan stuttered through this whole sentence. She changed the

expression of “I’m applying for” three times. According to the optimality theory, constrained by the necessary criteria, Xuan was selecting the optimal candidate of expression for her speech (Lecture 2016), which is also the signal that the phonological fluency is affected by her limited words usage and grammar knowledge.

In the aspect of pronunciation, Xuan has the invariance problem that occasionally leads to misunderstanding. The most obvious one is that she added vowel sound /ɜ/ at the ending of words, especially after the vowels /ə/, /ɔ/. For example, she pronounced “finance” as /fainəɜs/ instead of /'fainæs/, “China” as /tʃaɪnəɜ/ rather than /tʃaɪnə/, “because” as /bɪ'kɔɜz/ not as the standard one /bɪ'kɔz/, which is resulted from her fixed incorrect representation of specific vowel sounds in her knowledge. Another problem is that Xuan can’t clearly distinguish between the sound /ɛn/ and /in/, for example she pronounced “again” as /ə'gɪn/ instead of /ə'gɛn/. She also can’t separate the sound /ən/ with the sound /in/. For instance, she pronounced “children” as /'tʃɪldrɪn/ rather than /'tʃɪldrən/. This problem is mainly as a result of the speech learning model, in which L2 learners will separate the two languages by classifying the sounds of L1 and L2 (Lecture, 2016). But for the less experienced and fossilized L2 learners, such as Xuan, they will use L1 category to classify the L2

sounds, so that she can't exactly differentiate some of L2 sounds. The third obvious phonological problem is that Xuan misunderstood the pronunciation of words in the lexical neighborhood. For example, Xuan confused the word "aesthetics" with "aestheticals", as well as the word "especially" and "expecially." Connectionists model can explain this phenomenon that speakers have the ability to identify the words when only a part of words presented as well as the effects deriving from lexical neighborhoods (Byrnes & wasik, p66, 2009). However, when the L2 learner keeps the incorrect phonemes in mind, the activated word is also with wrong phonemes and even in a wrong form. So Xuan tried to pronounce the word "aesthetics" and "especially", but in a wrong way, because she didn't stored the right phonemes of endings and opening of these two words. And those incorrect words will also puzzle the listeners to some extent. Generally, Xuan also has the problem with stress and intonation, without obvious variation in her stress and tone, which is part of reason for her pronunciation misleading the listener.

Semantics

The content that I choose to analyze is a part of third online interview. We had this conversation at 9pm, Beijing Time. Concerning Xuan's exhausted study in the day time, I prepared

several relaxing topics that were related to her personal experience, such as her experience of volunteering in Africa. As to her writing sample, it was completed when she was preparing the IELTS. The topic of the writing was about whether the teenagers should study in university, so it is relatively formal and a piece of academic writing.

According to the Table 2, in Xuan's conversation part, there are 7.34 words in per sentence, 1.33 syllables and 4.04 characters in per word. It indicates that the length of sentence is relatively short and mainly constituted by the simple and basic words with 2 to 4 letters (Table 2) in the Tire 1 level, which are rarely required instruction (Lecture 7, 2016). The overall lexical density of Xuan's conversation is 18.46% (Retrieved from Using English), which is influenced by the high repetition of simple and basic word, such as "things"(7 times), "because"(29 times). For example, "There, there, mm, there does be, mm, there did, there did be, be many things...the most memorable thing...I learn many things from the other people..." These sentences are extracted from the third interview, in which we talked about her experience in Africa. There are only three sentences in this paragraph, but Xuan said "things" three times. Obviously, she has many choices to replace "things", such as experience, quality or memory, which are more accurate than the general word-"things".

This phenomenon also implicates that the lexical diversity of Xuan's oral language is low. Besides, Xuan's conversation is dominated by "yeah"(93 times), "hm"(32 times), "eh"(99 times). Especially when she was organizing an answer or when she tried to find an accurate expression but failed, the ratio of those simple words would be ascending obviously. For instance, "so it can yeah, just that", "so, yeah yeah yeah just that", "Yeah, just, some, yeah, just that". Those sentences are common in Xuan's conversation. Particularly, she tended to say "yeah" at the end of her speech as the vague conclusion and gave me a hint that she finished her speech, as she noticed that I was struggling on following her speech. Furthermore, the reason for Xuan using the simple words such as "yeah" endlessly, instead of choosing the exact word and phrase to the further discussion, is that she tried to keep the speech in a smooth way without too much pauses, but this phenomenon also reflect her limited knowledge of vocabulary.

As for the vocabulary choices of Xuan's writing language, she has obvious strengths in several aspects. First of all, the sentences are more expanded, 14.48 words in per sentence average. And the lexical density raised to 41.12% (Table 4), which is way more than the number of her oral language. Besides, Xuan tended to use more than sixty hard words in the writing sample, though

most of them were presented in only once, and these words mainly belong to the Tire 2, which reflect her advanced knowledge of cross-disciplinary and high-frequency instructional words (Lecture 7, 2016). For example, “It is evidently reasonable for people to believe that it is beneficial for a large amount of youth to go to university”, this sentence is talking about Xuan’s opinion on higher education. “Evidently”, “reasonable”, “beneficial” and “youth” are all the hard words, and categorized as Tire 2 level. In the writing language, Xuan can apply many of academic vocabulary in the text, even with the phrases, such as “a large amount of”, which rarely appeared in her conversation. The relatively advanced performance on writing is mainly because Xuan has more time to think and organize her language, as well as revise the articles, which guarantees the quality of her writing. However, the comprehension of Xuan’s writing is still “easy” (Table 5), which due to her personal understanding of topic, the constant structure of sentences and her limited choices of vocabulary, even though she tried to diversify the forms of words and apply synonyms.

Overall, Xuan’s has semantic strengths both in written and oral languages. The strengths of her vocabulary ability presented obviously in her academic writing and speaking. Within the academic context, Xuan can utilize the words on Tier 2 level more easily, even trying to replace

the high-frequency words with synonyms or through transferring the forms. In her oral language, Xuan can apply much of Tier 1 words and shorter sentences in the dialogue. The influencing factors include her vocabulary learning mainly within the academic context, especially in her major field, so that she masters a range of hard words and some terminologies in the screen writing field. Nevertheless, without enough practice in daily conversation, Xuan can't apply the Tire 2 words and hard words to talk about the topics beyond her major stuff. Moreover, Xuan's funds of vocabulary knowledge is limited and superficial, so no matter in academic field or daily conversation, she can't provide a deeper discussion to certain topic, orally or through writing.

Grammar

The context for Xuan's grammar analysis consists of a part of casual conversation from online interview 3, whose topic is about her current plans for her future, and a portion of academic writing 2, which is the argument for the benefits of entering university. Both oral and written sample that I select are 100 words respectively. With analyzing these two parts, I will explore Xuan's abilities in morphological and syntactical fields, as well as providing suggestions for her English proficiency improvement.

Morphological analysis: The MLU of Xuan’s oral language is 10.2, which is calculated from 51 morphemes within 50 consecutive words that selected from 200 words sample (Table 6). The free words are taken up for a large proportion in her speech, such as the noun “way”, the verb “know”, and the adjective “bad”.. Xuan showed her morphological strengths as adding “-s” to indicate the plurality, such as “schools”. As for the derivational suffixes, she changed the form of words for different purposes. For example, she chose “thought” instead of “think” to indicate the past tense and “preparing” for present tense. Besides, she also added “-ed” at verbs as adjectives, such as “grieved”. However, Xuan didn’t show much knowledge on prefix, instead putting “not” in front of adjectives as the opposite expression rather than adding prefix “un-”. Moreover, she seldom added “-s” to a verb when she mentioned a third person. And types of suffix deviation were limited to tenses indication. The other types of suffix deviation, such as adding “ly” to adjectives, are seldom presented in her speech.

The MLU of Xuan’s academic writing is 12.7, which is higher than that of her oral language. It is calculated from 254 morphemes within 200 words (Table 7). Compared with Xuan’s strengths in her speech, her advantages in academic writing are more outstanding. The types of suffix are not

limited to the inflectional purpose, but also including several kinds of derivation. Specifically, she has the knowledge of adding “-ly” at the end of adjective “evident” as an adverb “evidently”. And she added “-ious” to the noun “variety” as an adjective “various”. Moreover, she also has the knowledge of present participle of verb that can be functioned as any part of the sentence except verbs. For example, “...through getting to know...” in this sentence, Xuan knew that “getting” can lead a dependent clause to explain the methods as adverbial modifier. However, she still has less knowledge on prefix, and the morphemes in per word are still around 1-2, which demonstrate that Xuan needs improve her morphological ability.

Syntactic analysis: In terms of oral syntactic ability, Xuan spoke complete sentences with subject, predicate and object in the accurate order generally. However, she was also struggling on the specific words order. For example, “the movie, one is the movie”, this sentence indicates that Xuan was trying to put the subject and the object into the correct order. Next, her grammar knowledge is influenced by her first language. For example, when she said “lower lower”, she actually implied “much lower”, so she confused the concept of adverb modifying the adjective. The another problem is that Xuan’s limited basic grammar knowledge sometimes caused she

putting two verbs together, such as “it’s more focuses on”. For the linking devices, she used simple words such as “and”, “and also” to connect sentences, “because” for explanation, and “so” for conclusion. Besides, Xuan highly repeated a word referring the same participant, such as “she is”, “she often”, which may result in listener confusing about whom she’s mentioning. As for her written language, there are less grammar mistakes and the completeness of sentences are way higher than the oral language. The linking words are also more diverse and complex than that in oral language. She applied “moreover, by contrast” as the logical linking, as well as various words referring participant such as “youth, young people” replacing “college students”. However, the misspelling of verbs still exists, especially for the irregular verbs’ past tense and participle, which she can’t distinguish explicitly.

Global assessment: Based on SOLOM, Xuan’s grammatical ability should be on level 3, making frequent errors of grammar that occasionally obscure the meaning (Peregoy & Boyle, 2013, p.155). Specifically, Xuan has the knowledge of applying types of morphemes by changing the suffix and prefix of the words for inflectional and derivational purposes, both in her oral and written language. Additionally, she can speak and write the completed sentences, demonstrating that she

has basic grammatical knowledge. However, her performances of morphology and syntax are uneven between oral and written languages. In oral language, she presented less types of morphemes variation. Besides, Xuan highly repeated one word to refer the participant and linking words, as well as confused the word orders by putting two verbs together or reversing the subject and object. However, in her written language, those problems are less obvious, and she proves her better knowledge of adopting the types of morphemes and various ways of referring the participant in the sentences. Due to the enough time to think and revise her language, she made less mistakes in her articles.

Pragmatics

The conversation that I choose to analyze is from the second interview. Because Xuan is living in China, we had this conversation online at Beijing time 9 p.m., after Xuan finished her whole-day study. Concerning she was exhausted after study, I tended to choose the relaxing topics such as her memorable experiences in high school and university. However, even though the environment of dialogue is causal, the conversation still focused on specific topics of which I switched each by ending part of conversation and started a new one. After Xuan answered, I usually

gave her my comments and shared my understanding with her. Thus, this conversation was relatively informal and based on structure of Q&A.

For the linguistic context, Xuan can change the topics based on what she said before. For instance, when we talked about her impressive experience in the university, she mentioned that she failed at graduate examination in April this year, “it’s very grieved for me during that time.” And then she changed the topic about how did her parents support her and her plans for the future, “my parents all encouraged me very much”, “so I choose to prepare the exam once again”. So based on the chronological sequence, Xuan switched the topics from what did she experience in the past, and how did she solve the problems with her family support, to her personal plan for the future today. Topics are interlinked and have to do with what preceded a particular utterance in discourse (Galloway, 2016).

In the terms of situational context, Xuan and I have the same cultural background. Specifically, both of us studied in the same high school in China and we are close friends till now. So in the conversation, we often shared the memories in the past time that only she and me knew. And also she mentioned some terminologies that Chinese student are familiar with, such as College Entrance

Examination, etc. As for the social context, I still played the dominant role as an interviewer, in order to make sure our dialogues proceeding with the specific topics. And Xuan played a passive role as an interviewee, always giving her opinions on each topic after my questions.

As for the Grice's Maxim, Xuan obeyed the four of rules overall in our conversation, which also guaranteed our conversation proceeding successfully. In the aspect of quality, Xuan can provide sufficient evidence to support her opinions, in order to make her statement stronger. For example, when we talked about one of exciting cultural activities in our high school, she commented it as "it's very mm,unforgettable". And also she gave the explanation, "It's also very hard for her(teacher) to support we (us) to organize it", and "many talented students all participant in it". This example demonstrates that Xuan believed in what she said is true and also supported her statement with evidences (Galloway, 2016).

Additionally, Xuan adhered to the rule of relevance very well. She focused on answering each question, without any random topic shifts (Galloway, 2016). Even though sometimes she can't clearly understand my questions, she would ask me to repeat it, in order to make sure that she understood the questions and answered it in a right way. For the rule of quantity, Xuan

demonstrated that her statement was informative. For instance, when we talked about her experience in Africa, she enumerated several specific activities that she did there, “First, all of our friends...” “And the second thing is...” “And the third thing is...” Thus, Xuan described her experience in detail and successfully adhered the maxim of quantity.

In the aspect of maxim of manner, most of words in her speech belonged to tire 1, so the conversation is understandable. Sometimes, she even concerned whether the word impeded my understanding. For example, when she said “many my classmates have other talents,” she assumed that “talent” was a difficult word, so she asked me, “You know talents?” However, even though she tried to articulate her opinions, the limited knowledge of vocabulary and grammar decide that her conversation is easy to understand to a large extent. But if in the situation where she tried to further discuss her opinion, her current vocabulary knowledge can’t help her reach that level, and the conversation would become ambiguous. For example, “(finance) can introduce you to think, eh, step by step”, in this sentence, she may want to use the word “guide” instead of “introduce”, which may result in misunderstanding more or less.

Influencing factors: First of all, Xuan has been learning English for more than ten years. Even though her strengths in oral English are still lower than the native speaker's, she has the foundation of English knowledge to support her adhering the pragmatic rules. Besides, she was preparing for the IELTS for several months before, so that she mastered some skills of how to have a conversation in English effectively. Finally, Xuan and I are close friends since we were in the high school, so the environment of our conversation was comfortable for her. Thus she can perform very well in the pragmatic part.

Assessment and SLA theoretical framework

Global assessment

According to the SOLOM (Students Oral Language Observation Matrix), Xuan should be on the phase of three-limited English proficient, as her total score is 15. In detail, with the respect of comprehension part, Xuan can understand most of what I questioned but at the slower than normal speed with repetition often. It is common that Xuan often asked me to repeat my question, or she tried to paraphrase my question to prove that she understood it. For example, "Can your repeat it again? I don't know what's your mean", "What's your question?" "Do you mean..." those sentences

appeared in Xuan's conversation frequently, which demonstrates that her comprehension ability is still on the lower level and often disrupting the dialogue to some extent. Thus, the rate for her comprehension part is 3. As for the fluency part, Xuan earned score of 3, because her dialogue was often disrupted by she searching the correct expression in mind and replaced by countless filler, such as "eh", "mm". Moreover, concerning her ability of vocabulary choosing, she relatively frequently used wrong word or incorrect expression in the conversation. In the areas that need to improve in semantic part, I analyze that Xuan's inadequate vocabulary knowledge is the main reason for her discontinuous dialogue, less lexical density and diversity. Thus she only got 3 in vocabulary part. In the aspect of pronunciation, Xuan has specific problems, such as invariance problem, that are analyzed in the phonological part, and some of her pronunciation may mislead the listeners. Besides, the stress and intonation of her speech are much influenced by her first language, so I rate 3 on her pronunciation part. As to the grammar, Xuan also got 3 because she often made errors in morphological part, such as limited suffixes and prefixes variation, seldom adding "-s" when she mentioned third party, and in the syntactic part, for instance, she sometimes

struggled on the order of subject and object. Therefore, based on her performance on each part, I rate 3 for each and 15 in total, which represented her oral language ability comprehensively.

Based on another assessing tool, language acquisition chart, Xuan 's language proficiency should be on the level three, which represents as the low intermediate level. In detail, Xuan demonstrated her comprehension by responding orally and in written form, such as her argumentation in writing samples. And she used limited vocabulary, sometimes incorrect expression. Besides, short sentences and phrases are dominant in her dialogue. Basic grammatical and pronunciation errors frequently appeared in her speech. In addition, she depends heavily on the context. She performed well in the academic context, especially in academic writing. But in the daily and informal context, Xuan made more mistakes and lower performance on the oral and written language. Therefore, she is on the level three, low intermediate level.

Theoretical framework

When I analyze Xuan's phonological ability, I draw upon the theory of optimality theory(Galloway, 2016), which demonstrates the process of language learners selecting the optimal expression in their mind. This process is mapped by the specific constraints and grammatical

structure in the learning language. Xuan exactly presented this theory by selecting the correction in the speech by repeating the wrong expression till finding the correct one. Second theory that I utilize is the speech learning model(Galloway, 2016), which explains that L2 learners would separate the L1 sound and L2 sound by perceiving the differences between the sounds. But for those who has less experience, may classify the L2 sounds with L1 category. Xuan presented this phenomenon in her pronunciation obviously, especially when she had problem with speaking the sound /n/ and /l/. The third theory that I adopt in this analysis is the variation problem, which is reflected as the specific sound that people pronounce different from the standard one. The last theory that I utilize in the phonology analysis is connectionist model, which explained the reasons for Xuan confusing the several types of similar phonemes, that she has the ability to identify the words when only a part of words presented , but she keeps the incorrect phonemes in mind, the activated word is also with wrong phonemes and even in a wrong form.

In the semantic analysis, I draw on the theory of “ 3 Tire Vocabulary Category” to analyze Xuan’s ability of vocabulary choosing. Specifically, Tire 1 words are basic words and rarely required instruction. Tire 2 words are cross-disciplinary and high-frequency instructional words.

As to Tire 3 words, much of them are related to subjects(Galloway, 2016). Combined with this theory, Xuan's ability of vocabulary choosing can be concluded as specific level. Besides, I also utilize the online analysis tool, TTR to collect the data of Xuan's lexical density and diversity. Additionally, in the grammar analysis, I make used of the interlanguage theory, which explain how does the prior knowledge of L1 influence on Xuan's L2 learning. Especially when Xuan modified adjective by adjective, instead of adverb, she showed her knowledge of L2 was influenced by her native language to a large extent. As for the pragmatics part, I utilize the theory of Grice's Maxim, by which the relevance, quality and manner etc. of Xuan's speech can be analyzed.

Instructional plan

Concerning the mutual relationship between productive language use and receptive language use, the instructional plan for Xuan's phonological, grammatical, and vocabulary can't be separated. The effective and obvious improvement in all aspects needs instructor focus on the comprehensive input. Speaking, listening, writing and reading these four parts are interlinked and interdependent. Based on Xuan's limited English proficient level, I decide to make a instructional plan which covers her English input and output in these four aspects as much as possible. This chart

specifically present the instructional plan for Xuan in the aspect of phonology, semantic and grammar comprehensively.

Xuan's instructional plan chart

	Phonology	Semantics	Grammar
Input strategy	<p>5. Watch the video of standard English phonetic pronunciation course, and mimic the way of teacher's pronunciation.</p> <p>(https://www.youtube.com/watch?v=-SObetOJ_yY)</p>	<p>1.Determination: discover new words' meaning by using the bilingual dictionary, analyzing the picture and signs with bilingual vocabulary; study the pronunciation of the word.</p> <p>Schmitt(2000)</p>	<p>1.Provide readings on the intermediate level, such as pattern books that contains illustration, learning the morphological variation as well as sentence structure.</p>
	<p>6. Listen to the standard English pronunciation at slower speed, such as the recording of books on tape.</p>	<p>2.Social: discover new words' meaning by asking teacher for the paraphrase or synonym of new word, and asking teacher for a sentence including new word.</p> <p>Schmitt(2000)</p>	<p>2. Listen to audio book or the interview program at normal or slower than normal speed, to learn more complex syntax</p>

	5. Recording her reading of the book, and compare her pronunciation with the tape.	5. Memory: say new word aloud when studying ; connect word to its synonyms and antonyms; study the spelling of the word. Schmitt(2000)	1. Write cognitive mapping and reflection journal of reading can assist Xuan applying her grammar knowledge into written language.
Output Strategy	6. List the differences between her pronunciation, and the common mistakes that she makes when reading.	6. Cognitive and metacognitive strategy:written and verbal repetition of word. Schmitt(2000)	2. Scaffolding teaching: Form the frame questions to lead Xuan futher discuss about the reading content, and produce more challenging and complex morphological and syntactic variation
Output strategy	7. Join the English communicate group, or communicate online with the native speaker, so that she has more chances to apply English into practice.	7. Translanguaging pedagogy: paraphrasing the complex words, code-switching between English and Mandarin.	3. Translanguaging: Translate sentences between Mandarin and English, to develop the metacognitive ability

Some of the strategies are overlapped, because they can develop the English proficiency in different aspects at mean time, even relating to all of them. Besides, those strategies can't be taken as permanent. According to Xuan's progress, the adjustment of strategies are necessary. The check

points of each stage during the instruction is also important, in order to collect the feedback from Xuan to refine the strategies.

Moreover, the strategies used to improve Xuan's pragmatic ability are different from those listed in the chart. The purpose of pragmatic skills is to help Xuan perceive the functions of language. In detail, drawing upon the accountable talk frames, Xuan can learn the ways of questioning within academic context for different purposes, which also can effectively help her change her usually passive role in the conversation. Instructor needs to provide a sheet of useful phrases and questions that are often applied into the group discussion or for other purposes, such as inquiry or seeking the information. For example,

Language Frames & Graphic Organizers:

Language of Inquiry/Seeking Information
I wonder why . . .
How does . . . work?
I'd like to ask you about . . .
Am I correct in assuming that . . .?
Could you expand a little bit on what you said about . . .?
Could you be more specific about . . .?
Something else I'd like to know is . . .
If I have understood you correctly, your point is that . . .
I didn't understand what you said about . . .
I'm sorry, could you repeat what you said about . . .?
Sorry, but I'm not quite clear on . . .



(Kinsela, 2007)

The questions listed in this sheet are often used in the situation in which speaker ask for more information about particular things, especially in the discussion. Providing a sheet of those useful

questions, and asking Xuan to apply those questions into the conversation, which help her change the topic and further discuss the topic in a more natural and effective way. Besides, Xuan also needs to observe how does a successful and informative conversation proceed. Thus, providing some useful and formal interview or discussion video is necessary to Xuan develop her pragmatic skills.

Critical reflection

Through this semester-long case study, I think I start my first step to do the research. Most importantly, I learn much of linguistic knowledge in a systematical way. Even though I have been studying English for more than 10 years now, linguistic course and the practice in case study fill me many blanks in the language researching field. In this process, the first thing that I learn is how to do a informative interview. Before I interviewed my participant, I need to prepare the questions. As for those questions, I should design them for different purposes. So I choose the topics, which are related to the Xuan's academic background or personal experiences. Then I structure the questions as open-ended, in order to lead Xuan to answer with more words and sentences. Even sometimes, we further discuss about some topics, which can effectively reflect her language ability.

Another thing that I learn is how to do a case study, especially the specific structure of a piece of analytic writing. A piece of analytic writing consists of introduction, analysis, recommendation. Each of them also can be further developed. Concise and clear structure is necessary and fundamental for the analytic writing. Besides, the specific words, phrases and syntax that are often applied into the analytic writing are also the important thing that I learn in this process. How can I organize my language objectively, or how can I describe participant's ability more accurately? I keep those questions in my mind through this study. Moreover, I learn the skill of drawing upon the theories in problem analyzing. And targeting for participant's problem, how to provide the instructional recommendation is one of the important thing that I learn. Meanwhile, the recommendation shouldn't be vague but be systematical as well as professional.

In my future teaching career, I will make more efforts on the students' ability analysis. It may be less likely for me to do the case study for each of my students, but I will analyze the students ability in the specific aspects, such as pronunciation, grammar or semantic ability. The purpose of this is to provide the suitable instruction to my students. Along with the general instruction to the whole class, providing the additional help to some of students who need specific help can

effectively promotes their English ability. Moreover, I will insist on the systematical instructional plan and analysis, because it will help me to discover the areas needed improvement in students' English learning. Besides, the systematical instruction also can help design my instruction more purposeful, which save much of my time to help students improve their language ability. Last but not least, keeping learning the linguistic theories and applying them into the practice is the most important thing that I will insist on in the future, which will effectively help me develop my instructional methods systematically and scientifically.

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Table 1 Xuan's common phonological problems

Category of problems	Standard Pronunciation	Xuan's Pronunciation
Invariance problem		
because	/br'kɔz/	/br'kɔɹz/
best	/best/	/bestɹ/
China	/tʃaɪnə/	/tʃaɪnəɹ/
first	/fɜ'st/	/fɜ'stɹ/
finance	/'faɪnæs/	/'faɪnəɹs/
Speech learning model		
again	/ə'geɪn/	/ə'gɪn/
children	/'tʃɪldrən/	/'tʃɪldrɪn/
life	/laɪ'f/	/naɪf/
many	/'meni/	/'meli/
organize	/ɔrgən'aɪz/	/ɔrkən'aɪz/
thing	/eɪŋ/	/dɪŋ/

to	/tu:/	/tʒu:/
village	/'vɪlɪdʒ/	/'væɪɪdʒ/
Connectionist model		
aesthetics	/ɛs'əɛtɪks/	aestheticals /ɛs'əɛtɪkəls/
especially	/ɪ'spɛʃəli/	expecially/ɪ'kspɛʃəli/

This chart presents three types of typical problems in Xuan's pronunciation. Each category includes several representative phonological mistakes, which reflect Xuan's phonological ability roundly.

Table 2 Xuan's oral language statistic analysis

Summary Statistics		
General	Oral language	Written language
Words	3,164	912
Different words	584	375
Sentences	431	63
Characters per word	4.04	4.45

Syllables per word	1.33	1.45
Word per sentence	7,34	14.48
Hard Words	225	91
Lexical Density	18.46%	41.12%
Gunning Fog Index	Easy	Easy
Flesch reading ease	Easy:5th grade	Fairly easy:6th grade
LIX(Laesbarhedsindex)	Very easy	Easy

This table shows the data analysis of Xuan's semantic ability of oral language and written language in general situation, average level and the readability. It is obvious that the proportion of her lexical density and lexical diversity is low, as well as the comprehension of her speech is relatively easy.

Table 4 MLU of Casual Conversation

Total words	50 (200)
Morphemes	51
Utterances	5
MLU	10.2

Table 5 MLU of Academic Writing

Total words	200
Morphemes	254
Utterances	20
MLU	12.7

Table 6

MLU of Oral Language

Words	Morphemes
<p>Yes, in April.</p> <p>it's very grieved for me during that time.</p> <p>And it's very confused because I don't know whether I should insist on the way I like or just adapt to the reality.</p> <p>My mother encourage me to just accept the reality and</p>	51

Note: These 50 consecutive words are selected from 200 words in the .participant's oral recording samples. (Interview 3 14:57-16:57)

$$\text{MLU: } 51/(50/10)=10.2$$

Table 7

MLU of Written Language

It is evidently reasonable for people to believe that	12
it is beneficial for a large amount of youth to go to university	17
To start with	3
it is really a good place to obtain a wealth of knowledge and get professional education.	20
Moreover	2
in university young people can expand their outlook through getting to know various friends	18
and hearing many stimulating things even something come from foreign country.	15
Besides,	2
it is a proper transition for youth to adapt to society in the near future,	18
because which can actually help them to expand their friend circles and also learn the social skills	20
By contrast, others argue that so many graduate students only cause to the unemployment problem	19
The main reason is that	5

the teaching quality would wend down with the increasing number of students	15
because it is hard for teachers to impart the complex and large contents to such among of students	21
What's more, nowadays, the university life is easier than the past time	17
students have no more workload	7
studying at campus is time-wasting for some part of students	11
Personally, I think it does be good for students to go to university	17
but firstly schools should ensure their teaching quality keep the level	15
Total words: 200	Total morphemes: 254

Note: These 200 words are selected from the second writing sample, paragraph 2-3.

$$MLU: 254/20=12.7$$

2018/2/9

Wednesday

Do Now: Get out your journal.



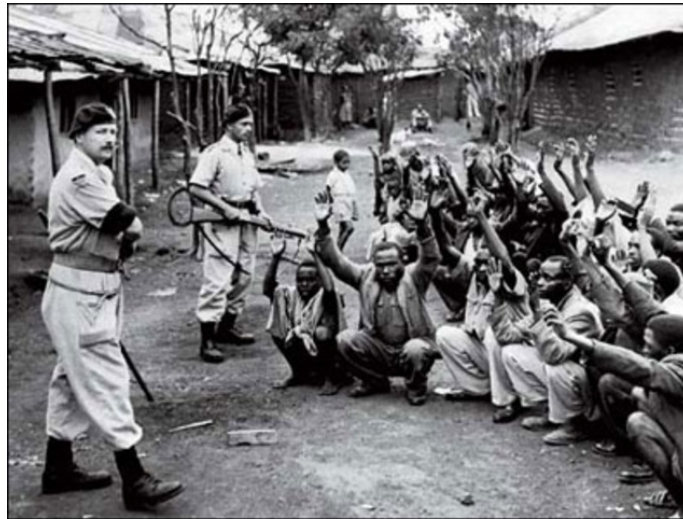
• How are you today?

• I feel _____ because _____.

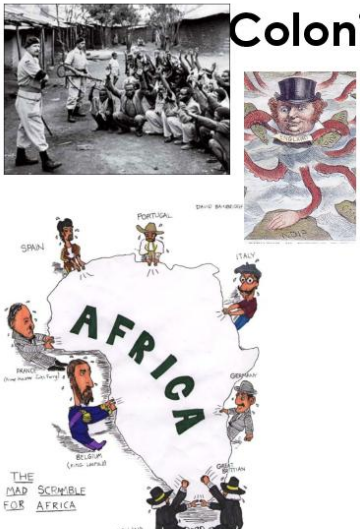


- Excited 😄
- Happy 😊
- Silly 😜
- Tired 😴
- Sad 😞
- Sick 🤒
- Angry 😡
- Bored 😐

<https://www.bina.com/...ch?q=india+caste+sy...&view=detail&mid=C81217E80EA259F5486FC81217E80EA259F5486F&FORM=VIRE>



2018/2/9



Colonialism

- **Definition:** one country takes power over another country
- **Sentence:** England colonized India.
- **Synonyms:** Imperialism, colonization
- **Turn and Talk:** How is colonization connected to slavery?
 - Colonization is connected to slavery because _____.

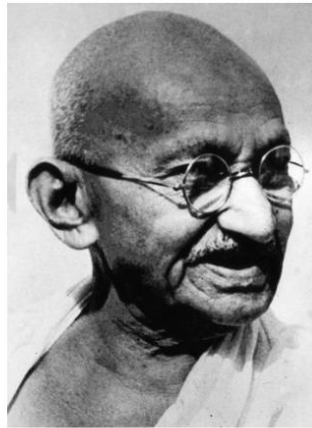
Turn and Talk 👁️👁️

- Look and listen!
- Turn and talk!
- Teach, I'm the teacher!
- What do you do to help your country?



2018/2/9

Gandhi- nonviolent protest



I can learn these words!



I can answer these questions!

- Why did Gandhi protest?
- How did Gandhi protest nonviolently?

2018/2/9



Read Aloud: Gandhi

Mohandas K. Gandhi was born into a large Hindu family on October 2, 1869. He was one of the greatest leaders of the 1900s. He helped free India from British colonial rule without using violence. These nonviolent protests helped people gain independence from the British and create India. Today, the people of India consider Gandhi the father of their nation.

Nonviolent



- **Definition:** When you' re **nonviolent**, you are peaceful. You do not use violence.
- **Synonyms:** peaceful, passive
- **Sentence:** Gandhi is famous for his nonviolent resistance.
- **Turn and Talk:** Do you want to make friends with whom are violent or **nonviolent**?

2018/2/9

Protest



- **Definition:** When you **protest**, you disagree with, or oppose what someone else says. When groups of people **protest**, they come together to oppose an idea, group, or policy.
- **Synonyms:** challenge, objection
- **Sentence:** Gandhi supported nonviolent protest.
- **Turn and Talk:** Why did Gandhi or others protest?



Read Aloud: Gandhi

Gandhi studied law in England. Soon after, he went to South Africa to do some legal work. It was there that Gandhi felt the sting of prejudice first-hand. Like India, South Africa was also a British colony. Gandhi had been asked to give up his seat on a train by a European person. When Gandhi refused, he was arrested by British police and badly beaten. He did not fight back with fists or weapons. Instead, he vowed to work peacefully to change unjust laws that discriminated against black, coloured (mixed race), and Indian and other Asian peoples.

2018/2/9

Discriminate



- **Definition:** When you **discriminate**, you treat one person or group worse than another. **Discrimination** is often based on ethnicity, race, or sex/gender.
- **Synonyms:** segregate; separate
- **Sentence:** The law discriminated against black and colored people.
- **Turn and Talk:** What **discrimination** do you see in the paragraph?

Why did Gandhi protest?

- He protested peacefully, because_____.

he wanted to change unjust laws that discriminated against people.

2018/2/9



Read Aloud: Gandhi

In 1914, Gandhi returned to India. British laws there were unjust, placing many Indians at an economic disadvantage. For example, by law Indians could only buy goods made in British factories. To protest this system, Gandhi stopped wearing cloth made in Britain. Instead, he spun his own cloth from Indian cotton. He encouraged others to do the same. The boycott worked. It hurt British clothing sales in India. It also allowed Indians to sell more of their own cloth. With more income, they wouldn't be as poor. Gandhi also fought British injustice by fasting. He would refuse to eat for five or six days. Gandhi's fasts drew public attention to his cause. Newspapers and the public began to sympathize with Gandhi. They put pressure on the British government to change its ways.

How did Gandhi protest nonviolently?



Cause/Action

Effect/Influence



2018/2/9



Read Aloud: Gandhi

In 1947, Britain finally bowed to Gandhi's peaceful pressure. India was finally granted independence. Sadly, Gandhi was assassinated for his beliefs in 1948. Years later, Martin Luther King, Jr. would use Gandhi's nonviolent ways to protest injustice in America.


A large, stylized graphic of the word "WIN!" in yellow, bold, sans-serif capital letters. The letters are outlined in black and set against a green, jagged, starburst-like background.

Turn and Talk

- Look and listen
- Turn and talk
- Teach, I'm the teacher.
- Do you agree or disagree with Gandhi's nonviolent protest? Why?


2018/2/9


Find their places!

Positive		Negative
↓		↓
<div style="border: 1px solid black; height: 25px; width: 100%;"></div>		<div style="border: 1px solid black; height: 25px; width: 100%;"></div>
<div style="border: 1px solid black; height: 25px; width: 100%;"></div>		<div style="border: 1px solid black; height: 25px; width: 100%;"></div>
<div style="border: 1px solid black; height: 25px; width: 100%;"></div>		<div style="border: 1px solid black; height: 25px; width: 100%;"></div>

How should we react?

I have different opinions from someone?







Turn and talk!

2018/2/9

Wednesday Exit Ticket

Nonviolent protest is _____.



Gandhi's peaceful work against unjust law. A way to separate people into classes.

1. How are you feeling today?

Mad

Confused

Sad

Attraa
Worried

Sick

Sleepy



Silly

Loving


Happy

Proud


2. Evaluate today's learning.




I worked hard and I can do it by myself!



I worked hard and I think I can do it with help!



I worked hard but I am confused and need help!



I made bad choices and I don't know what we did today.

Appendix 6–Science Class Instructional Plan.

SIOP[®] Lesson Plan Template 4

Date: Nov.8th

Grade/Class/Subject: 5/6 grades; Science

Unit/Theme: Weather

Standards: CCSS.ELA-LITERACY.CCRA.R.1

Class topic: Cause and Effect of Global warming

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Content Objective(s):

- SWBAT explain the terms “greenhouse gas” “global warming” and atmosphere with picture support.
- SWBAT analyze the of influence greenhouse gas by using cause and effect chart.
- SWBAT connect their daily life with global warming.

Language Objective(s):

- SWBAT use the sentence structure If_____ then_____ to explain the cause and effect.
- SWBAT use the coordination “because” or “so” in explaining the reason.

<p>Key Vocabulary</p> <p>Atmosphere Greenhouse gas global</p>	<p>Supplementary Materials</p>	
Lesson Sequence:	Time:	Participant Structure:

<p>1) Building upon student's background knowledge</p> <p>Presenting a world globe in whole class, and ask student question: what do you know about our earth? What can you see from this world globe?</p>	5 minutes	Whole class discussion on the carpet.
<p>2) Introduce the topic</p> <ul style="list-style-type: none"> -polar bear's problem "no place to live". -watch a short video about arctic ice melting -Pair discussion: What happened in the Arctic? Why do polar bears lose their living place? 	13 minutes	Pair discussion Whole class discussion
<p>3) Reading comprehension</p> <ul style="list-style-type: none"> a. Planet Earth, our blue home. Read aloud this paragraph with whole class, while connecting with the globe. b. The atmosphere. Read aloud with whole class, and explain the layers of atmosphere with graph. Vocabulary learning-atmosphere. Turn and talk about functions of atmosphere. c. The greenhouse gases. Turn and talk about the greenhouse function. Assign students with gas introduction cards. Two students who have same gas of cards are 	40 minutes	Turn and talk Whole class discussion

<p>paired. Read the text together, and invite student who has the card summarize the text by saying "If____, then____." Vocabulary learning-greenhouse gas</p> <p>d. Global warming. Read aloud global warming effects and pair discussion about the connection with polar bear living condition. Vocabulary learning-global warming</p>		
<p>4) Connect to our life</p> <p>Read a Brace map about the actions to reduce global warming.</p> <p>Fill in your own bubble map about how do you save polar bears.</p>	5 minutes	

Artifact of social study class slide please see as Appendix 7.

Appendix 7 –Final Reflection Paper of ELL Method Class**Final Reflection and Implication**

Through the EL method classes and practicum in this semester, I developed my teaching ideas, instructional goals and methods comprehensively. One important takeaway from classes is the idea that how can I, as a teacher, intertwine teaching and learning well in class. And my teaching concept shifts from thinking about how to be a teacher, to how can my students learn well in my class. Basically, I change my perspective from teacher-centered to student-centered. In this paper, I will specifically talk about my future goals of improving instruction for ELs, my approaches to achieve goals, the questions that I have during the instruction as well as how was my teaching philosophy enacted in my actual teaching experience.

Learning goals for improving instruction for ELLs – After conducting SIOP self-assessment, I notice my strengths in adopting methods in real class teaching, such as scaffolding students' higher order thinking. Meanwhile some of my weaknesses might impede the effectiveness of instruction. For example, I disproportionately put my attention on parts of instruction. I focused more on interaction between teacher and students, but care less about designing various activities that students can practice their knowledge with peers in class.

Combined with SIOP framework, and concerning the problems that I need to address, my learning goals for ELs are related to three main aspects- class preparation, instruction and assessment.

In terms of class preparation, I mainly discuss about setting content and language objectives.

The reason why I consider the purposes of lesson objectives is that during the actual teaching, I was less likely to achieve some content and language objectives, because the activities that I selected ineffectively supported students to practice and included more objectives than I can address. Besides, I seldom reviewed the objectives with students or assessed whether they achieve the objectives, so it's hard to tell whether I complete my goals in each lesson. For my future teaching, the goal for setting language and content objectives is to evaluate whether my lesson structure and tasks are closely related to the objectives, whether I leave spaces and facilitate students to achieve the objectives, and to authentically assess whether my students achieve the objectives. Particularly, during the preparation phase, I will design the assessment for objectives, to avoid the problem that I have no idea of how many objectives do students master in one lesson.

For my future teaching, I will use 6 Cs model (De Oliveira, 2015) as the ideal instructional structure, and enrich this model with other rationales. To achieve the goal “connection”, not only

will I connect students' funds of knowledge with content learning, but also connect previous chapters with this class (Echevarria, J. et al., 2008). With connection, I will build on students' background knowledge, developing a conceptual framework for their own learning and understanding, which is also a strategy that they can draw upon. Besides, De Oliveira (2015) indicates that "code-breaking" aims at bridging daily and academic language. Because developing students' academic language is one of my biggest instructional goal, I will consider using strategies to decode complex text into daily language with students, and bringing their primary languages into class. The "code-breaking" is not only conducted in written form, but also in students' oral language, which can help them build their academic conversation. To achieve the goal of conducting "community and collaboration", I mainly build students' functional competence and socio-cultural competence through various participant structures. Another biggest goal in my instruction is to scaffold students' higher order thinking. So to achieve "challenge", I will provide opportunities for students to reason and critically think about essential questions. Moreover, the goal of "classroom interaction" can be conducted in the form of dialogic instruction between teacher and student, as well as peer's interaction through collaboration. In any part of this model,

I welcome student bringing their linguistic and cultural resources to facilitate their understanding.

With this idea, I can build a “cultural” space in class.

Immediate approaches to achieve goals – To achieve my goal in preparation phase, I mainly combine three-stage backward design approaches and SIOP features. According to backward design (Wiggins & McTighe, 2005), teachers should follow the three-stage approach during planning lessons: identify desired results, determine acceptable evidence, planning learning experience and instruction. Specifically, the process of identifying desired results is to clarify about priority of lesson objectives in the planning stage. In SIOP (Echevarria, J. et al., 2008), authors also mention that teacher should limit the number of content objectives to one or two per lesson. Because sometimes I included more content objectives than that I can address in the available time, making priority of content objective helps me focus on one specific point of content knowledge, which ensures that students can have enough time of comprehensible input and output. “What students should know, understand and be able to do?” “what content is worthy of understanding” “what enduring understandings are desired?” (Wiggins & McTighe, 2005), I will view these three questions as my guidance to select the right objectives for students. In the second stage-determining

acceptable evidence, I will design the assessment of this lesson during planning, by which I can have a clear picture about how much and how well do my students master the knowledge. In practicum, I mainly used Exit Ticket as the assessment, which is not effective to assess the content of one-hour lesson. According to SIOP (Echevarria, J. et al., 2008, p27), teacher should share objectives with students orally and in writing, and at the end of class, teacher should review the objectives to determine if students have mastered them. Based on this, I may consider developing students' self-assessment or peer-assessment of lesson objectives in my future teaching, even including presentational assessment such as role play to enrich class assessing activities. As for the third stage, I will follow the key questions in the backward design. Among the questions, I will particularly pay attention to the question "what activities will equip students with needed knowledge and skills", to avoid the problem I have frequently that part of activities is not closely related to the objectives, and can't support students to practice knowledge well.

With the respect of instruction, I mainly enrich the "6 Cs model" with other scholars' rationales. First, to make "connection" between content knowledge and students' funds of knowledge. In fact, following the features of SIOP (Echevarria, J. et al., 2008), I did make connection between previous

content knowledge and current class, between students' life experience and content knowledge at the beginning of class. It turned out that students can actively and immediately engage in class discussion when they bring something they are familiar with into class. To make the connection more successfully, I will follow the four stages of "building background" (Daniel S., 2017)-investigating, bridging, activating and building background. Second, I will use "code-breaking" strategy to develop students' academic language. According to Pritchard & O'Hara (2017), effective academic language instruction includes the essential and high-impact practice, in which teacher clarifies, models, monitors and guides students' academic language learning. Among these, teacher can apply code-breaking strategies into clarifying academic language, such as presenting synonyms of key vocabulary, paraphrasing complex sentence, modeling using academic words into conversation and providing word banks, sentence stems in class. By clarifying academic language from semantic to discourse level, students can have clear picture about language goals. And with further supports, students can apply academic language into conversation, in which teacher can monitor and adapt the language objectives to next step.

In addition, to address the one of instructional problems I have currently, that I focused more on interaction between teacher and students, but care less about the interaction among students through discussion or activities, I mainly consider that “collaboration” is an essential part of “classroom interaction” to “challenge” students’ thinking, and design tasks that students can draw upon their “cultural” and linguistic resources. The purpose of viewing “collaboration” as essential part of classroom interaction is to invite peer-led scaffolding as part of instruction rather than teacher’s scaffolding takes up whole class. In micro analysis, I analyzed how did I challenge students’ thinking by further questioning, recapping, recasting students’ answers (De Oliveira, 2015). However, not all of students can engage in the whole-class discussion. To address this problem, not only should I differentiate students based on their special needs, but also invite peers to support each other through collaborative process. Martin-Beltran et al. (2017) indicate that as students share the experience with peers who have similar cultural and linguistic background, they coconstructed the zone of relevance to build upon each other’s idea, which is the different experience that they can share with adults in school. More enlightened ideas can be found in Forster’s (2005) research that, students can build each other’s social-cultural competence as well

as cognitive skills in second language acquisition through the process of comprehension of text, collaboration of translanguaging task, negotiation of meaning. In my future teaching, to achieve the goal of making peer-led scaffolding as important as teacher scaffolding in classroom interaction, I will design collaborative activities in class, encourage and support students to bring their cultural and linguistic resources into class, and set translanguaging as a norm that students can often experience in the language arts class. Instead of frequent “turn and talk”, more longer interaction around negotiating of meaning among students can deepen their language and literacy knowledge. By doing this, I believe more students will engage in the class and leverage their own and peer’s knowledge in multiple ways.

Ongoing questions- In practicum, one of the biggest challenges for me is to achieve the language objectives in whole class. It is not always successful because of the various levels of students’ English proficiency and my limited guidance and support. Specifically, it is challenging for the lowest-level student to understand instruction and practice language in class, who seems like the “outsider” of all conversations. For the students who need large amount of support in class, I’m still wondering should I incorporate explicit language mini-lesson in class? How might I

incorporate the language instruction in a science class seamlessly that students can put larger focus on science class content? Concerning other solutions to this problem, such as peer's support, should I group students with who share same linguistic background or based on their individual needs? If the student is the only one who speaks the language, how does group working support her language learning?

In fact, because they didn't have educational background before, all of students in class are not literate in their primary language. In this situation, how can I support students' home language development? Can I use translanguaging to invite their primary language into language arts class? In what way? In terms of science content knowledge teaching, besides investigating student's background knowledge and connecting content knowledge with life experience, how can I draw upon student's primary language as a resource to help them understand the science content? I hold these questions through the practicum and our method classes. Hopefully, they will be addressed through my future teaching practice.

Connection with Teaching Philosophy- In the teaching philosophy that I finished in foundation class, I overarched three significant concepts as future teaching theoretical framework-

student's funds of knowledge, CRP and constructivism. Based on this framework, I review the three classes that I taught, which turns out that though I enacted part of my believing teaching methods, hard work is still needed to achieve the ideal land. In detail, I investigated students background at beginning of class every time by reviewing knowledge of the previous chapter or choosing topic that they were interested to discuss. And I connected with student's background knowledge and life experience to explain the scientific terms, which proves that I enacted my philosophy of exploring student's funds of knowledge in class. However, the limitation of my teaching is that I seldom invited students to bring their home language as resources into class, and I paid few attention on using multilingual texts or building multilingual class environment, which is the area that I will work on in the future.

Secondly, I not only adopted CRP into class, but also renewed my understanding of this pedagogy from a special perspective. Because all students in the class are refugees and they'd never been to school before, building their social-emotional competence is one of the important goals for SIFE program. Valuing students' identities, setting highly expectation on students and eliminating teacher's own stereotype does not only work on a class of students with various ethnicities, SES or

cultural backgrounds, but also influence on the students who have special needs. If teacher ignored students' highly emotional support and be impatient about their relative longer progress of socialization and interpersonal interaction, it may result in students quitting school and even losing confidence in normal social activities. Thus, I will incorporate the congruency into my instructional style and interpersonal relationship with students to build a comfortable and safe classroom, as well as provide cultural socialization support to the students who have special needs.

In addition, constructivism is enacted in the way of classroom interaction. Through the instructional process- investigating student's background knowledge, connecting students' life experiences with content knowledge, scaffolding students' higher order thinking, I viewed students' needs as the center of instruction. Instead of drilling knowledge, I let students become the "authority" of class and explore the scientific truth behind the appearance by enlightening ideas step by step. However, the teaching result implies that meeting students' various academic needs in class is also a decisive element of a successful constructivist classroom. To find out the solution of my ongoing questions, I will continue developing my teaching philosophy around this

framework, enriching it with new ideas and understanding from teaching experience, and constructing the teaching model that fits for my students and my teaching styles in the future.

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