Capstone English Language Learners Portfolio

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Abstract

This ELL Portfolio demonstrates my knowledge and understanding of the best practice to serve English language learners (ELLs) and illustrates how I could apply the knowledge and theories into my future teaching career. The Portfolio consists of three parts: Teaching Philosophy, Artifact Analysis, and Applications to Practice. *Teaching Philosophy* is the theoretical framework for Artifact Analysis and describes the professional position that guides me a teacher, which includes Teach Language for Communicative Purpose, Tailor Instruction to Students' Needs, and Leverage Students' Funds of Knowledge. In *Artifact Analysis*, four professional knowledge areas are explored in the sequence of Learner, The Learning Contexts, Curriculum, and Assessment from the perspective of six TESOL domains: Identity and Context, Learning, Instructing, Planning, Content, and Assessing. Under each TESOL domain, an artifact is used to analyze how it exemplifies, falls short of or complicates that TESOL domain and my philosophy of teaching. *Applications to Practice* reflects on what I have learned and where I want to go as a future teacher from four aspects: Who Am I as a Teacher, Takeaways from ELL Program, Areas for Improvement, and Challenges in Teaching My Future Students.

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Teaching Philosophy

As a teacher candidate, I am always thinking about what my own teaching philosophy is. With careful consideration, my philosophy of teaching is informed by my past learning and teaching experience and vision for my future career. I want to become a high-school English teacher in China after graduation. The high-school period plays a critical role in Chinese education since it is directly linked to College Entrance Examination, a turning point in many students' lives. As a typical student in China, I strived for the Examination too, and this experience touched me a lot. In addition, I witnessed the current situation of high-school English classes in China, for which I really want to make some changes as a teacher.

Based on my own teaching experience as well as conversations with other colleagues, partly due to the high pressure of College Entrance Examination, some problems that Chinese students have regarding the English class are summarized as follow. First of all, a large number of students, especially those science students, can have very high scores when taking English tests, but they are not able to use the language for communication. Second, since English classes at school usually fail to meet students' individual needs and motivate them in their learning, high-school students in China do not take the class at school seriously, while spending a lot of time taking remedial classes after school. Last but not least, there are some structural problems with the school system itself. For example, the size of the English class is large, normally forty to fifty students in one class; the textbooks that students use are not of good English, which are created by Chinese staff with relatively low English language proficiency; and some English teachers may not be qualified for teaching students.

All the problems mentioned above have long existed in English class in China, and teachers, parents, even students themselves have struggled a lot. As a future teacher, I am

considering what and how to teach students that can best serve the students' needs. In the following parts, I will talk about my own philosophy of teaching that makes efforts to deal with some of the problems that Chinese high-school students now have in English class, from the perspectives of *Teach Language for Communicative Purpose*, *Tailor Instruction to Students' Needs*, and *Leverage Students' Funds of Knowledge*.

Teach Language for Communicative Purpose

In my future teaching, to deal with the problem that students are unable to use the language for communication, I will make use of Communicative Language Teaching (CLT) (Brown, 2007) as a guiding approach emphasizing all components of communicative competence, including discourse, linguistic, actional, sociocultural and strategic competence (Celce-Murcia, Dörnyei & Thurrell, 1995). In such a communicative class, the focus is to engage students in the pragmatic, authentic, functional use of language for meaningful purposes. Fluency and accuracy are seen as complementary principles, and fluency may take on more importance than accuracy in order to keep students meaningfully engaged in language use (Brown, 2007, p.43).

One reason explaining why students have few opportunities to practice their communicative skills concerns the IRE (initiation-response-evaluation) interaction pattern that dominates high-school English classes in China, in which the teacher asks a question, the student responds, and the teacher provides feedback (De Jong, 2011, p.187). The teacher is the expert and leader in the class, while students are passive receptors, and their relationship is non-collaborative. Therefore, I want to take advantage of a collaborative approach in my future teaching, which sees participants (teachers and students) as actively contributing to the learning process (De Jong, 2011, p.186). Teachers are facilitators of learning who complement rather than dominate student thinking (Windschitl, 1999) and scaffold a collaborative process of knowledge construction,

while students are viewed as producers and contributors of knowledge as well. Collaborative classrooms encourage exploration and teacher-student and student-student interaction around the content, which also benefits students' communication skills.

My class in the future will encourage and scaffold all kinds of interaction (Echevarría, Vogt & Short, 2013), and various participant structures (Hammond & Gibbons, 2005) will be employed to increase communication, no matter individual, pair, group or whole class structures. I will combine grouping students strategically with random grouping (Zwiers & Crawford, 2011). Group work (Brame & Biel, 2015) is a good way to enhance students' interaction and learning. Teachers often turn to small group work to capitalize on the benefits of group interaction and peer-to-peer instruction, which is formally termed cooperative learning, the instructional use of small groups to promote students working together to maximize their own and each other's learning (Johnson, et al., 2008).

Another strategy that I want to use to improve teacher-student and student-student interaction is encouraging students to generate questions (Echevarría, Vogt & Short, 2013, p.118). Chinese students are reluctant to put forward questions largely due to cultural factors, even if this has been changed a lot in recent generations. Nevertheless, from my perspective, asking questions is a key process for interaction between the teacher and students. It is in this process that the teacher gets to know what is difficult for students to understand and what may be the problem for most students in the class. It is also the process that students get the answer to what remains questionable during the class and set up trusting relationship with the teacher.

In addition, in my English class, I will plan various instructional activities that help to improve classroom interactions, and balance test-oriented teaching and quality education at the same time. These class activities may include warm-up presentation: one student will spend the

first five to eight minutes of the class to make a short presentation regarding the topic of that class, and it will include a discussion part at the end; group discussion, which gives more opportunities for each student to express their opinions and exchange ideas with peers; role play, which helps students to use the language learned in the class and improve their pragmatic skills; instructional games that may arouse students' interest of English learning, and so on.

Tailor Instruction to Students' Needs

Traditionally, teachers decide what is important to teach in the English class based on their teaching experience, and students are the ones who passively receive. For example, many teachers begin and remain focused on textbooks, favored lessons, and time-honored activities. Under this case, it is very possible that what teachers consider important is not the best or the most suitable for student learning. In addition, too many teachers focus on the teaching and not the learning. They spend most of their time thinking, first, about what they will do, what materials they will use, and what they will ask students to do rather than first considering what the leaner will need in order to accomplish the learning goals (Wiggins & McTighe, 1998). Therefore, teachers themselves cannot make every decision about what and how to teach for students, but rather tailor instruction to students' learning needs.

In order to tailor instruction to students' needs and motivate them in their learning, scaffolding will guide every step of my future teaching. Scaffolding is a term coined by Jerome Bruner (1983) that is associated with Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD). In essence, the ZPD is the difference between what a child can accomplish alone and what he or she can accomplish with the assistance of a more experienced individual. The assistance that is provided by a teacher is called scaffolding (Echevarría, Vogt & Short, 2013, p.120). The scaffolding skills that seem to be most helpful in my instruction include

activation of students' prior knowledge and experience, selection of tasks, attention to task sequencing, variation of participant structures, use of semiotic systems and meditational texts, recapping, appropriating and recasting, providing cued elicitation, and increasing prospectiveness (Hammond & Gibbons, 2005). Based on students' individual learning needs, implementing different scaffolding skills with different students not only encourages students' class participation and interaction but further motivate them in their learning.

A high-quality class aims to offer multiple opportunities to meet the needs of students with different abilities or language proficiency levels, which refers to differentiation for multi-level classes (Echevarría, Vogt & Short, 2013, p.47). In addition to a variety of teaching ideas for the differentiated instruction, it is of equal importance to first getting to know the students and considering where in the lesson students will need some differentiated instruction. Assessment and reassessment of students are key, in which the teacher gets to know where students are, how much they have improved, and where they need to be. In order to tailor instruction to students' learning needs, teachers are supposed to regularly check in with students to find out what is working and what is not. More details about differentiation for language learners will be discussed later in *Takeaways from ELL Program*.

In responding to students' specific learning needs, feedbacks and evaluations from students are important sources for teachers to improve their work. However, in high school, at least the one I attended, teachers seldom received any feedback from students about their teaching activities, while students received a lot of evaluations of their learning from the teachers. As a result, this kind of unbalanced communication between teachers and students may undermine the effectiveness and efficiency of students' learning. From my perspective, the feedbacks and evaluations should be mutually given to both teachers and students, rather than teacher's one-

way comments to students. To help students reflect on my work as an English teacher and better serve their needs, for example, I will ask them to write down their suggestions or recommendations for me to improve my teaching once or twice a month, and at the end of each semester, I will list all the activities we have done and ask students to grade according to the effectiveness of each activity.

Leverage Students' Funds of Knowledge

In my future career, I want to be a caring teacher for my future students, who focuses on caring for instead of caring about the personal well-being and academic success of culturally diverse students, which encompasses a combination of concern, compassion, commitment, responsibility and action (Gay, 2010). A notion that is very different from my previous belief of teaching is that teachers are supposed to teach based on what students already know and build upon students' background knowledge, which refers to the theory of Funds of Knowledge (Moll et al., 1992). Traditionally, teachers, especially those high-school teachers, tended to prepare classes for students in terms of their weaknesses and emphasize these points in class over and over again. Teachers never considered the strengths that students brought to the context of teaching. In contrast, in my future teaching, I want to build upon students' household Funds of Knowledge (Moll et al., 1992) and their community literacies (Jiménez et al., 2009), and add these in my content teaching.

How to get to know student' Funds of Knowledge and community literacies may be a central question that needs to be considered. According to my own experience of teaching as a voluntary teacher in a high school, one way to learn their Funds of Knowledge is to observe and talk with students themselves (Herrera, 2013, p.107). During that period, every day I made use of the meal time to make private conversation with nearly every student to talk about their current

worries about study or life or their visions of the future. Some students were not willing to tell me about their inner world at the beginning, while others told me a lot about their own stories for which I could make personalized learning plans for them. In this experience, although I did not make direct interaction with students' families, I learned some of their Funds of Knowledge and community literacies through talking with students themselves, which facilitates to plan instructional activities for my students.

Another way for collecting and learning about students' Funds of Knowledge is to develop partnerships with parents. Allen (2007) pointed out that teachers and parents should focus on constantly creating partnerships, not programs. Programs are developed by other people and "implemented", while partnerships are created by all participants (p.115). Home visiting (Herrera, 2013, p.83) can be a method to establish relationships with parents. I only had the experience of teachers vising my home when I was in primary school, and although teachers at that time may not have the explicit idea of learning students' household Funds of Knowledge, they did get to know better about my family backgrounds and what my interests are outside the classroom. However, teachers seldom home visit students' families in middle school in China, let alone high school, perhaps for teachers in middle schools and high schools, they are supposed to focus more on how to improve students' test scores at school. Nevertheless, in my opinion, only if teachers know more about their students' family backgrounds or the difficulties they encounter in daily lives can teachers better help improve students' academic learning. Thus, though time-consuming, it is necessary for teachers to home visit all age of students.

A more efficient way for a high-school teacher to set up close connections with parents may be through the form of journals. At the very beginning of the school year, I will invite the parents to write their first journal regarding "tell me about your child" (Allen, 2007, p.107). Specifically

speaking, in order to better know my students' English learning backgrounds, I will ask parents

to write about length of time the child has been learning English; what is the level of the child's

English proficiency concerning reading, listening, speaking and writing; what are some

weaknesses in terms of the child's English competence, and so on. This activity may not only

help me to learn more about my students' English abilities, but also give an opportunity for the

parents to get to know about their child's English learning at school, because it is very possible

that many parents have no idea of their child's English learning before. In addition, during the

semester, I will write a journal to each student's parents once a week in terms of the student's

performance in English class, and require the parents to write feedbacks, anything with regard to

the student's English learning at school or at home.

Conclusion

In conclusion, this part described my philosophy of teaching as a future high-school

English teacher in China. In order to address some of the problems that Chinese high-school

students now have in the English class, I put forward three aspects that are most important for me

and for my future teaching, which are *Teach Language for Communicative Purpose*, *Tailor

Instruction to Students' Needs*, and *Leverage Students' Funds of Knowledge*. In the next part,

Artifact Analysis, I will examine how the artifacts exemplify, fall short of, and complicate my

philosophy of teaching from the perspective of six TESOL domains in four professional

knowledge areas.

Artifact Analysis

Professional Knowledge Area 1: Learner

This professional knowledge area examines *Learner*. When asking veteran teachers of English language learners (ELLs) to share the secret of their success, I usually hear the same answer. It is not the name of a particular language instruction model, learning strategy, or new district-wide curriculum. It is, instead, getting to know their students. When these experienced teachers refer to "getting to know their students," it is true that they are referring in part to a student's English language proficiency, as well as strategizing the best way to assess the student's language and literacy skills with valid, reliable measures in order to place the student in appropriate classrooms, but they are also talking about the student's prior academic experiences, cultural and religious traditions, hobbies, personality, family circumstances, and background about the student's home community or native country that can inform their instructional decisions in the classroom (Herrera, 2013). In this section, TESOL Domain 4 and 6 will be explored, and two artifacts will be analyzed to illustrate these TESOL domains in connection with my philosophy of teaching.

TESOL Domain 4: Identity and Context

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

This standard means two things for me. First, the teacher could understand the importance and the influence of identity and context on learning; second, the teacher could utilize the knowledge of identity and setting in planning, instructing and assessing. To connect it to my

philosophy of teaching, this not only opens the door to more fully meeting the student's needs

and addressing challenges that may arise, but it also provides an opportunity to create

a welcoming classroom environment, engage the student and family, increase the student's

confidence, and create opportunities for classmates to learn from each other. In addition, it

allows teachers to build upon the student's strengths and successes, which is particularly

important as students are acclimating to a new classroom and potentially a new country and

culture, and it has the potential to improve classroom management and teacher interactions with

the student as certain behaviors are explained and understood.

Artifact A

Based on a field trip along with some online resources, *Community Literacy* paper provided

a rich description of the Korean immigrant community in Nashville. It reflected an in-depth

understanding of the community's historical presence and community networks in Nashville,

variability in economic backgrounds, and the cultural and linguistic strengths. It articulated

initial ideas for how to leverage the community literacies in schools and discussed mechanisms

and challenges for the teacher to become more familiar with this local community. There are

three parts in this Paper: first, the description of the Korean community in Nashville; second,

how the artifacts collected could be used in classroom practice; last, how teachers become more

familiar with the local community.

In the first part, I explored in detail the historical distribution of Korean immigrants in the

United States, how Korean immigrants set up community networks through religious activities,

the main businesses for Korean people in Nashville, and their linguistic and cultural strengths.

This is precisely what I would expect to see because getting to know students' cultural and

religious traditions, family circumstances, and background about students' home community is

an important step to learn about students' Funds of Knowledge (Moll et al., 1992) and paves the way for using the knowledge of identity and setting in planning, instructing and assessing.

The second part of *Community Literacy* paper articulated how to apply students' Funds of Knowledge and community literacies to teaching activities. After carefully classifying and analyzing all the artifacts collected from the field trip and online resources, I found those artifacts could be used in three kinds of classroom practices: first of all, introducing Korean food culture; secondly, language and translation class; finally, introducing the knowledge of marketing. Given my theoretical inclination, what stands out to me here is "Teachers are supposed to consider the strengths that students brought to the context of teaching when planning lessons and teach students based on what students already know rather than teach them what they do not know (Moll et al., 1992)."

However, given what I've said about the importance of partnerships with parents, what seems to be missing in this Paper is how I could establish relationships with parents to facilitate my teaching and promote students' learning. Parents are the first teachers for the child, but it does not mean that parents have finished their tasks when the child goes to school. The influence of family education is long-lasting. What can be sure is that every child is unique and special for the parents, and every parent cares a lot about the child. In order to set up a positive learning environment for the child, the efforts of teachers and parents cannot be separated.

TESOL Domain 6: Learning

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

For me, this TESOL standard has two requirements for the ELL teacher. First, the teacher is

required to draw on the knowledge of language learning to understand the process of second

language acquisition (SLA). Second, the teacher is required to use this knowledge to support

ELLs' second language learning. The knowledge with regard to language learning involves

thousands of theories, methods and strategies, while two of the most important things for my

teaching of ELL students concern Communicative Language Teaching (CLT) (Brown, 2007) and

comprehensible input (Krashen, 1987).

In addition to what I have mentioned the importance of CLT in my teaching philosophy,

comprehensible input is another thing that I consider as the crucial and necessary ingredient for

the acquisition of language. As Krashen (1987) pointed out, "Language acquisition requires

meaningful interaction in the target language, in which speakers are concerned not with the form

of their utterances but with the messages they are conveying and understanding. We acquire

language in only one way: when we understand messages."

Artifact B

Artifact B is the *SLA Case Study Report* that an ELL's oral and written language is analyzed

from the perspective of phonology, semantics, grammar (morphology and syntax), and

pragmatics. The language participant of my case study is Yang, a Chinese graduate student who

studies International Education Policy and Management (IEPM) in Peabody College. There are

five parts in this Report: first, an introduction to the learner in terms of basic information and

linguistic background, English learning experience, working experience, personality, and

motivation; second, description of the learner's oral and written language abilities in the

sequence of phonology, semantics, grammar, and pragmatics; third, assessment of the learner's

current SLA stage and theoretical framework; fourth, instructional recommendations for the

leaner based on the analyses and assessments in the previous sections; last, critical reflection that

describes gains from the case study and implications for the future work. In general, Part one, two and three of the case study illustrate how I drew on the knowledge of language learning to understand Yang's SLA processes, including both the strengths and areas for improvement, while Part four demonstrates that I took advantage of that knowledge to support Yang's future English language learning.

In Part Two, when analyzing Yang's oral and written language abilities, I drew on different theories to explain the findings and understand her SLA processes. Among the four domains of phonology, semantics, grammar, and pragmatics, the pragmatic skills are closely related to the learner's ability to use the language for real communication, which is one of the main focuses of my teaching philosophy. Yang's pragmatic skills are assessed by describing the extent to which she adhered to Grice's Maxims (Dawson & Phelan, 2016). Based on the analysis, I found that Yang did a great job in terms of the maxims of quality and manner. I asked eight questions about her English learning experience, and she responded to each question honestly, clearly and orderly according to her own experience and supported her statements with evidence. However, when it comes to the maxims of relevance and quantity, Yang did less well in these aspects. Sometimes she provided more information than was required, by talking too many details about her experience, which violates the maxims of quantity. And in turn, because those details are not directly related to the questions, the maxim of relevance is undermined in her answer.

According to the analyses of Yang's phonological, semantic, grammatical and pragmatic skills, I provided some instructional recommendations to further improve her English proficiency in Part Four of the Case Study Report. Nevertheless, given what I've said about the importance of CLT (Brown, 2007) and comprehensible input (Krashen, 1987), what seems to be missing here is the recommendation that aims to change the environment of English class in the Chinese

context. As I have written in the Report, "Yang began to learn English since she was in Grade 2 in primary school, which is required by the education system in China. However, Yang said that she actually did not learn much English at school, especially in high school, because teachers spent a lot of time teaching for the tests, and what students mainly learned from English classes were those examination skills that helped little in students' language development." Therefore, an approach of Communicative Language Teaching and the teaching methods for enhancing comprehensible input are especially necessary in Yang's situation.

To sum up, I have analyzed TESOL Domain 4 and 6 in this section, which is closely related to the professional knowledge area of *Learner*. Getting to know our ELL students is the first step to teach them the English language, and taking advantage of various theories, methods and strategies of language learning is the core process. While getting to know who your students are--*Learner*, is essential, how to develop supportive and meaningful learning environment for your learners--*The Learning Contexts*, is the next step for consideration.

Professional Knowledge Area 2: The Learning Contexts

This professional knowledge area concerns *The Learning Contexts*, in which the teacher creates supportive environments for effective learning. Learning contexts are important since it is where the learning takes place. Learner motivation is situated in an environment where learners are motivated by an engaging task or activity that is situated in, influenced by, and changed through the nature of interactions, tasks, activities, practices, and cultures of the learning environment. In this section, I will explore TESOL Domain 2--Instructing, along with my teaching philosophy, to find how the teacher could create supportive learning contexts for culturally and linguistically diverse students.

TESOL Domain 2: Instructing

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

From my perspective, this standard mentions two things. First of all, the teacher is required to establish meaningful environment for students' learning; second, the teacher is supposed to create safe atmosphere for teacher-students and student-student interactions. In other words, the teacher should be the facilitator who complements rather than dominates student thinking (Windschitl, 1999) and makes use of a collaborative approach (De Jong, 2011, p.186); who focuses on caring for instead of caring about the personal well-being and academic success of culturally and linguistically diverse students (Gay, 2010); who encourages productive classroom interactions (Echevarría, Vogt & Short, 2013) and takes advantage of various scaffolding skills (Hammond & Gibbons, 2005); who utilizes cooperative learning (Johnson, et al., 2008) and group work (Brame & Biel, 2015) to enhance purposeful learning and promote respectful interactions, which are closely connected to my philosophy of teaching.

Artifact C

School Visit paper aims to analyze and synthesize what we know about local practices for Emergent Bilingual (EB) Learning. We visited a school to observe instruction and talk with educators or students about how ELLs are supported. The school I visited is John Overton High School and I observed Ms. Gatlin's ELD class. The Paper includes three parts: first, overall introduction to the school site based on online research and interviews, with a focus on the student population and school-wide support for ELLs; second, thoughtful analysis of how ELLs are served at the classroom and school-wide levels; last, research-based recommendations that could be applicable to the local school and further questions.

Artifact C is used to analyze how the teacher creates supportive environments for students from the perspective of observing a teacher's class. In the second part of the *School Visit* paper, I explored how ELLs are served at classroom level from the aspects of classroom environment, the teacher, curriculum, community & family outreach, and content-area instruction, which is closely related to TESOL Standard 2 and my teaching philosophy.

First of all, in *The Teacher* section, I quoted Ms. Gatlin's words "I adore them; I love them. You know sometimes they do some bad things, but it's because they had so little language, and they get frustrated easily." This is precisely what I would expect to see because Ms. Gatlin showed that she is a caring teacher who cares for the personal well-being and academic success of ethnically diverse students, which encompasses a combination of concern, compassion, commitment, responsibility and action (Gay, 2010).

Second, I also included quotes from Ms. Gatlin, "Somalis pick up oral language quicker, because their language is very oral, but Somalis' writing is terrible, because this is not something they used to do in their country; but for other students, like a student from Vietnam, his writing makes progress quickly but speaking…, because in Vietnamese schools, speaking is not encouraged." This demonstrates that she knows the strength and weakness of students with different native languages and offers multiple opportunities to meet the needs of students with different abilities or language proficiency levels, which I believe is an instance of differentiation for multi-level classes (Echevarría, Vogt & Short, 2013, p.47).

Third, in *Curriculum* section, I wrote, "All these activities are picture-based, which can facilitate students to learn and memorize the new vocabulary." Drawing on my theoretical framework, I believe this demonstrates that Ms. Gatlin took advantage of visuals to make input comprehensible (Krashen, 1987) and scaffold students' learning (Bruner, 1983).

Fourth, in *Community & Family Outreach* section, I put, "Ms. Gatlin home visited the family and asked the student to be the translator for her. She let the student translate the report card for parents and explain whether it is good or bad." I think this is important to mention because home visiting is a good way to learn students' Funds of Knowledge (Moll et al., 1992) and community literacies (Jiménez et al., 2009). This also offers an opportunity for the teacher to create partnerships with parents (Allen, 2007).

However, given what I've said about the importance of high-quality interaction (Echevarría, Vogt & Short, 2013), what seems to be missing here is a collaborative approach that sees participants (teachers and students) as actively contributing to the learning process (De Jong, 2011, p.186). As I have written in the *School Visit* paper, "This interaction pattern is more like an initiation-response-evaluation (IRE), in which the teacher asks a question, the student responds, and the teacher provides feedback (De Jong, 2011, p.187). The teacher is the expert and leader in the class, while students are passive receptors, and their relationship is non-collaborative."

Moreover, I wrote down, "When asked whether she would use bilingual or multilingual instruction in her class, Ms. Gatlin said that her job is to teaching them English; that we are in the English-only state, so the instruction must be in English; and that this is their only opportunity to practice English." This is surprising because an important characteristic of CLT is that judicious use of native language is accepted where feasible and translation may be used where students need or benefit from it (Brown, 2007, p.45). In a classroom with culturally and linguistically diverse students, clarification of key concepts in students' first language (L1) by a bilingual instruction aide, peer, or through the use of materials written in the students' L1 provides an important support for the academic learning of those students who are not yet fully proficient in English (Echevarría, Vogt & Short, 2013, p.157).

In summary, this section examines how the teacher could establish meaningful environment for students' learning and create safe atmosphere for teacher-students and student-student interactions. Based on the analysis of Artifact C, to meet the requirements of TESOL Domain 2, the teacher should care for the personal well-being and academic success of ethnically diverse students (Gay, 2010); provide differentiated instructions for multi-level classes (Echevarría, Vogt & Short, 2013, p.47); make input comprehensible (Krashen, 1987) and scaffold students' learning (Bruner, 1983); create partnerships with parents (Allen, 2007); lead a collaborative approach of interaction (De Jong, 2011, p.186); and take advantage of multilingual resources (Brown, 2007).

The previous two sections, *Learner* and *The Learning Contexts*, in essence, emphasize on how to establish healthy, meaningful and productive relationships with students. In the next section, the focus will be shifted to explore how to create an efficient *Curriculum* for student learning and provide students with useful, worthwhile and effective instruction.

Professional Knowledge Area 3: Curriculum

This professional knowledge area is *Curriculum*, which refers to all the activities that students engage under the auspices of the school. This includes not only what students learn, but how they learn it, how teachers help them to learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities. The curriculum addresses the following questions: What is the purpose of educating students in this particular institution or educational level? What kinds of knowledge should students be taught? What kinds of teaching methods should be used to help students acquire the knowledge and achieve our purposes? How should we assess students in order to see whether the purposes have been achieved? In this section, I

will examine two TESOL domains--*Planning* and *Content*, connect them to my philosophy of teaching, and trace the standards and teaching philosophy in the artifacts.

TESOL Domain 1: Planning

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

In my opinion, this TESOL domain includes two meanings. For one thing, the teacher is supposed to plan the lessons based on students' needs. For another thing, the teacher is required to adapt the lessons to promote students' engagement. Specifically speaking, in the planning process, based on the given content standards, the teacher should first identify students' language demands (O'Hara, Pritchard, & Zwiers, 2012) and then establish both content and language objectives adapting to students' language proficiency levels (Echevarría, Vogt & Short, 2013, p.24). Second, the teacher designs meaningful instructional activities with differentiated instruction always in mind, during which the teacher should link to students' background knowledge and past learning experience, select useful supplementary materials, and consider various grouping configuration (Echevarría, Vogt & Short, 2013).

This connects tightly to my philosophy of teaching from three aspects. First of all, I have talked about the importance of *Tailoring Instruction to Students' Needs* that "Traditionally, teachers decide what is important to teach based on their teaching experience, and students are the ones who passively receive. Under this case, it is very possible that what teachers consider important is not the best or the most suitable for students. Thus, teachers themselves cannot make every decision about what and how to teach for students, but rather preparing classes based on students' needs of learning." Secondly, scaffolding (Bruner, 1983) will serve as a big umbrella covering every step of my instruction, and the ultimate goal is for students to have

appropriate scaffolded instruction that encourages full engagement and leads to eventual

independence (Echevarría, Vogt & Short, 2013, p.121). Thirdly, I firmly believe that a high-

quality class aims to offers multiple opportunities to meet the needs of students with different

abilities or language proficiency levels, which refers to differentiation for multi-level classes

(Echevarría, Vogt & Short, 2013, p.47).

Artifact D

Artifact D is a *SIOP Lesson Plan*, which entails the following elements: identifying content

and language objectives, building upon students' natural curiosity, comprehensible input and

adaptation of content, sequence of activities, interaction, and a research-informed rationale. The

lesson aims to help students review nouns, and my target students are Grade 11 ELLs whose

English language proficiency level is Level 1-2 according to WIDA Standards. They are

culturally and linguistically diverse students with native languages of Spanish, Arabic, Kurdish,

Hindi, and etc. This lesson plan is closely related to TESOL Domain 1 and my philosophy of

teaching in the following ways.

I established both content and language objectives adapting to students' language

proficiency levels (Echevarría, Vogt & Short, 2013, p.24), and they are tightly related to each

other. The language objectives back up the content objective, and the content objective further

reinforces the language objectives (O'Hara, Pritchard, & Zwiers, 2012). Students were informed

of the learning objectives both orally and in writing at the beginning of the lesson, and the

learning objectives were reviewed again at the end. During the lesson, the content and language

objectives were clearly supported by lesson delivery (Echevarría, Vogt & Short, 2013, p.193).

By having *Heads Together*, one of the language objectives, *define, identify and categorize nouns*,

was achieved. After doing *Silent Support Cards*, students were able to *name nouns by talking*

about their favorite person, place or thing, and explain the reasons why they like it, which is the

content objective of the lesson. *Sentence Writing* enabled students to accomplish another

language objective, *effectively use nouns in sentence composition*.

Scaffolding (Bruner, 1983) served as a big umbrella covering every step of my instruction,

and the ultimate goal is for students to have appropriate scaffolded instruction that leads to full

engagement and eventual independence (Echevarría, Vogt & Short, 2013, p.121). In my lesson

plan, I took advantage of some designed-in scaffoldings such as activation of students' prior

knowledge and experience, selection of tasks, attention to task sequencing, variation of

participant structures, and use of semiotic systems (Hammond & Gibbons, 2005).

I tried to activate students' background knowledge and link to their past learning

experiences. The key vocabulary I selected for this lesson are words that relate closely to

students' everyday life: family members, famous countries and objects at home. Specially, when

explaining nouns under the place category (famous countries), I asked students to share the

location of their home countries with the map on board, which is an attempt to activate and build

on students' background knowledge (Echevarría, Vogt & Short, 2013, p.65). In addition, *Heads*

Together is a familiar activity that students have done it many times. Thus, they do not have to

spare extra energy focusing on learning the activity rules but pay attention to the knowledge they

are supposed to acquire through the activity, which I took advantage of students' past learning

experiences (Echevarría, Vogt & Short, 2013, p.68).

This lesson included four activities that integrated lesson concepts with language practice

opportunities for reading, writing, listening, and speaking (Echevarría, Vogt & Short, 2013,

p.43). The sequence of these activities was carefully designed, in which the previous step

became the scaffolding for the next (Hammond & Gibbons, 2005). First of all, students had *Bell*

Ringer, a class routine that they are familiar with. The purpose of this activity was to get students

to focus on their learning during the transition and remind them of the concept of "noun". The

second activity the students had was *Heads Together* that offered an opportunity for students to

practice identifying and categorizing nouns in sentences. Third, I tried to give students a

completely new activity, *Silent Support Cards*, in which students talked about their favorite

person, place or thing with a pair discussing the topic and an observer supporting their

conversation. Since this was a multi-procedure and brand-new activity for my students, I gave

them step-by-step instructions and wrote everything in the slide show on board in order to clearly

explain the tasks (Echevarría, Vogt & Short, 2013, p.99). Last, students had *Sentence Writing*, in

which they were asked to write down a sentence based on what they have talked about. *Silent

Support Cards* served as the brainstorming process that students in group helped each other come

up with new ideas, and then students worked independently to write their own sentences.

However, even though I established both content and language objectives for the lesson, it

seemed that I still taught the language points in a decontextualized way. How to truly integrate

language with content and provide students with comprehensible input (Krashen, 1987) in an

English Language Development (ELD) class is something that I need to work on. It would be

better if I could embed explicit grammar instruction with a fictional or nonfictional text, or other

kinds of authentic texts (Scheller, 2011). For example, students were now reading Edgar Allan

Poe's *The Black Cat*. To help students identify and categorize nouns, I could ask them to find

nouns in this story and categorize them as person, place, thing or idea. Another way to

incorporate content into language foci could be creating a coherent paragraph instead of teaching

separate sentences without the context. Narrow Reading (Conti, 2016) serves as a good example,

which is highly patterned comprehensible input. Through narrow reading, the target items are

processed over and over again in a range of linguistic contexts many of which are familiar thereby facilitating the predictability of any unknown vocabulary items.

TESOL Domain 7: Content

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

From my perspective, this TESOL domain has three levels of meaning. Firstly, language learning occurs when students are able to use the language for genuine communicative purposes. Secondly, the content of language teaching should align with a subject matter or a content area. Thirdly, the teacher is required to design lessons that integrate language teaching with a subject matter or a content area.

As has been mentioned in my philosophy of teaching, Communicative Language Teaching (CLT) (Brown, 2007) will serve as a guiding approach for my future teaching, and the focus of such an approach is to engage students in the pragmatic, authentic, functional use of language for meaningful purposes rather than focus on organizational language forms that are used for enabling students to accomplish those purposes (Brown, 2007, p.43). Another feature of CLT is the integration of language and content instruction, which is also related to the concept of content-based instruction (CBI) (Brinton, Snow, & Wesche, 1989). The focus of a CBI lesson is on the topic or subject matter, during which students are focused on learning about something. They learn about the subject using the language they are trying to learn as a tool for developing

knowledge and so they develop their linguistic ability in the target language.

In terms of assessing students' learning outcomes, I will use authentic assessment that is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Mueller, 2018). Integrated Performance Assessment (IPA) is a good application of authentic assessment. In the case of second language learning, IPA allows students to use the target language in the three real-world modes of communication (interpretive, interpersonal and presentational) to complete thematically related tasks (Zapata, 2016).

Artifact E

Artifact E is an *IPA Lesson Plan* based on an authentic written text. The authentic text I selected for this lesson plan is a transcribed Ted Talk--*What I Saw in the War* by Janine di Giovanni. The Lesson Plan included interpretive, interpersonal and presentational tasks. The interpretive task focused on the language that students will be learning, such as grammatical structures and vocabulary items. In addition, the interpretive task helped students understand the main idea, organizational features and supporting details of the authentic text. Next, I designed a prompt for a short interpersonal conversation between students. In this interpersonal task, I told the students what to talk about, but did not tell them specifically what questions to ask or what specific language to use. Last, I designed a prompt for a short presentational writing activity. The writing was closely aligned with the topic of the interpretive and interpersonal tasks. Students were told what topic to write about and what content to cover, but I did not give them specific questions to answer or what language to use.

In my opinion, the first and the most important step of designing an IPA lesson plan is to consider what my students should be able to do with the language, or the real-world purpose of

learning the language points. The real-world purpose of my lesson aims to help students make a

public speech in English. Therefore, I first chose an authentic text that is a famous public speech

on Ted Talk--*What I Saw in the War*. This is precisely what I would expect to see because one of

the most effective ways to teach culturally and linguistically diverse students is through the use

of authentic texts, which contain authentic cultural information and give students exposure to

real language. Authentic texts include students in contextualized real-world learning, having a

positive effect on learner motivation, supporting a more creative approach to learning and related

more closely to actual learners' needs (Scheller, 2011), which reflects my teaching philosophy of

motivating students and tailoring instruction to students' learning needs.

The interpretive task helped students process the authentic text and make it comprehensible,

while the interpersonal and presentational tasks were closely aligned with the real-word purpose

of this Lesson Plan--making an English public speech. The interpersonal task is "Work in pairs

and make a conversation about the following scenario: You are going to make an English public

speech next week, but you have not decided what topic to talk about and who your target

audience will be. Thus, you ask a friend of you for suggestions." The presentational task is

"Write an English speech based on the topic and target audience you choose in the interpersonal

task." Given my theoretical inclination, what stands out to me here is "designing lessons that

integrate language teaching with a subject matter or a content area" and "IPA allows students to

use the target language in the three real-world modes of communication (interpretive,

interpersonal and presentational) to complete thematically related tasks (Zapata, 2016)."

In conclusion, this section explores *Curriculum* from the aspects of planning instruction and

integrating language with content instruction for genuine communicative purposes. A *SIOP*

Lesson Plan and an *IPA Lesson Plan* are used to demonstrate how to plan the lessons based on

students' needs, how to adapt the lessons to promote students' engagement, and how to help students use the language for real-world purpose.

The next section will focus on *Assessment* that monitors both how well students have learned--*Learner*, and how effective teachers have taught--*Curriculum*. The contents of *Assessment* can be students' cultural and linguistic backgrounds and educational settings--what *The Learning contexts* are, their English language proficiency levels and oral language, reading, and writing abilities in a content area--how the *Curriculum* influences students' learning.

Professional Knowledge Area 4: Assessment

This professional knowledge area, *Assessment*, defines how we identify our students' needs and document their progress, and determines how we are doing as teachers and planners. Specifically speaking, how do we know we are doing it right? How do we know that the assessment tools we are using measure what we intend them to? If we are serious about getting the best snapshot of the progress of our students, these are the questions that we should continually ask. In this section, I will examine a TESOL domain--*Assessing*, connect it to my philosophy of teaching, and analyze how an artifact exemplifies, falls short of or complicates the TESOL domain and my teaching philosophy.

TESOL Domain 3: Assessing

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

learning.

From my point of view, this TESOL domain mentions three things in the process of assessing. First, the teacher is supposed to gather and interpret information about students' learning and performance, which concerns the contents of assessment. Second, based on the information gathered by various assessment tools, the teacher should make decisions about planning and instruction. Third, the teacher is required to provide constructive feedback for students to promote their continuous intellectual and linguistic development.

By looking at my philosophy of teaching, in which I firmly believe that teachers are supposed to tailor instruction to students' learning needs, there are several points corresponding to this TEOSL domain. In terms of gathering and interpreting information about students' learning and performance, I am convinced that authentic assessments (Mueller, 2018) and Classroom Assessment Techniques (CATs) (Angelo & Cross, 1993) are effective assessment tools that are more likely to motivate students and meet each student's specific need than traditional testing. Classroom Assessment Techniques are simple, non-graded, anonymous, in-class activities designed to give both students and the teacher useful feedback on the teaching-learning process (Angelo & Cross, 1993). Some examples of CATs include Background Knowledge Probe, Minute Paper, and Muddiest Point.

Speaking of making decisions about planning and instruction and providing constructive feedbacks, test-enhanced learning (Brame & Biel, 2015) and reflective activities (Johnson & Knowles, 2016) are integral parts of assessing that help teachers respond to students' learning needs in a low-stakes manner. Normally, the term "testing" evokes a certain response from most of us: the person being tested is being evaluated on his or her knowledge or understanding of a particular area, and will be judged right or wrong, adequate or inadequate based on the

performance given, and this refers to the high-stakes assessments. On the other hand, test-enhanced learning involves no-stakes or low-stakes scenarios in which students are engaged in a recall activity to promote their learning rather than being repeatedly subjected to high-stakes testing situations (Brame & Biel, 2015). Reflection is another example of the low-stakes assessment, which allows students to reflect on what, how and why they are learning is the best way to help them to find value in a class. Teachers should support students in their reflective practices by creating reflective activities in which students feel safe and confident in their ability to reflect authentically. According to Johnson & Knowles (2016), some useful reflective activities are pre and post unit reflection (p.4), target-language reflective discussion (p.9), reflective journaling (p.13), and structured feedback (p.16).

Artifact F

Assessment Final Analysis Project is a case study project that we observe an ELL student in an elementary, secondary or higher education classroom and evaluate the student's educational needs. My participant is Ava, a Hispanic student in John Overton High School. The analysis project includes five parts: the first part is about Ava's cultural and linguistic background and educational settings; second, I assessed her English language proficiency level by using a standardized assessment and two observational protocols; in the third part, I commented about if Ava's needs are being met in the context of state and federal assessment requirements. Fourth, I analyzed her oral language, reading, and writing abilities in a content area; last, I developed both instructional recommendations and an assessment plan to improve Ava's English proficiency. In the following parts, I will analyze how Artifact F exemplifies and falls short of TESOL Domain 3 and my philosophy of teaching.

In Artifact F, in order to gather and interpret information about Ava's learning and

performance, first of all, I made use of the authentic assessment (Mueller, 2018), such as *informal interview*, to get the basic information of the cultural and linguistic background of my participant. Moreover, I took advantage of pre-instructional assessments and informal assessments of acculturation (Herrera et al., 2013) to assess her level of acculturation, like *Who Am I Chart*, *Literacy Survey for English Language Learners* and *Sociocultural Checklist*. Second, to assess Ava's English language proficiency level, in addition to using a standardized assessment--the WIDA Screener, I used two observational protocols, a WIDA rubric and Student Oral Language Observation Matrix (SOLOM), which can be regarded as authentic assessments. Third, I utilized *Running Records* and *Six Trait Writing Rubric* to evaluate Ava's reading and writing abilities in a content area. These two assessment tools are also considered authentic assessments. This is precisely what I would expect to see because as an important notion of my teaching philosophy, compared to traditional testing, the authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Mueller, 2018).

As for making decisions about planning and instruction, in Part 5 of this Project, I developed both instructional recommendations and an assessment plan for Ava according to the analysis of her current English language proficiency level and her oral language, reading and writing abilities in a content area. In *Instructional Recommendations* section, I provided some suggestions from the perspectives of *vocabulary*, *grammar*, *oral language*, *listening comprehension*, *reading*, and *writing*; in *Assessment Plan* section, to monitor whether the instructional recommendations are effective and how Ava makes progress within a school year, I establish an assessment plan and an assessment calendar for her, which include both mandatory assessment requirements and assessments necessary to inform effective classroom instruction.

Drawing on my theoretical framework, I believe this demonstrates the second point of TESOL Domain 3, which is "Teachers use knowledge of student performance to make decisions about planning and instruction 'on the spot' and for the future."

Nevertheless, given what I've said about the importance of providing constructive feedback to improve teaching and learning, what seems to be missing in Artifact F is how mutual feedbacks and evaluations will be given to both the teacher and students. As I have written in my teaching philosophy, "The feedbacks and evaluations should be mutually given to both teachers and students, rather than teacher's one-way comments to students." Feedbacks and evaluations from students are important sources for teachers to improve their work and respond to students' immediate and long-term learning needs.

In conclusion, this section examines the three aspects of TESOL Domain 3: first, how to gather and interpret information about learning and performance; second, how to make decisions about planning and instruction according to the information gathered; third, how to provide constructive feedback to students based on the assessments. In Artifact F, I made use of various authentic assessments to collect the student's information and offered instructional and assessment recommendations based on that information, which reflected on my philosophy of teaching. However, to further correspond to the third point of TESOL Domain 3 and my teaching philosophy, I am supposed to provide opportunities for mutual feedbacks and evaluations.

Conclusion

In this part of Artifact Analysis, I explored the four professional knowledge areas: Learner, The Learning Contexts, Curriculum, and Assessment. Getting to know who your students are--*Learner* and creating supportive and meaningful learning environment--*The Learning Contexts*,

are the first two steps a caring teacher will follow before applying any particular language

instruction model, learning strategy or creative curriculum. *Curriculum* is of equal importance in

that it relates to the teacher's ability to provide useful, worthwhile and effective instruction. In

my opinion, developing meaningful relationships and providing effective instruction are the two

sides of a coin for teaching ELL students. *Assessment* is a process that monitors both how well

students have learned and how effective teachers have taught. In other words, it assesses whether

the learning contexts and the curriculum is beneficial for the learners.

Applications to Practice

William A. Ward once said, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." As a teacher candidate, I realize there is a long way lying across a mediocre teacher and a great teacher. Under the Chinese teaching context, a great language teacher, in my mind, will teach language for communicative purpose, tailor instruction to students' needs, and leverage students' Funds of Knowledge, as I have suggested in my philosophy of teaching. However, how to bridge between theory and practice is another question every novice teacher needs to consider. In this Portfolio, *Teaching Philosophy* described what it means to be a qualified ELL teacher for me, the theoretical framework; in *Artifact Analysis*, I analyzed how the artifacts exemplify, fall short of, and complicate my philosophy of teaching; this last part, Applications to Practice, will reflect on what I have learned and where I want to go as a future teacher from the following four aspects: *Who Am I as a Teacher*, *Takeaways from ELL Program*, *Areas for Improvement*, and *Challenges in Teaching My Future Students*.

Who Am I as a Teacher

A Warm Demander

From my observation for long, many teachers struggle to establish a positive classroom environment. Although they know a great deal about their students, feel affection for them, and empathize with their struggles, the way these teachers act on their caring (Gay, 2010) is often not comprehensive enough to make a difference. The teachers work hard to design interesting lessons, but if students are disengaged, the quality of the lessons will be irrelevant and misbehavior will reveal students' underlying resistance. What is missing here is not the skill in

lesson planning, but a teacher stance that communicates both warmth and a nonnegotiable demand for student effort and mutual respect, or a warm demander (Kleinfeld, 1975). In my future teaching career, I hope to become a warm demander for my students.

Working as a warm demander begins with establishing a caring relationship (Gay, 2010) that convinces students that you believe in them. For a long time, I firmly believe that students do not care how much you know until they know how much you care. In acting as a warm demander, "how you say" matters more than "what you say". When students know that you believe in them, they will interpret even harsh-sounding comments as statements of care from someone with their best interests at heart. In this sense, day-to-day interactions are more important than formal conversations. A smile, a hand on the shoulder, the use of a student's name, or a question that shows you remember something the student has mentioned all do much to develop meaningful and productive relationships with students. In addition, as is stated in my teaching philosophy the importance of tailoring instruction to students' strengths and needs, this is itself part of building a trusting relationship. When students know the teacher is planning with their needs and interests in mind, it builds trust.

To be a warm demander, it is of equal significance to learn about students' family background and culture, and integrate those household Funds of Knowledge (Moll et al., 1992) into instructional activities. Flores-Gonzales (2002) recognized that when teachers find ways to address students' pain and other life concerns, they, in turn, are more willing to invest their time and effort in learning. Moreover, Valdés (2001) suggested that students would feel much more closely connected to a teacher who regularly expresses concern about their families and their lives outside the school. In order to gain cultural knowledge and competence, it is important for teachers to learn about their own cultural beliefs and how those beliefs influence their

interactions with students and families, and to become curious about culture and difference, trying to deal with how school experiences might feel different to different groups of students.

Last but not least, a warm demander has high but reasonable expectations with students, and scaffolds students to achieve these expectations. From my practicum observation, I found that many teachers tend to hold lower expectations, or deficit-model thinking, for English language learners and other minority students. According to Jiménez & Rose (2010), the more direct experience of a positive nature preservice teachers have interacting with students, their families and their communities, the more opportunities there is to dispel harmful attitudes and inaccurate stereotypes. One strategy warm demanders could use to hold student behavior to a high standard is that teachers respectfully but insistently repeat their requests and reminded students of their expectations. If students do not comply, the teacher could calmly deliver consequences. Although warm demanders must speak firmly, their tone should remain matter-of-fact; they should never threaten, demean, or create power struggles for students.

A Co-constructor of Knowledge

Student-centered learning moves students from passive receivers of information to active participants in their own discovery process. What students learn, how they learn it and how their learning is assessed are all driven by each individual student's needs and abilities. However, it is difficult for many teachers to resist the temptation to focus on their teaching rather than student learning. These teachers spend most of their time thinking, first, about what they will do, what materials they will use, and what they will ask students to do rather than first considering what the leaner will need in order to accomplish the learning goals. Wiggins and McTighe (1998) pointed out the twin sins of traditional design of teaching. One is the activity-oriented design, also called "hands-on without being minds-on", in which the activities, though fun and

interesting, do not lead anywhere intellectually. Such activity-oriented curricula lack an explicit focus on import ideas and appropriate evidence learning. The job of the teacher is to engage, and the learning is the activity itself instead of the meaning of the activity. Another is the coverage-based design, in which students march through a textbook, page by page in a valiant attempt to traverse all the factual materials within a prescribed time without overarching goals inform the tour. To avoid the failure of these two approaches, I want to become a co-constructor of knowledge with my students in the future.

As I have mentioned in my teaching philosophy, I will take advantage of a collaborative approach in my future teaching, which sees participants (teachers and students) as actively contributing to the learning process. Teachers are facilitators of learning who scaffold a collaborative process of knowledge construction, while students are viewed as producers and contributors of knowledge as well (De Jong, 2011, p.186). The aims of co-construction are to enable students to develop the skills and confidence to become highly effective independent learners and take ownership of their own learning, to ensure that students' prior learning is always the starting point for further learning and that formative assessment practice is firmly embedded, to create an environment in which students can take risks with their learning and explore modes of learning and of communication that they do not normally experience, and to create an environment that unleashes teachers' and students' creative energy, as traditional roles are broken down and the teaching and learning processes merge.

Takeaways from ELL Program

In retrospect, spending two years at Vanderbilt, I have two main takeaways from the English Language Learners (ELL) program. For one thing, teachers are supposed to develop

healthy, meaningful and productive relationships with students; for another thing, teachers are required to provide students with useful, worthwhile and effective instruction. These are also the immediate goals for my future teaching career.

Develop Meaningful Relationships

In terms of developing healthy, meaningful and productive relationships with students, ELL teachers have three things to do in class. First of all, it is important to be a caring teacher who focuses on caring for instead of caring about the personal well-being and academic success of culturally diverse students, which encompasses a combination of concern, compassion, commitment, responsibility and action (Gay, 2010). Moreover, it is of equal significance to set up a new relationship with students in which the teacher acts as a facilitator who complement rather than dominate student thinking (Windschitl, 1999) and prepares lessons based on students' learning needs. Last but not least, ELL teachers will consider the strengths that students bring to the classroom and build upon students' household Funds of Knowledge (Moll et al., 1992) and their community literacies (Jiménez et al., 2009).

What a qualified ELL teacher will do after class is to make a way to create partnerships with parents (Allen, 2007). Among ways to approach parents and families, I have talked about home visiting and family journals in my teaching philosophy. Here, I want to add something important regarding how to appropriately make phone calls and home visit (Herrera, 2013, p.83) to learn more about students' behaviors outside the classroom. Traditionally, parents think that the teacher contacts parents because their child makes serious mistakes at school. Besides, when the teacher comes to the home, parents need to prepare a lot of things. Therefore, parents may feel a great pressure when talking with or meeting the teacher. Under this case, I will make efforts to build mutual trust between the parents and me, and let them know that it is normal for

the teacher to communicate with them. For instance, I could invite the parents to the café and have a casual conversation, which may relieve the pressure from parents.

Furthermore, to set up close connections with parents, I will hold the parent-teacher conference (Herrera, 2013, p.83) twice a semester, one at the mid-term and the other at the end of the semester. The parent-teacher conference normally has two purposes. For one thing, it is the time to summarize all the works that have been done in the last several months, such as how students make progress, what problems still exist, what improvements should be made for the teacher, students and parents, and so on. For another thing, it also provides a precious opportunity for parents to communicate with each other. For instance, parents could exchange the ideas of how to educate their children at home.

Provide Effective Instruction

Speaking of providing students with useful, worthwhile and effective instruction, firstly, compared with traditional methods, Communicative Language Teaching (CLT) (Brown, 2007) emphasizes all components of communicative competence, including discourse, linguistic, actional, sociocultural and strategic competence (Celce-Murcia, Dörnyei & Thurrell, 1995); focuses on the pragmatic, authentic, functional use of language for meaningful purposes (Brown, 2007); advocates the integration of language and content instruction (Echevarría, Vogt & Short, 2013); and supports the judicious use of native language (Brown, 2007). It is a broad idea that integrates the mixed elements of effective second language teaching which will work as a guiding approach for my future English teaching in China.

I still remember the occasion when I heard the term "scaffolding" for the first time in Foundation class. I tried to look up this word in my dictionary but hardly found any definition with regard to teaching. At that time, it just left a vague impression in my mind that scaffolding

means something I could do to support my students' learning. However, with taking more courses combined with my own teaching experience, I gradually got deeper understanding of this term. In my words, scaffolding is the assistance provided by a teacher to help a student achieve what he or she cannot accomplish alone. There are certainly various types of scaffolding, but the ones that seem to be most helpful for my teaching are activation of students' prior knowledge and experience, selection of tasks, attention to task sequencing, variation of participant structures, use of semiotic systems and meditational texts, recapping, appropriating and recasting, and providing cued elicitation (Hammond & Gibbons, 2005). In the future, scaffolding will continue to serve as an umbrella that guides every step of my instruction.

Another thing I have learned to improve instructions for ELL students concerns the differentiated instruction, which aims to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content (Echevarría, Vogt & Short, 2013). From my perspective, the first step is to get to know the students, such as their literacy skills in both L1 and L2, schooling backgrounds, learning styles and multiple intelligences, and so on. The second step is to consider where in the lesson students will need some differentiated instruction. Some ideas of differentiation include allow older students to choose between two or more assignments to complete, pair students with more proficient speakers to scaffold their participation, differentiate wait time, partner students together who speak the same primary language (Echevarría, Vogt & Short, 2013, p.160). Adaptation of content to all levels of student proficiency (Echevarría, Vogt & Short, 2013, p.41) is another way for the differentiated instruction. Teachers can help summarize the text to focus on the key points of information, or elaborate the text to add information. In addition, to build background for a small group of learners so they are ready for the content concepts is through a

small group minilesson that precedes the regular whole class lesson, or we can call it a "jump-start minilesson" (Echevarría, Vogt & Short, 2013, p.39). The jump-start minilesson develops context and give access to students who lack appropriate background knowledge or experience with the grade-level content concepts.

Areas for Improvement

From my perspective, teaching is a process for continuous improvements. Looking back on my past teaching experience, I have two areas to further improve my instructions. First, how to implement higher-order thinking (HOT) in language instructions. HOT takes thinking to higher levels than simply memorizing or restating the facts, but students do have something to do with facts. They need to understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new or novel ways, and apply them as they seek new solutions to new problems. Generally speaking, this is how higher-order thinking works. However, teachers are sometimes struggled and reluctant to implement HOT for ELL students, because they have the common misconception that ELLs cannot perform at those higher levels of cognition until their English proficiency is more advanced. As a matter of fact, accessing HOT has more to do with the type of activity presented and how effectively it is scaffolded, and much less to do with how much language proficiency a student has. With the help of visuals, realia, peer interaction, and larger tasks broken down into concrete steps, ELLs can and will perform at all levels of cognition.

Second, how to apply high-quality interaction with students of lower English proficiency. For long, teachers, especially for novice teachers, cannot resist the temptation of the IRE interaction pattern (initiation-response-evaluation), in which the teacher asks a question, the

student responds, and the teacher provides feedback (De Jong, 2011, p.187). This is also the case for me under many situations. The teacher's abilities to build upon students' responses are extremely necessary but not easy to get. In addition, facing students with lower English proficiency levels, teachers tend to provide simple but encouraging feedbacks like "good", "great", "well done", and so on. To move beyond this "yes" or "no" response, the very first step could be asking students for elaboration and clarification (Zwiers & Crawford, 2011). Responses such as "Can you elaborate on…?" "What do you mean by…?" "Can you tell me more about…?" "What makes you think that?" "Can you be more specific?" "I'd love to hear more about…" are ways towards high-quality interaction with students.

Challenges in Teaching My Future Students

Teaching is unnatural, intricate, and deliberate work (Ball, 2008). Teaching is never easy and always full of challenges. As a career goal, I want to become a high-school English teacher in China after graduation, which means certain challenges waiting for me around the corner. In the *Teaching Philosophy* part, I have talked about the three most evident problems that Chinese students now have regarding the English class. To address the first two problems, I put forward that in my future teaching I will pay careful attention to teaching the English language for communicative purpose and tailoring instruction to students' learning needs. However, the structural problems with regard to the specific Chinese context are still challenges that I find it difficult to deal with. In the following section, I will further explain two challenges in detail.

First of all, the English teaching context in China differs greatly from that in the United States. A normal high-school class in China usually has about 50 students, which is a very large size for language learning. Students in a class like this hardly get equal opportunity to practice

their abilities of reading, listening, speaking, and writing, because with larger class size, the teacher is unable to provide everyone a chance to talk and impossible to give careful feedback to each student for the limited time and energy. Under this case, the effectiveness of teaching and learning is undermined, which leads to the situation that many Chinese students have learned English for more than ten years but still speak and write at a very basic level.

Second, the test-oriented education system in China compels teachers to teach to the test and students have to spend a lot of time drilling the English grammar, while ignoring the development of communicative competence which is, in my opinion, an important end to learn a language. Sometimes I find it difficult to balance the test-oriented instruction and improving students' communicative competence. To be test-oriented or not is a very controversial issue currently: in some cases, high-school English teachers are to blame for paying too much attention to teaching students how to take exams; while in other cases, teachers may be complained for spending too much time on works that are not related to the tests. This could be both a challenge and a question worth considering for my future career.

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Appendix

Artifact A: Community Literacy Paper

In this paper, the Korean immigrant community in Nashville will be explored. Based on the field trip on September 16 along with some online resources, three main aspects will be addressed in the following parts: first, the description of the Korean community in Nashville; second, how the artifacts collected could be used in classroom practice; last, how teachers become more familiar with the local community.

Description of the Korean Immigrant Community

Historically, Korean immigration to the United States has been driven by political, economic, and military relations between the two countries, opening up after restrictions on immigration from Asia to the United States were lifted in 1965. In 2015, approximately 1 million Korean immigrants (overwhelmingly from South Korea) resided in the United States, representing 2.4 percent of the 43.3 million U.S. immigrants. (Zong & Batalova, 2017) Figure 1 shows the distribution of Korean Immigrants in the United States from 2011-2015, which illustrates that a majority of all Korean immigrants resided in three states: California, New York, and New Jersey. Tennessee is the state with relatively a few Korean immigrants. Figure 2 demonstrates Korean American Population in the United States in 2010, in which Tennessee also has a small number of Korean American compared with California, Washington, Texas and New York.

Figure 1. Distribution of Korean Immigrants in the United States, 2011-15

Source: Migration Policy Institute

Figure 2. Korean American Population in the United States, 2010

Source: Asia Matters for America

In Nashville, the Korean community is not as active as the communities such as Hispanic and Mexican, but they do have their own networks. Church is always a good place for people to get together and have religious activities, which can help set up the networks for people in a certain community. Two Korean churches in Nashville have been found online: one is Nashville

Korean Church; another is Nashville Korean United Methodist Church (shown as Figure 3 and

Figure 4). On the official website of Nashville Korean United Methodist Church, more

information about how they serve is provided: they mainly focus on ministering with the poor,

improving global health, growing vital churches and developing Christian leaders.

Figure 3. Nashville Korean Church

Source: http://nashvillekoreantn.adventistchurch.org/#about
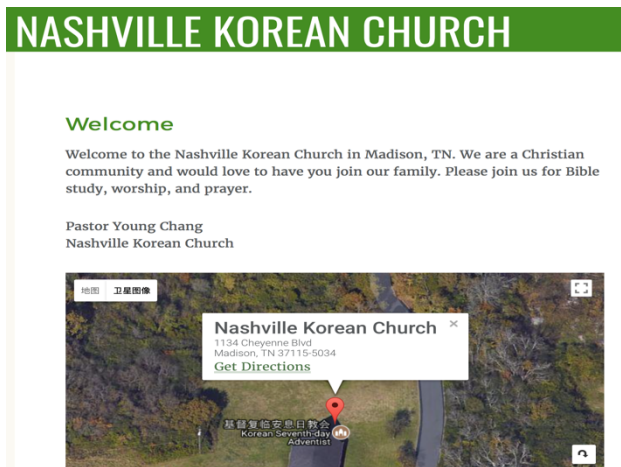
Figure 4. Nashville Korean United Methodist Church


Source: http://www.umc.org/find-a-church/church/42418
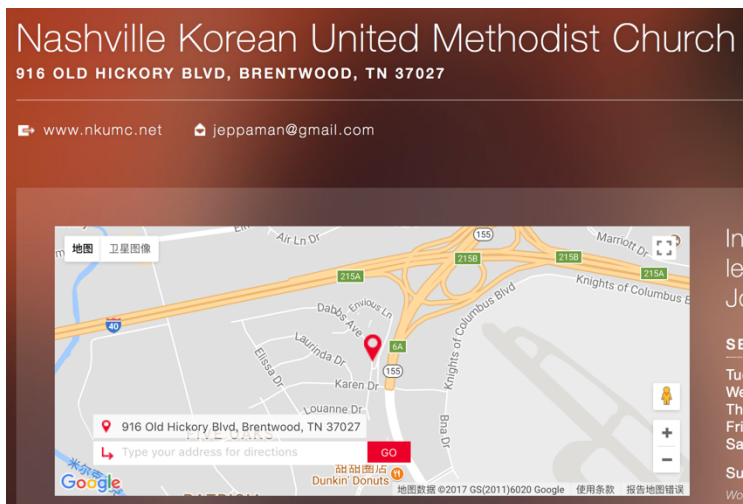
According to Zong & Batalova (2017), Korean immigrants had higher incomes than the

total foreign- and native-born populations. In 2015, median household income among Korean

immigrants was $62,000, compared to $51,000 and $56,000 for the immigrant and native-born populations, respectively. The economic situation of Korean community in Nashville can be seen partly through their businesses. The main business for Korean in Nashville, based on my own observation and research, is running restaurants. There are a large number of Korean restaurants in Nashville, which is shown in Figure 5. Besides restaurants, there are a great variety of Korean foods that can be found in the K&S World Market, which is another way for the Koreans to make money.

Figure 5. Korean Restaurants in Nashville
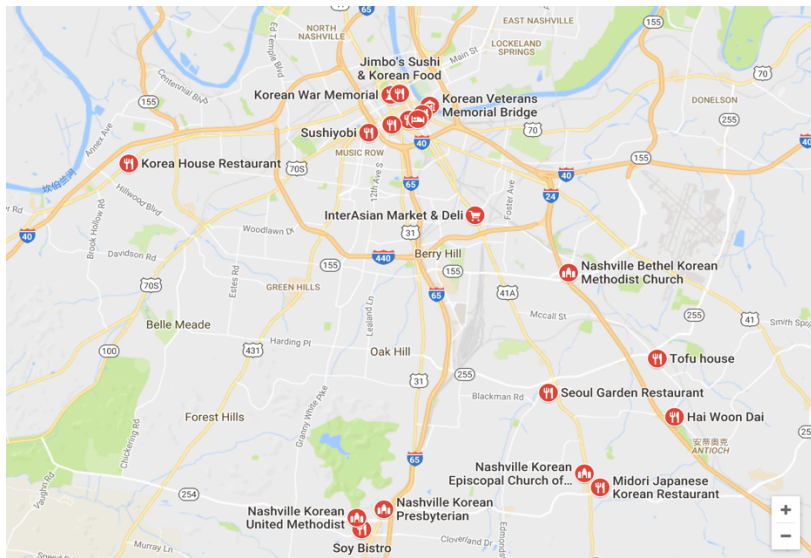
Source: Google Map

As for the linguistic and cultural strengths for Korean in the United States, according to the report (Zong & Batalova, 2017) from Migration Policy Institute, in 2015, about 52 percent of Korean immigrants (ages 5 and older) reported limited English proficiency, compared to 49 percent of the overall foreign-born population. However, Korean immigrants were slightly more likely to speak only English at home (18 percent) than U.S. immigrants overall (16 percent). Besides, Korean immigrants have much higher educational attainment than the overall foreign- and native-born populations. In 2015, more than half (53 percent) of Korean immigrants ages 25

and over had a bachelor's degree or higher, compared to 29 percent of the total U.S. foreign-born population and 31 percent of the native-born population. On the other hand, in Nashville, a large variety of Korean tutorial courses are provided to the local residents, which reflects the gradual spread of Korean language here. People can find Korean tutors in Nashville on the websites, such as care.com, preply.com, University Tutor, Take Lessons, Language Trainers, Listen & Learn, and so on.

Artifacts Used in Classroom Practice

This part will explain how the artifacts, collected during the field trip or from online resources, could be used in classroom practice. After carefully classifying and analyzing all the artifacts, I find that these artifacts can be used in three kinds of classroom practice: first of all, Korean food culture; secondly, language and translation; finally, marketing. Since I want to be a high school English teacher in China after graduation, the classroom practice I have mentioned here would mostly apply to high school English classes.

Artifacts Used in Introducing Korean Food Culture

At present, under the influence of test-oriented education in China, most high school English teachers would rather not add the cultural instruction to class schedules. However, language learning itself carries various cultural elements, which cannot be ignored in the teaching process. Therefore, I usually consider integrating culture from different places into my future English language teaching to arouse students' learning interest, which may include the Korean food culture.

Korean food culture has long been a great attraction for people around the world, especially

for Chinese who always cannot resist the temptation of good food from the neighbor country. In this field trip, I gather some artifacts that can be used to introduce two interesting aspects of the Korean food culture: One is "spicy" culture; another is "instant noodles" culture.

Korean people show extremely love for spicy food. Almost all the traditional Korean food, no matter the noodles, fry rice, snacks or even the soup, can be quite spicy (shown as Figure 6). Figure 7 shows Cheongyang chili pepper, a local specialty of Cheongyang County in South Korea, which enjoys a great popularity nationwide but is really spicy. Koreans like eating uncooked Cheongyang chili pepper with sauce before any meals except breakfasts. Figure 8 is the picture I took of Korean hot pepper paste and red pepper powder in K&S World Market, which are the main condiments in Korean Dishes. All these artifacts can reflect that Korean people are very fond of spicy food, or we can see this is a kind of "spicy" culture.

Figure 6. Traditional Korean Food   *Figure 7.Cheongyang Chili Pepper in a basket*

Source: Google

Source: Google

Figure 8. Hot Pepper Paste and Red Pepper Powder   *Figure 9. Korean Instant Noodles*

Photograph by Ningxin Zheng   *Photograph by Ningxin Zheng*

The second aspect of Korean food culture I want to talk about here is its "instant noodles" culture. Besides spicy food, Korean people like instant noodles a lot, which they call it "Ramyun" in Korean (shown as Figure 9). My observation from Korean variety shows and TV dramas shows that in Korea, "Ramyun" is the main food for people with low income since they cannot afford buying other things to eat, but even people from rich family like eating "Ramyun" for its good taste. This interesting phenomenon constitutes the "instant noodles" culture, which I can share with students in the class.

Artifacts Used in Language & Translation Class

In addition to the culture, translation is another useful tool for learning a second language, because second language learners tend to transfer prior knowledge form L1 to L2 in their language development process (Saville-Troike & Barto, 2017, p.19). In this transfer process, translation is an important medium. Although the artifacts I got illustrate Korean-English translation, some practical translation methods can be summarized, which is also quite useful for English language learners (ELLs). The field of translation is extensive and profound, thus I am

not able to deeply and comprehensively discuss it here. In this paper, I will just talk about one

practical use of translation method that is helpful for ELLs.

Figure 10. A Korean Restaurant in Nashville   Figure 11. Menu from Hai Woo Dai

Photograph by Ningxin Zheng

Photograph by Ningxin Zheng

I have been to a Korean restaurant in Nashville called "Hai Woon Dai", and Figure 10

shows the front door of the restaurant. In the picture, the name of the restaurant is bilingual,

which translating "해운대" into "Hai Woon Dai". This translation is fully according to the

pronunciation (also refers to "transliteration") of the Korean words, which demonstrates a basic

translation method for many proper nouns between two languages. Transliteration is used partly

because there is no corresponding word in the two languages, such as loanwords. There are other

examples of transliteration in Figure 11, a page of menu from "Hai Woon Dai", such as "김치"

into "Kim-Chi", "갈비" into "GalBi", "삼겹살" into "SamGyubSal" and so on. In English-

Chinese translation, there are also many examples of transliteration, like "sofa" into "沙发",

"coffee" into "咖啡", "sandwich" into "三明治", and etc. By the understanding of this

translation method, language learners are easier to learn this kind of vocabulary.

Artifacts Used in Introducing the Knowledge of Marketing

When planning for an English class in the Chinese high school, the teacher usually chooses

an English article related to a hot topic as reading material, and then explain the new vocabulary,

phrases, grammar, difficult sentences, and the main idea of the article to students. It is in this

explanation process that students acquire the basic knowledge of English. Among those hot

topics for teachers to choose, marketing can be a good one that closely associates with business

and economy.

Figure 12. Some Korean Products

Photograph by Ningxin Zheng

Figure 12 shows some Korean products sold in K&S World Market. On the wrappers of

these products, there are three languages, Korean, English and Chinese. It is understandable that

Korean and English is printed on the wrappers, because these are Korean products sold in the

United States. But why Chinese can be found on the wrappers of the products? One possibility is

that the target market of these products is the Chinese customer. According to Wikipedia, a target market, a concept in the field of marketing, is a group of customers within the serviceable available market that a business has decided to aim its marking efforts towards. Therefore, these artifacts can be used to introduce some knowledge of marketing in high school English class as an interesting topic.

Become Familiar with the Local Community

In this last part, two main issues will be discussed. Firstly, barriers to learning the local community and how to overcome them in the future; secondly, future teaching activities to become familiar with the local community.

The first barrier when exploring the Korean community is that I cannot get enough materials for my research. During the field trip on Saturday, because the Korean community is not the major immigrant group in Nashville, the only materials I gathered of this community are some pictures I took in K&S World Market. In order to get more materials, I went to the Korean restaurant, "Hai Woon Dai", in the afternoon of the field trip. Moreover, I have done a lot of online research about "Korean in Nashville". To overcome this barrier in the future, multiple ways can be tried to collect materials, such as investigation, interview, conversation with classmates from that community, online searching and so on. All these methods are good ways to explore local communities.

Another barrier I experienced refers to the language barrier, which means the limited Korean proficiency. Although I have learnt Korean before, I am not proficient enough to explore the Korean community in their native language. Fortunately, many ways can help solve this problem, for example, looking up the dictionary, learning the language by oneself, using lingua

franca (like English) to communicate with people from that community, asking for help from teachers and classmates, and etc.

When talking about future teaching activities to become familiar with the local community, I have three recommendations. My first instructional recommendation is for teachers and students to go for field trips to collect data and materials from the local community. These activities can also include collecting multilingual texts, taking pictures, interviewing people in that community, talking with teachers and classmates, searching online, and etc.

The second recommendation is to combine regular teaching activities with the theory of Funds of Knowledge (Moll et al., 1992). In the ELL class, students are usually from very different family backgrounds. If the teacher is able to learn more about students' household Funds of Knowledge, which is a way to explore different communities of students, and design the classes based on this knowledge, both students and parents may feel more comfortable interacting with the teacher.

The final recommendation involves the translation of texts originally produced in languages other than English (Jiménez et al., 2009) and language teaching if accessible. Language can be regarded as one of the best ways to learn the culture of a certain community. If the teacher knows the language of the local community designed to be explored and can impart some knowledge concerning that language to the students, this will helpful for both the teacher and students to learn more about that community.

In conclusion, the Korean immigrant community in Nashville has been explored in this paper from three aspects: the description of the Korean community in Nashville; how the artifacts collected in the field trip could be used in classroom practice; and how teachers could become more familiar with the local community.

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Artifact B: SLA Case Study Report

I. Introduction to the Learner

Basic Information & Linguistic Background

The language participant of this case study is Yang Yu, 23 years old, a first-year graduate student who studies International Education Policy and Management (IEPM) in Peabody College. She is from the capital city of China, Beijing. Her native language is Mandarin, and she cannot speak any other variety of Chinese. She has learnt English for more than 10 years since Grade 2 in primary school. She was major in English (for Business Journalism) when she pursued her undergraduate study at University of International Business and Economics. She chose Spanish as her second foreign language since the sophomore year at undergraduate and took formal Spanish courses in the University for one year. Now she is able to read Spanish texts and make simple daily conversations in Spanish.

English Learning Experience

Yang began to learn English since she was in Grade 2 in primary school, which is required by the education system in China. However, Yang said that she actually did not learn much English at school, especially in high school, because teachers spent a lot of time teaching for the tests, and what students mainly learned from English classes were those examination skills that helped little in students' language development.

From Grade 4 in primary school to Grade 1 in high school, Yang started to take a remedial class in Beijing Children's Palace during the weekends. She had taken this class for seven years, which was a critical experience that influenced her English language development. The teacher who taught the class was a very experienced and strict one. He used *New Concept English* as the textbook that is an excellent resource for English learning, and taught students the vocabulary

and grammar at the same time. Yang laid a solid foundation for English during that time.

Another important experience concerning Yang's English development was watching American TV series and Disney movies. She said, in her opinion, this was the most effective way for her to improve listening and speaking skills, especially the pronunciation and intonation. She usually watched those films over and over again, not just for catching the plot of stories. In most cases, she imitated how the characters spoke, and used those phrases and sentences showed up in the TV dramas or movies in her own speaking and writing. In addition, she liked the reality show, The Voice, very much, and she watched every episode of the show. She told me that it was through watching this reality show that she got to know much about the cultural issues in English, such as the different types of music in western culture and how to speak them in English.

Working Experience

Yang had many different experiences of working as an English teacher, which facilitated both the input and output of her English development. The most challenging experience was that she worked as a tutor in Teaching Assistant Intensive program (TAI) for two years at the university where she pursued her undergraduate study. She usually taught a 90-minute, English-only class once a week for the students who were non-English major but wanted to improve their English abilities. The students were of the same age as Yang, and some of them already had good English ability, which can be regarded as the first challenge. Another challenge was that Yang needed to choose the topic for each class herself and post the syllabus at the beginning of the semester, which largely decided how many students would choose her class. Therefore, Yang did a lot of research when preparing classes, which improved the input of her English language. Besides, the class was taught by English only, and this helped the output of Yang's English.

In addition to the teaching experience in TAI, Yang had some other experiences that promoted the output of her English language as well. First, after graduation from high school, she taught a student of Grade 2 in primary school, who did not learn any English before. Through the one-month instruction with six hours per day, the student could make daily conversations in English and learned some basic grammatical knowledge. Second, since the freshman year of undergraduate, Yang taught the speaking section of TOEFL test in New Oriental School, a famous English-training institution in China. Third, she worked as a voluntary English teacher in Beijing School for the Blind, teaching blind children who are in their first and second year in middle school. The classes Yang taught here was similar to those in TAI, which were taught in terms of different topics. Besides, Yang also did some Chinese-English translation work for the school newspaper at undergraduate, which helped increase her discipline-specific vocabulary (Coxhead, 2016).

Personality

Yang is an extroverted and easygoing girl who is willing to express her opinions in public. Furthermore, she is very conscientious and strict with herself in academic study. Also, she has a great sense of exploration, and she will dig into the issues that puzzle her. All the characteristics mentioned above play important roles in Yang's English language development.

First of all, language learning is a process that requires both receptive and productive skills (González-Fernández & Schmitt, 2017). The current situation is that many English learners in China are able to do well in reading and listening, while they do extremely bad in speaking. Some reasons to explain this situation may be that they have few opportunities to practice the speaking skill, or they are too shy to speak English in public. Nevertheless, for Yang, due to her extroverted and easygoing personality, she grabbed every chance to practice her oral English no

matter in English classes at school or social networking, which contributes a lot to her great oral English ability.

Secondly, Yang is a conscientious and demanding girl who is very strict with herself. In China, the interaction pattern that dominates English classes is an initiation-response-evaluation (IRE), in which the teacher asks a question, the student responds, and the teacher provides feedback (De Jong, 2011, p.187). If students cannot answer the teacher's questions normally with regard to the vocabulary and grammar, they will be punished. Therefore, in order not to be punished, Yang studied very hard and tried to remember each language points after class, which actually laid a solid foundation for her English development, especially concerning the English vocabulary and grammatical knowledge.

Last but not least, Yang likes exploring the issues with which she is not familiar. As has been mentioned in her English learning experience, watching American TV series and Disney movies played a critical part in Yang's English development. However, at the very beginning, there were a lot of slangs and collocations in the films that she could not understand, so she wrote down those phrases and sentences, and looked them up in the dictionary or searched online to explore their meanings and usages. As time went by, Yang has accumulated a lot about the English slangs and special uses.

Motivation

There are some factors that motivate Yang to learn English. The first one is the pressure of College Entrance Examination. English is one of the required subjects in the Examination, and English learning is compulsory for Chinese students since Grade 2 in primary school. Therefore, this is the most direct motivation for Yang to do well in the English subject at school. Second, Yang planned to go abroad for further study after graduation from the undergraduate since the

sophomore year, for which she made some preparation regarding her English development. She made great efforts to prepare for the TOEFL and GRE tests, during which she further improved her reading, listening, speaking and writing skills, and she also learned a lot of sophisticated or academic vocabulary. The third one is the economic factor. In order to make some money to cover a part of her living expenses, Yang did various part-time jobs working as an English teacher, which has been mentioned in the working experience. To be qualified for the job requirements, Yang did a lot to improve her English skills. In turn, these working experiences further advance her English proficiency.

II. Description of the Learner's Oral and Written Language Abilities

Organization

The following section provides a specific description of Yang's oral and written language abilities from the perspectives of phonology, semantics, grammar and pragmatics respectively. In the analysis of phonology, Yang's phonological abilities are assessed according to pronunciation, intonation, fluency and coherence. The semantic analysis has a focus on Yang's word choices with the help of the tools such as CLAN and *UsingEnglish.com*. In the grammatical analysis, Yang's morphological ability is analyzed by calculating Mean Length of Utterance (MLU) in both the conversation and the writing sample, and her syntactic ability is analyzed by describing the extent to which she evidences proper usage and uses linking devices. In the analysis of pragmatics, Yang's pragmatic skills are assessed by describing the extent to which she adheres to Grice's Maxims, including maxims of quality, relevance, quantity and manner, and by how she is able to vary her language under different situations.

Overall Context

The language participant of this case study, Yang, is my roommate now, and we were schoolmates when we pursued undergraduate study, thus we have been very familiar with each other. The conversations between Yang and me all took place in her bedroom, which is a comfortable and relaxing environment. Therefore, Yang felt free and relaxed, even sometimes joking, when talking with me in the conversations. All together, we had three major conversations, each of which included several tasks: first, a short interview concerning Yang's experience of English language acquisition; second, pragmatics elicitation tasks including several interview questions and five situational role-plays; last, oral tasks including narrative, expository and persuasive elicitation tasks. In addition to oral tasks, Yang was assigned two written tasks based on the persuasive elicitation task, and I also collected two additional writing samples from her.

Phonology

The Context. The analysis of phonology will mainly focus on three conversations, each of which included several tasks: first, a short interview concerning Yang's experience of English language acquisition, which is classified as the linguistic context; second, pragmatics elicitation tasks including several interview questions and five situational role-plays; last, oral tasks including narrative, expository and persuasive elicitation tasks. The last two conversations are under situational context.

Phonological Analysis. Generally speaking, Yang has great strengths in her phonological abilities, while she still needs improvement in some small areas. In the following parts, a specific assessment of Yang's English phonological abilities will be made from the perspective of pronunciation, fluency and coherence.

Speaking of pronunciation, Yang did a great job regarding both the segmental and suprasegmental features (Dawson & Phelan, 2016), for example, she was able to pronounce the consonants accurately and she did really well with regard to stress and intonation, which makes her speech close to the native English speaker, and in her English speaking, the influence by her native language, Mandarin, is not quite obvious, particularly in terms of the accent.

However, there are certain areas for her to improve concerning pronunciation. First, it seems that she had some trouble in differentiating between similar sounds. For example, when speaking the word "essay", she pronounced it [ˈaɪseɪ] other than [ˈeseɪ]. The sounds [e] and [aɪ] are similar to each other with mouth opening at different size. Besides, she may not always be able to recognize the difference between sounds [ʌ] and [ɒ], because she pronounced [ˈkʌntri] as [ˈkɒntri] in the word "country". And this is also the case in the word "bell" [bel], which she pronounced it [bɪl], while she corrected it immediately. Second, she did not pronounce the diphthong completely at times but not all the time, perhaps because there is no such sound in Mandarin, such as the words "right" [raɪt] and "down" [daʊn]. Third, she felt confused when a single letter has many different pronunciations, while this is very common in English language. The letter "O" is in the case that has various pronunciations in different words, which Yang made errors in speaking, such as pronouncing [ˈprəʊses] as [ˈprɔːses] in "process" and [wɜːd] as [wʊd] in "word". Fourth, when speaking some difficult or unfamiliar words, she would repeat that word several times before pronouncing it correctly, like the words "extracurricular", "procedure" and "slang". Last but not least, when encountering the loanword and not knowing the pronunciation, she tended to transfer from L1 to L2 (Saville-Troike & Barto, 2017, p.19), pronouncing it in a Chinese way, such as "TOEFL" [ˈtoʊfl] as [ˈtoʊfuː], which is similar to the sound in Chinese "托福". In addition, she had a slip of tone and self-corrected it immediately in

the word "shopping" [ˈʃɒpɪŋ] while pronouncing it [ˈʃɒpɪ].

An interesting phenomenon appeared in Yang's speech concerning the intonation, one of

the suprasegmental features in English phonology. Yang often used a rising intonation in the

middle of a sentence while it is not a question. This phonological pattern of Yang can be

explained by the second function of phrase tones that can be thought of as the "punctuation" of

spoken language, and is called continuation rise (Dawson & Phelan, 2016, p.71). The rising

intonation in the middle of a sentence marked both the end of a phrase and the speaker's

intention to continue talking. Yang did very well from this aspect, which makes her speech

sound more close to the native.

When it comes to fluency, Yang behaved differently in different settings, but generally she

achieved high intermediate to advanced fluency. Compared with that in more social or

conversational settings, Yang spoke less fluently and made more pronunciation mistakes in

academic settings, such as the interview questions in Conversation 2 and expository and

persuasive elicitation tasks in Conversation 3. As Table 1 shows, she spoke " um" 26 and 16

times in Conversation 2 and 3 respectively, and the "um" sound did not occur in Conversation 1.

People usually make this sound when they hesitate or do not know what to say next (*Oxford*

Advanced Learner's English-Chinese Dictionary, 2009). Since the tasks in Conversation 2 and 3

are more difficult and less familiar for her than talking about her own experience of English

acquisition in Conversation 1, she tended to pause more times and think about what to say next.

And when she had to pay more attention to the content and organization of her speaking, the

pronunciation mistakes occurred more often.

In terms of coherence, Yang tended to use some transitional words at the beginning of each

turn to talk, especially under conversational context. Transitional words are used when Yang did

not know what to say but wanted to keep talking without pause, giving her more time to think and organize at the same time and helping her transit to the topic she is going to talk about, such as "well", "anyway", "OK", "yeah", "cool", "technically", "of course", "true to be told" and so on. Table 1 illustrates the number of times Yang used transitional words in each of the conversation. She used transitional words less often in Conversation 3, because she had some time to prepare her answer in advance when given the narrative, expository and persuasive elicitation tasks.

Semantics

The Context. The analysis of semantics will mainly focus on three conversations, each of which included several tasks: first, a short interview concerning Yang's experience of English language acquisition, which is classified as linguistic context; second, pragmatics elicitation tasks including several interview questions and five situational role-plays; last, oral tasks including narrative, expository and persuasive elicitation tasks. The last two conversations are under situational context. In addition to oral tasks, two writing samples based on the persuasive elicitation task, one in social setting and another in academic setting, will also be analyzed in terms of her semantic skills.

Semantics Analysis. In all three conversations, Yang was more likely to choose informal, everyday vocabulary rather than sophisticated or academic words. She did a great job in using this everyday vocabulary correctly, accurately and appropriately, which demonstrates that she has earned the depth of word knowledge (González-Fernández & Schmitt, 2017). Moreover, she took advantage of some logical linking devices to make her speech more coherent. For example, in the persuasive elicitation task, she used enumeration phrases like "first of all", "second of all" and "lastly" to list the reasons for supporting the argument. Besides, It is worth mentioning that,

in persuasive elicitation task, Yang properly used some discipline-specific vocabulary (Coxhead, 2016) to describe the topic and express her opinions, such as "abortion", "contraception", and "contagions", which made her argument more persuasive and convincing. These can be regarded as the strengths in her semantic skills.

However, there are certain areas for Yang to improve concerning word choices. First of all, since the second and third conversations are under situational context, her relatively informal word choice is appropriate; while the first conversation, an interview regarding her experience of English language acquisition, is under linguistic context, which requires more formal and academic word choice. Under this case, her choice to use everyday vocabulary seemed to be inappropriate. Second, the repetition rate of Yang's word choice is very high for both content words and function words, especially when the conversation took place unplanned, which leads to less unique words in her speech. In terms of content words, when talking about a certain topic, she tended to use the same word related to that topic over and over again, which demonstrates that many vocabulary is passively memorized in her mind and she seldom uses them. For example, in Conversation 1, when talking about her English learning experience in China, Yang used the verb "learn" 15 times. When it comes to function words, she repeatedly used some words, like "and", "because", "but", "so", "when", "like", "just", "well" and "really", to run through the whole conversation. Although synonyms can be found for almost all these words, she seldom used those synonyms. For instance, besides "because" and "so", there are a lot of words indicating cause and effect, such as "for", "since", "as", "therefore", "thus", "as a result" and so on. Table 2 shows some of the words that are frequently used in the three conversations, and the number of times each word is used. From this table, we can find that the repeated use of the same words was quite common in Yang's conversations. The high repetition rate thus

resulted in low lexical density and Type-Token Ratio (TTR) in her speech (see Table 3 and Table 4). The lexical density in all three conversations is lower then 40, and TTR is overall lower than 0.4 with the lowest of 0.27, which both illustrates the lack of lexical diversity in her utterance. In addition to single words, the use of phrases also lacked diversity. The most frequent used phrases in the conversations are "I think", "I believe", "when it comes to" "for example", etc.

Speaking of the two writing samples, the topic of which is the same as persuasive elicitation task, Yang showed her semantic strengths in the following aspects. Firstly, since the two writing samples are of the same topic in different settings, Yang appropriately and accurately varied her word choices. In the written tasks, Yang wrote two e-mails about her stance on the issue "Requiring people to get a license in order to become parents": one is for a friend (social setting); another is for an academic audience (academic setting). Because the e-mails are targeted at different audience, Yang chose more formal words and phrases in the e-mail for the academic audience, such as "have to admit", "devote to", "be suppose to", "make aware of", "leave decisions to" and so on, while she used expressions that are relatively informal in the social setting, like "think about" "necessary", and "end up doing". Secondly, the repetition rate of word choice in writing samples is relatively low compared with that in oral tasks. In Table 3 and 4, the lexical density is generally over 50, even up to 64.95 in Writing Sample 1, and TTR is also higher than 0.5 overall, which demonstrates that there are more unique words and greater lexical diversity in the writing tasks. Lastly, Yang used more sophisticated and academic words in writing than in speech, such as "mechanism", "irrational", "victim", "verification", "counter argument", "genetic diseases", "vulnerable", "enforcement", etc.

Influencing Factors. The first factor that influences Yang's word choices concerns her past English learning experience. Second language leaners tend to take advantage of their L1 (Saville-

Troike & Barto, 2017, p.19) when reciting the new vocabulary. For many Chinese leaners, they may only memorize the Chinese meaning of the word while ignoring its English explanation that usually includes the collocation and usage. We can see Yang tends to use everyday vocabulary more often than sophisticated and academic words, especially in speaking, because, for those sophisticated and academic words, she does not know how to use them. In Conversation 2, She told me herself that she had rather big vocabulary while seldom using those sophisticated words in speaking or writing, but if she encountered those words in reading, she can totally understand, which means she can recognize the words by meaning but does not know how to use them. In other words, this vocabulary is passively stored in her mind. She has considerable receptive knowledge of words while possesses little productive knowledge that can help her use those words in speaking or writing (González-Fernández & Schmitt, 2017, p.284).

Secondly, she lacks formal training in English speaking skills, which may lead to high repetition rate of word choice in her speech. In formal English speaking class in China, the teacher will provide certain conscious training for students to avoid repeated use of the same words, such as synonym exercise that requires students to replace everyday vocabulary with more sophisticated words consciously.

Grammar

The Context. The analysis of grammar will mainly focus on a 602-word conversation under linguistic context, which is a short interview concerning Yang's experience of English language acquisition, and a 332-word writing sample in academic setting, based on the persuasive elicitation task, which is an e-mail to academic audience about her stance on the issue of "requiring people to get a license in order to become parents".

Morphological Analysis. In the conversation, Yang's Mean Length of Utterance (MLU) is

8.10 (see Table 5), while the mean of MLU for young adults is 12.1 (Lecture, 2017, Week 6, Slide 55), which indicates that her morphological performance in oral English is below the norm.

With regard to morphological skills in the conversation, Yang showed her strengths in the following aspects. First of all, she was able to use derivational suffixes that alter the lexical category of words (Curzan & Adams, 2014, p.106). For example, she used many adverbs in the form of "adjective+ly", like "technically", "really", "exactly", "gradually", "especially" and "actually". The use of adverbs helps her make more concise expressions compared with using phrases or collocations. Second, in most cases, she correctly and accurately used inflectional suffixes to indicate plural nouns and different tenses (Curzan & Adams, 2014, p.105). For instance, she added "-s" to show the plural form of "students", "classes", "textbooks", "exercises", "things", "movies", "cartoons", "parents", "characters", "videos", "skills", "essays", "roommates" and "classmates"; she used "-ed" to indicate past tense in the words "started" and "registered", and "-s" to show third-person singular present tense such as "when it comes to" and "it turns out to", and "-ing" to demonstrate progressive tense in "have been watching" and "was learning". Third, Yang appropriately used the form "verb+ing" after the preposition, like "a way of absorbing" and "instead of digging up". All these illustrate her strong morphological ability.

However, Yang also made some grammatical mistakes regarding inflectional suffixes in the oral conversation. In some cases, she forgot to use plural form of the word like "some difficulty", while she added the plural form "-s" after the singular noun in other cases, such as "a whole boxes of". Moreover, sometimes she forgot to add "-ed" to describe the event that happened in the past, and she violated the rule of Subject-Verb Concord in the cases of "I gradually grabs the way" and "I am a person that like to".

Yang demonstrated her morphological strengths in the writing sample as well. Her MLU is

13.54 (see Table 6), compared with the mean of MLU for young adults being 12.1 (Lecture, 2017, Week 6, Slide 55), which illustrates her good command of morphological skills in written English. In addition, she took advantage of more complex derivational prefixes and suffixes (Curzan & Adams, 2014, p.106) to improve her use of sophisticated words and lexical diversity, such as "proposal", "misuse", "contraception", "accidentally", "guidance", "verification", "examination", "genetic", "possibility", "decision", "importance", "punishment", "irresponsible", "enforcement", "refinement" and so on. Besides, Yang used inflectional suffixes (Curzan & Adams, 2014, p.105) more accurately in the writing sample and seldom made any mistake compared with that in the oral conversation. For example, the use of "-s" to illustrate plural nouns in words "parents", "reasons", "schools", "teens", "diseases", "problems", "causes", "classes", "adults", "questions", "suggestions"; adding "-s" and "-ing" to show simple present tense and progressive tense respectively, like "it still needs" and "I'm not saying that". She also properly used the form "verb+ing" after the preposition such as "without being ready" and "knowledge for raising a child".

Syntactic Analysis. With regard to syntactic skills, Yang did well in some aspects in the conversation, while there are still certain areas for her to improve. Firstly, she took advantage of English collocations in the conversation, which enhances the quality of her oral language. These collocations included "started doing", "be able to do", "get oneself understood", "when it comes to", "kept doing", "it turns out to be", "it is right to say", and etc. Secondly, she made use of sentence pattern "do+v." to emphasize the action and strengthen the tone. Some examples of this emphatic sentence are "I do still find", "I do have", and "I did learn". Thirdly, she used some connectives to set up relationship among different clauses and make the sentence structure more cohesive (Crosson & Lesaux, 2013). Nevertheless, the most frequent used connectives in Yang's

utterances are some logical linking devices, such as "and", "but", "when", "because", and "so", and Table 7 shows the number of times these words are used in the conversation. From this table, we can see that Yang tended to repeatedly use the same linking words to illustrate the relationship between clauses, although there are many other linking devices available. Another problem concerning connectives is that Yang frequently used "and" to connect simple sentences, which led to the lack of diversity in the sentence structure.

In the writing sample, Yang did a great job in the following three aspects regarding syntactic ability. First, she used some formal collocations and sentence structures that increase the persuasiveness of her utterances, such as "be going to do", "in order to do", "be devoted to", "prepare sb. with", "be supposed to", "make sb. aware of", "leave the decisions to", "feel free to", and etc. Furthermore, she made use of enumeration phrases like "first of all", "second of all" and "lastly" as logical linking devices to list the three reasons for supporting the argument, which made it of clear structure and cohesive logic. Third, Yang used passive voice "be required to", "be provided" and "be hurt" to make her argument more objective and persuasive, and increased the sentence variety.

Global Assessment. In general, Yang has a good mastery of English grammar from the perspective of morphological and syntactic ability, while there are certain areas for her to be further developed. Speaking of morphological skills, first of all, she had high score of MLU in the writing, which is much higher than that in the conversation. Moreover, both in speaking and writing, Yang used some derivational suffixes to make unique words in the utterances, yet she took advantage of more complex derivational prefixes and suffixes in writing which improve her use of sophisticated words and lexical diversity. Last, regarding inflectional suffixes, she made more mistakes regarding plural nouns, different tenses and Subject-Verb Concord in oral

speaking than in the writing sample. With regard to syntactic skills, Yang was able to make complete sentences in both speaking and writing, while the sentences used in the writing are more complex and diverse. Furthermore, she did well in using English usages, like phrases and collocations, in both the conversation and the writing sample. Finally, she used some linking devices in each modality to set up relationship among clauses and make more cohesive sentence structure, but those linking words were highly repeated and lacked diversity in both speaking and writing. Overall, Yang has shown better grammatical ability in writing than oral speaking.

Pragmatics

The Context. The analysis of pragmatics will mainly focus on the three conversations, each of which included several tasks: first, a short interview concerning Yang's experience of English language acquisition; second, pragmatics elicitation tasks including several interview questions and five situational role-plays; last, oral tasks including narrative, expository and persuasive elicitation tasks. In addition to oral tasks, the two written tasks based on the persuasive elicitation task will also be analyzed.

Pragmatics Analysis. The interview regarding Yang's experience of English language acquisition is classified as the linguistic context, because it is relatively formal and without given situation compared with other tasks; while the conversations including pragmatics elicitation tasks and other oral tasks are under situational context, for each task is given a specific scenario or situation and the participant is supposed to behave accordingly under different circumstances.

In the linguistic context, based on Grice's Maxims (Dawson & Phelan, 2016, p.280-283), Yang did a great job in terms of the maxims of quality and manner. I asked eight questions about her English learning experience, and she responded to each question honestly, clearly and orderly according to her own experience and supported her statements with evidence such as

examples. For instance, when speaking of "how she improved her English ability through watching Disney movies," she took the example of the Beauty and the Beast and explained how she learned the usage of "good luck" through this movie. However, when it comes to the maxims of relevance and quantity, Yang did less well in these aspects. In the question "Describe a typical English class in your home country" and "What are some other ways for you to learn English," Yang provided more information than was required, by talking too many details about her experience, which violates the maxims of quantity. And in turn, because those details are not directly related to the questions, the maxim of relevance is undermined in her answer. For instance, when answering the question "what are some other ways for you to learn English?" Yang said that "since very little, my parents bought me a whole boxes of Disney movies, and I love that very much, not because I love English, but because I love the cartoon characters, the stories, roman stories happen between princess and prince", and this information actually was not closely related to the question. In another example, I asked Yang when she started to learn English and how long she has been learning English. These are two relevant questions, and Yang's answer is "I started learning English when I was (in) second grade in primary school, like most of Chinese students". She did answer the first question of "when", while she ignored the question of "how long", although I can infer that she has leant English for more than ten years from her answer. Under this case, Yang violated the maxims of quantity by not providing the answer as adequately as was required.

In the situational context, Yang has great strengths in the following two aspects that make her utterance felicitous. Firstly, Yang is able to vary her language under different scenarios with different kinds of people. There are totally five situations, four of which are about refusal. Under Situation 2 and 3, she was asked to refuse the request from her classmate or friend. Her language

is less formal, and she made relatively more direct refusal under these two scenarios. On the

contrary, under Situation 1 and 4, Yang was asked to refuse the offer from a professor and the

request from an old man. She used more formal language and refused in a milder tone. This

practice of code switching improves the appropriateness of her utterance from the perspective of

pragmatics. Second, Yang uses euphemistic language to make polite refusal. For example, before

making the refusal, Yang always said "Well, I have to say that I'm very flattered and honored to

be offered this opportunity, and I always enjoy the time to work with you and study with you,

but…", "I really appreciate this opportunity, but I wish you could…", "Oh, I'm so sorry to hear

that. Yeah, we have an exam next week, but…", and etc. All this euphemistic language makes

the conversation more felicitous and illustrates Yang's ability in using the English language in

real occasions.

In the written task, based on the persuasive elicitation task, Yang wrote two e-mails about

her stance on the issue "Requiring people to get a license in order to become parents": one is for

a friend (social setting); another is for an academic audience (academic setting). Because the e-

mails are targeted at different audience, Yang organized these two e-mails in very different ways.

In the e-mail for a friend, Yang began as "Recently I've been thinking about proposing the

policy of …", while she wrote, "Today, I'm going to talk about a policy proposal on …" as the

beginning in the e-mail for an academic audience. In the body parts, Yang wrote a clear and

separate topic sentence for each reason she listed in the academic setting and explained each

reason more specifically, compared with that in the social setting. Besides, Yang asked some

questions, like "the parents should at least obtain basic knowledge for having a baby, right?" and

"What do you think?" in the e-mail for the friend, which sounds less formal. In the end, Yang

wrote "Feel free to contact me there being any questions or suggestions" and "Tell me about

your opinions on this" in academic and social setting respectively. In general, Yang varies her language appropriately in different settings, which shows her strengths from the aspect of English pragmatics.

Influencing Factors. Two major factors may influence Yang's ability to maintain a socially acceptable conversation. The context is one of the factors, such as where the conversations happen, whom is the person talking to and with what behaviors. In Yang's samples, she did better job in social and situational contexts than in academic and linguistic contexts, because she listened and practiced daily conversational languages a lot through watching American TV dramas and Disney movies and imitating how characters speak, while she had few opportunities to practice her English language in academic settings according to her previous learning experience. Therefore, personal learning experience is another factor that influences her pragmatic performance in conversations and interactions.

III. Assessment of the Learner's Current SLA Stage and Theoretical Framework

Overall Assessment of Current SLA Stage

According to Language Acquisition Chart, the overall English language abilities of Yang would be between level 4 and level 5. In general, Yang is an experienced English learner with strong abilities in different skills of English. In the majority of the conversations, she achieved high intermediate to advanced fluency. With clear pronunciation and close-to-native intonation, she made herself comprehensible and conveyed her opinions logically and persuasively. Moreover, using enriched and varied vocabulary, she seldom made any grammatical mistakes in her speech. However, in some academic settings, Yang's English abilities are not as strong as those in social settings. She spoke less fluently and made more pronunciation mistakes, even if

sometimes she would correct herself immediately, when talking about the topics that she is not familiar with, especially if the topics are academic-based.

SLA Theoretical Framework

When analyzing Yang's oral and written language abilities, I drew on different theories to explain the findings. In the analysis of phonology, firstly, I made use of the segmental and suprasegmental features of sounds to analyze Yang's phonological skills. Segments are the discrete units of the speech stream and can be further subdivided into the categories consonants and vowels; suprasegmentals often apply to entire strings of consonants and vowels, including properties such as stress, tone and intonation (Dawson & Phelan, 2016, p.44). Second, I used the second function of phrase tones to explain an interesting phenomenon appeared in Yang's speech --she often used a rising intonation in the middle of a sentence while it is not a question. This phenomenon is called continuation rise, and the rising intonation in the middle of a sentence marked both the end of a phrase and the speaker's intention to continue talking (Dawson & Phelan, 2016, p.71). Third, I applied the theory of transfer to explain why Yang pronounced the word "TOEFL" in a wrong way. The transfer of prior knowledge from L1 to L2 is one of the processes involved in interlanguage development (Saville-Troike & Barto, 2017, p.19).

In terms of semantic analysis, for one thing, I made use of breadth and depth of word knowledge to assess Yang's semantic skills. Breadth refers to how many words a person has some knowledge of (even if it is limited), and depth relates to the quality in which those words are known (González-Fernández & Schmitt, 2017, p284). For another thing, I found Yang used some discipline-specific vocabulary (Coxhead, 2016) to describe certain topic, which largely improved her lexical diversity.

Speaking of grammar, I used inflectional and derivational bound morphemes to analyze

Yang's morphological skills. When using inflectional suffixes, the root's meaning does not change, and neither does the lexical category (Curzan & Adams, 2014, p.105); while derivational morphemes either change the lexical category of a word or alter the meaning of the word within that lexical category (Curzan & Adams, 2014, p.107). In terms of syntactic skills, the extent to which Yang used linking devices was described by analyzing how she took advantage of connectives (Crosson & Lesaux, 2013) in her speech and writing.

In pragmatic analysis, Yang's pragmatic skills are assessed by describing the extent to which she adhered to Grice's Maxims (Dawson & Phelan, 2016). The maxims of quality address our expectation of honesty in conversation (p.280); the maxim of relevance (also called the maxim of relation) has a central role in maintaining the organization of conversation by preventing random topic shifts (p.281); the maxims of quantity concern how much information it is appropriate for a speaker to give in a discourse (p.281); the maxims of manner have to do with expectations about how one goes about giving and interpreting the information in being a cooperative conversational partner (p.282).

IV. Instructional Recommendations

Phonology

There are three recommendations for Yang to further develop her phonological skills. First, paying more attention to subtle differences between similar sounds, listening and practicing the sounds in pairs in order to find their differences, such as [ɒ] and [ʌ], [æ] and [e], and etc. Some examples of words would be body [ˈbɒdi] and buddy [ˈbʌdi], golf [gɒlf] and gulf [gʌlf], cough [kɒf] and cuff [kʌf]; bad [bæd] and bed [bed], and [ænd] and end [end], had [hæd] and head [hed]. To teach these minimal pairs, the teacher could first show a group of minimal pairs to

students and let them find the differences by their own, and then the teacher summarizes the differences explicitly and lets students pronounce the different sounds aloud.

Second, systematically learning the International Phonetic Alphabet (IPA). Yang told me that she has never received formal instruction of IPA, and the most common way for her to learn the pronunciation is through watching American TV dramas and reality shows, listening and repeating what the characters speak and how they pronounce the individual word. Therefore, she may further improve her phonological abilities from systematic instructions of IPA.

Last, practicing phonological skills more under academic context, since her speaking abilities were weakened when given the academic tasks. She could watch some academic TV interview programs and imitate the language used by the guests, or she could recite some useful sentences or paragraphs from academic articles that can be used in her own language. For example, she could recite some sentences with sophisticated academic vocabulary or special syntactic structures.

Semantics

There are two recommendations for Yang to further develop her semantic skills. Speaking of the high repetition rate in word using, she can accumulate its synonyms when learning and reciting one word, and then consciously replace the repeated, everyday vocabulary with more sophisticated words in speaking. To solve the problem that she can only recognize the words but does not know how to use them, Yang is supposed to pay more attention to English explanation of the words, acquire their collocations and usage, and learn the subtle differences among synonyms. *Merriam-Webster's Collegiate Dictionary* may be helpful for her to better learn the depth of word knowledge (González-Fernández & Schmitt, 2017). Besides, to help students build and expand depth of word knowledge, the teacher could spend some time in class teaching

the key vocabulary, such as those high-frequency words, explaining the words meaning in English, listing the collocations with sample sentences and pointing out the differences in meaning and usage among synonyms.

Grammar

There are two recommendations for Yang to further develop her grammatical skills. To solve the problem that she made some mistakes concerning inflectional suffixes in oral English, Yang is supposed to pay more attention to singular or plural nouns, third-person singular present tense and past tense, and the rule of Subject-Verb Concord. She can make an audio record when she is speaking, and then listen and find the errors by herself, and correct these errors consciously when speaking.

Another recommendation for her is to accumulate more different logical linking devices. She can take notes and write down new linking words when reading English articles, and consciously replace those repeated words in her own speaking and writing. As for the instruction that helps students appropriately use different linking devices, the teacher could first give students a large number of different connectives and ask them to classify those linking words according to the meaning, such as some words show the cause and effect while others mean concession and so on, and then the teacher makes use of sample sentences to explicitly explain how to uses those words in real situations.

Pragmatics

There are three recommendations for Yang to further develop her pragmatic skills. The first one is finding more opportunities to directly interact with native English speakers, such as American friends. Through such interactions, she may be able to further improve her pragmatic skills under conversational contexts by observing and learning a more felicitous way to express

an idea in certain situation.

Secondly, in order to improve her pragmatic skills in academic and linguistic settings, she can watch some academic TV interview programs and imitate the language used by the guests. To maximize this experience, the teacher could regularly spend some time in class showing students the instructional video and explicitly summarizing the language points that can be used in students' own language.

Finally, second language learners tend to transfer prior knowledge from L1 to L2 in their language development process (Saville-Troike & Barto, 2017, p.19), thus under certain situation, one should carefully recognize what can be transferred and what cannot be due to cultural differences. In terms of English pragmatics, the way that native English speakers express refusal, invitation, apology and etc. may be very different from the Chinese way. Therefore, the teacher is supposed to point out these differences for English learners when teaching the relevant topics.

V. Critical Reflection

Gains from the Case Study

From this case study, first of all, I have learned different specific skills of how to do a case study regarding the learner's second language acquisition, including how to offer the language participant various elicitation tasks to collect data, how to transcript recorded conversations and collecting writing samples, and how to write the mini-analyses in each subdomain. Second, I have learned to analyze the learner's oral and written language abilities according to the four subdomains--phonology, semantics, grammar and pragmatics, which is different from the previous classification based on reading, listening, speaking and writing. It is from a new perspective for me to study the English linguistics. Third, I am becoming more proficient in

connecting the theories we discussed in class to explain my findings in the mini-analyses. Fourth, I have learned to take advantage of CLAN and other online tools, such as *UsingEnglish.com,* to analyze the participant's utterances, which makes my finding more persuasive. Last but not least, I have learned to make use of appendices, like tables and figures, to strengthen the arguments that are made based on the analysis. Besides, I get to know the importance of making reflection and revision to the pieces that I have written.

Implications for the Future Work

The implications that this learning has for my future work with English learners are listed as below. Firstly, from this case study, I get to understand that each language learner may have his or her own strengths and areas to be developed, so as a teacher, I cannot give all students the same instructions. I am supposed to find the factors that influence students' language abilities of each subdomain, and make personalized instructions and recommendations for each individual to further develop his or her language skills.

Secondly, I find that teachers are not supposed to assess students' strengths and weaknesses of language abilities just relying on their teaching experience, but they should make careful analysis based on specific study of each English learner. For example, when analyzing my participant's phonological skills, initially I thought "stress" is a difficult point for most Chinese learners, so I included this in the analysis of pronunciation, while through carefully analyzing the utterances one by one, I found that my language participant did not have any difficulty in stress but had other notable phonological feature with regard to coherence.

Thirdly, I will help my students develop well-rounded language abilities from each subdomain of English linguistics--phonology, semantics, grammar and pragmatics. Currently, many English language learners in China can have very high scores when taking English tests,

but they are not able to use the language for communication. Therefore, I want that my students

are able to develop their language skills in each subdomain.

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Appendix

Table 1

Transitional Words	Number of Times Used in the Conversations		
	Conversation 1	Conversation 2	Conversation 3
Um	0	26	16
Well	4	3	1
Other Words & Phrases	3	11	4

Table 1 shows the number of times Yang used transitional words in each of the conversation. Transitional words here represent those words that are used when Yang did not know what to say but wanted to keep talking without pause, and giving her more time to think and organize at the same time.

Table 2

Word Types	Words Used in the Conversation	Number of Times Used in the Conversations		
		Conversation 1	Conversation 2	Conversation 3
Function Words	And (*conj.*)	19	21	44
	Because	8	3	8
	But	8	21	6
	So	8	11	13
	When	7	6	12
	Like (prep.)	5	9	4
	Just	5	14	7

	Well (exclamation)	3	4	1
	Really	2	11	0
Content Words	Learn	15	5	0
	Understand	1	5	0

Table 2 shows some of the words that are frequently used in the conversations, and the number of times each word is used, including both function words and content words.

Table 3

	Word Account	Unique Words	Hard Words	Lexical Density
Conversation 1	602	230	4.82%	38.21
Conversation 2	1142	350	7.88%	30.65
Conversation 3	1379	383	6.74%	27.77
Writing Sample 1	214	139	14.02%	64.95
Writing Sample 2	332	180	12.95%	54.22

Results from UsingEnglish.com

"Hard Words" are defined as words that contain three or more syllables. "Lexical Density" is the ratio of "Unique Words" to "Word Account".

Table 4

	Types	Tokens	TTR
Conversation 1	232	615	0.377236

Conversation 2	346	1186	0.291737
Conversation 3	383	1410	0.271631
Writing Sample 1	141	220	0.640909
Writing Sample 2	182	338	0.538462

Results from CLAN

TTR is the ratio of Types to Tokens.

Table 5. *MLU of Conversation*

Total Words	602
Morphemes	656
Utterances	81
MLU	8.10

Table 6. *MLU of Writing Sample*

Total Words	332
Morphemes	379
Utterances	28
MLU	13.54

Table 7. *Logical Linking Devices in Conversation*

Logical Linking Devices	Number of Times
And	14
When	9
Because	8
So	8
But	8

Artifact C: School Visit Paper

In this paper, how English language learners (ELLs) are supported in John Overton High School (also as Overton High School or Overton) will be explored based on the school visit on October 24 along with some online resources. In the following parts, three main aspects will be addressed: first of all, the overall introduction of Overton High School with a focus on the student population and support for ELLs; second, how ELLs are served at school and classroom levels will be discussed specifically; last, some instructional recommendations to the School and ELL teachers and further questions regarding the school visit and ELL education.

I. Overall School Introduction

"With 1,900+ students from countries all over the world speaking over 46 languages, we are proud to be called Tennessee's most linguistically and ethnically diverse high school." This is extracted from the official website of John Overton High School, as a part of the Welcome from the Principle section. There are approximately 500 ELL students in this School, making up 25 percent of all the students. In the interview with Michele Gatlin, an ELL English teacher of Overton High School, she also told us, "If you look at the school, you can see it's very, very diverse. This school is the most diverse school in Southeast of the United States. We have more English language leaners in this school than any other high school in the Southeast."

The special support for International students in Overton High School can partly be found on its official website, which says "Our international student body gains practical advantages through career and technical studies, while developing thinking skills required for success in completing Tennessee's rigorous diploma project requirements. Support and challenge for every academic readiness level is provided, including extensive English language learners programs, competitive advanced academics, extensive elective offerings, ACT/SAT test preparation and

specialized tutoring." However, the support for ELL students described here is general and partial. Thus, in the second part of this paper, how ELLs are served at school and classroom levels will be explored in detail.

II. How ELLs are Served at School and Classroom Levels

At School Level

Since the school visit just lasted for three hours, and we had no chance to talk with the administrators who are in charge of school operating, all the school-wide support for ELL students listed below is from my observation and exploration of the school official website.

Speaking of the support for ELLs at school level, I want to firstly talk about the support for all students in the School. There is a General School Supply List on the website that listed the necessaries for schooling, such as stationery, headphones, hand sanitizer and so on. It is very considerate for the school to provide students with all these stuff, which ensures that they have necessary tools for studying. The School also offers free meals for students, including breakfast and lunch, which saves a lot of money for students, especially for those ELLs who are from low-income families. Besides, there are a large number of extracurricular activities for students, like sports team and various clubs, which helps enrich their lives after class and enhance the ability of different aspects. Figure 1 shows the extracurricular activities provided for students in Overton High School. As for the dress code, as the website goes, "Overton does not enforce Standard School Attire or a Dress Code. Students may wear any color or style of dress that is modest, free of offensive language and symbols, and of proper fit." This decision encourages cultural diversity in this ethnically diverse school. In the class I observed, a girl wore a very beautiful green dress that is the folk costume of her country.

Figure 1. Extracurricular Activities in John Overton High School

Extracurricular Activities

Athletics:

- Baseball
- Basketball
- Bowling
- Boys' Soccer
- Cheerleading / Dance
- Cross Country
- Football
- Girls' Soccer
- Girls' Softball
- Girls' Volleyball
- Golf
- Lacrosse
- Tennis
- Track and Field
- Wrestling

Extracurricular activities:

- ACE Mentors (Architecture, Construction, Engineering)
- American Red Cross Club
- Anime Club
- Art Club
- Beta Club
- Cyber Security Club
- Dance Team
- DECA (business and marketing)
- Escalera
- Fellowship of Christian Athletes (
- Future Business Leaders of Amer (FBLA)
- HOSA-Future Health Professiona
- Interact Club
- JOHS Book Club
- Journeys
- Model United Nations (MUN)
- NABT BioClub
- National FFA Organization
- National Honor Society
- Science Olympiad Team
- Student Council
- Technology Student Association
- Vex Robotics
- Video Game Club
- YMCA Latino Achievers

In Overton High School, there are also supports specially for ELL students. For example, English language learners programs are designed for international students who are not able to achieve the English proficiency that allows them to enter the mainstream classes with native English speakers. Ms. Gatlin told us whether ELLs can mix with US students depends on their English ability, or they will be put in the sheltered class. Moreover, according to the Certificated Staff List, I find twelve certified EL teachers who teach classes to ELL students.

Source: Official Website of John Overton High School

In addition to support for students, Overton offers help for families as well. The School has Student-parent Handbook for all students and their families, which aims to provide essential information and resources with regard to the school activities. It is worth mentioning that, besides English, the Student-parent Handbook is available in Arabic, Burmese, Kurdish, Nepali, Somali and Spanish, providing ELL students' families with the chance to learn what is happening in their children's school. The General School Supply List mentioned above is also translated into those six languages, which can be found in Supply List Translated Glossary. Moreover, there is a Family Portal section on the website, allowing for better communication between teachers and families through emails and mobile alerts. With Family Portal, families can see real-time class and assignment grades, homework, test scores, upcoming due dates,

attendance information, discipline incidents and more. Teachers can send messages to parents

and they can post important news and announcements for families to see. However, Family

Portal seems to be useful for English-speaking parents only, which is English-only, so does the

Family Guide that can be seen in the Helpful Links section. Besides, Overton provides

translators and interpreters and Adult English Language classes for ELL families, which is

verified by Ms. Gatlin during the interview.

At Classroom Level

The support for ELL students at classroom level is based on the class observation and an

interview with Ms. Gatlin. The class I observed is a one-hour long, first-year ELL English class

with eleven students from different countries. A majority of them are from Mexico and Latin

America, such as Honduras, and speak Spanish as their native language. They have been in the

United States for just one year or even less, of the age 14 to 18, in Grade 9 or 10.

Classroom Environment

When we came to the classroom, the class has started. The eleven students sat in pair with

one boy sitting alone at the back of the classroom. The class size is small and beneficial for

language learning, because the teacher is able to take care of every student in the class and let

them have equal opportunity to participate in the activities, which complies with the Principle of

Educational Equity (De Jong, 2011, p.171). This is exactly what Ms. Gatlin did: she can call

every student's name, and ask everyone to answer her questions and actively take part in the

class activities. The bright classroom is well equipped with desks, chairs, a projector and so on

(shown as Figure 2), which provides students with good leaning environment. And the classroom

decoration is warm and selective: many colorful posters with language points and useful

vocabulary on it, creating a positive and academic atmosphere for students' English learning. Figure 3 illustrates different kinds of classroom decorations.

Figure 2. Classroom Equipment

Photograph by Ningxin Zheng

Figure 3. Classroom Decoration

Photograph by Ningxin Zheng

The Teacher

The teacher of this ELL English class, Michele Gatlin, is an ELL teacher with 29 years of teaching experience, starting from elementary school with ELLs, then moving to Nashville in middle school, then teaching high school ELL students in Overton, and she also teaches parents.

Ms. Gatlin's first language is French, and she studied Spanish in College. She said that French

and Spanish are so similar, thus if the Spanish-speaking students speak slowly, she can

understand them. But when asked whether she would use bilingual or multilingual instruction in

her class, she told us, "My job is to teaching them English, and you cannot find a teacher speak

all sorts of languages that the students speak. In the past, I had 8 to 10 different languages in one

class. We are in the English-only state, so the instruction must be in English, and this is their

only opportunity to practice English. At home? In the hallway? Do you think they are talking to

the American students? No."

In the interview with Ms. Gatlin, she expressed her affection for the students, "I adore them;

I love them. You know sometimes they do some bad things, but it's because they had so little

language, and they get frustrated easily." Ms. Gatlin is certainly a caring teacher who focuses on

caring for instead of caring about the personal well-being and academic success of ethnically

diverse students, which encompasses a combination of concern, compassion, commitment,

responsibility and action (Gay, 2010). Speaking of the biggest success along the teaching career

in her mind, she said, "A lot of our students, they were coming when you saw them as beginners

in high school. It was very difficult when they came as 9th grader, because they had four years to

graduate. So I see my biggest success is that students who stay in school, graduate, and go on to

some other kinds of school, maybe not the college, maybe the technical school; also, when they

come back, you can see they are using everything I taught them. They are very sweet students."

The class I observed is an ELD (English Language Development) class that mainly focuses

on grammar and vocabulary. Figure 4 shows the schedule of the ELD class on that day. Ms.

Gatlin sees those ELL students every day with different classes. For example, A day is ELD

class, while B day is for reading class. She knows the strength and weakness of students with

different native language, "Somalis pick up oral language quicker, because their language is very

oral, but Somalis' writing is terrible, because this is not something they used to do in their

country; but for other students, like a student from Vietnam, his writing makes progress quickly

but speaking…, because in Vietnamese schools, speaking is not encouraged." Based on her

teaching experience and understanding of culturally diverse students (Gay, 2010), Ms. Gatlin

designs plenty of class activities.

Figure 4. ELD Class Schedule
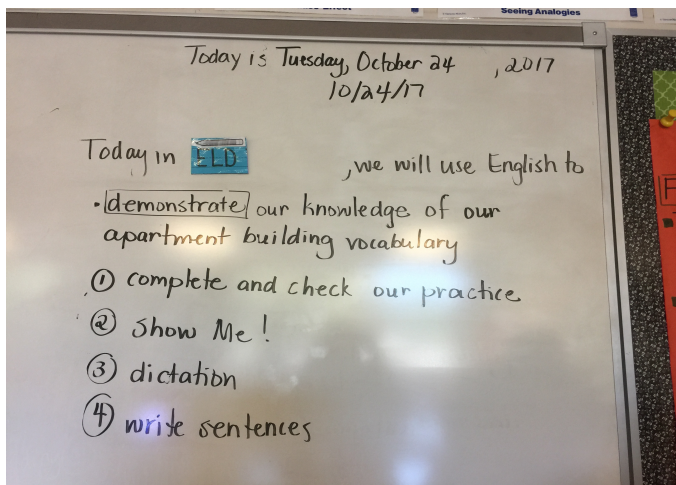
Photograph by Ningxin Zheng

Curriculum

The one-hour ELD class included seven different activities with the same purpose of

"demonstrating the knowledge of our apartment building vocabulary". These activities are "look

at the pictures and write the vocabulary word", "read the sentences and write the vocabulary

word", "write a caption to explain what is happening", "write sentences to compare and

contrast", "show me", "dictation" and "reflection/exit slip". All these activities are picture-based,

which can facilitate students to learn and memorize the new vocabulary. The teacher-students

interactions are frequent in the activities. Ms. Gatlin asked certain student to do the exercise and

read their answers aloud, after which Ms. Gatlin gave some encouraging comments to the

student, such as "beautiful", "great sentence", "very nice" and so on. However, this interaction pattern is more like an initiation-response-evaluation (IRE), in which the teacher asks a question, the student responds, and the teacher provides feedback. (De Jong, 2011, p.187) The teacher is the expert and leader in the class, while students are passive receptors, and their relationship is non-collaborative.

During the class observation, we found two interesting phenomena, and Ms. Gatlin gave us the explanation in the interview. One is that after doing the "dictation" activity, Ms. Gatlin asked students to correct the exercise by themselves rather than hand in it to the teacher. Ms. Gatlin said, "To check the answer by themselves immediately, I want them to see what they know and what they don't know immediately; if I just take it up and I give it to them later, they will just put it away." Another one is that we found Ms. Gatlin did not correct students' pronunciation mistakes directly, but instead, repeated the whole sentence in the correct way for them. We wondered whether this is the encouraging method, and Ms. Gatlin's answer was "if I corrected every mistake, they would stop speaking; so instead, I say something correctly". From these details, it is easy to find that Ms. Gatlin is an experienced teacher who is very familiar with those ELLs.

In terms of the textbooks that ELLs use in her class, Ms. Gatlin told us she created the textbooks by herself. And when asked how she chose the vocabulary for students, she said, "I start with very basic classroom objects, and then we move to nouns, like a person, a place, a thing, and an idea; we move to singular and plural; now we are moving to the home, and we did the vocabulary outside the house; and then we are going inside the home, the bedroom, the bathroom, and some objects inside. I think these are the things they need to know. I am very selective."

Community & Family Outreach

At the end of the class, Ms. Gatlin told students to take home the B4 class report card that records their nine weeks' performance, show their family and take it back. However, the report card is only in English, which means the ELL parents may not be able to understand it without any help. We asked Ms. Gatlin how to solve this problem, and she told us that sometimes the community provides support for ELL families and helps explain the transcript to non-English parents. Besides, she would home-visit the family and ask the student to be the translator for her. She let the student translate the report card for parents and explain whether it is good or bad. Home visiting is also a good way to learn students' Funds of Knowledge (Moll et al., 1992). In the ELL class, students are usually from very different family backgrounds. If the teacher is able to learn more about students' household Funds of Knowledge and design the classes based on this knowledge, students may feel more comfortable interacting with the teacher.

Content Area Instruction

I have mentioned in this paper that ELL students who cannot achieve high English proficiency will be put in the sheltered class. But how about if a student is very good at Math while does poorly in English? According to Ms. Gatlin, "We have really great Math teachers, so we put them (students at the very beginning level) in sheltered class. If the students have really strong Math background, then we will put them in a non-sheltered Math class. But problem becomes, ELL students do not make progress if the teacher teaches them as normal students. So maybe, in the first semester, they are put in the sheltered Math class; in the second semester, put them in the non-sheltered class, because they will have more English at that time. Every student is different. So at this school, we are very good at making sure that we put students where they should be."

III. Instructional Recommendations and Further Questions

Recommendations to the School and ELL Teachers

Based on the exploration of how ELL students are served in John Overton High School, I have several recommendations for the School and ELL teachers.

There are three recommendations for the School to improve their support for ELLs. First of all, the School may try to implement bilingual programs for both the majority and minority language speakers, such as the two-way immersion (TWI) program, which is an additive model of integrated bilingual education (De Jong, 2011, p.113). TWI programs are unique in that they strive to capitalize on the potential of native/non-native speaker integration, and both minority and majority language speakers take on novice and expert role across the two languages in the program. (De Jong, 2011, p.228) At present, most ELL students are put in the sheltered class, separated from the native English speakers, especially for those ELLs at the very beginning level. TWI programs may help them integrate with the native speakers. Second, besides TWI programs, the School may hold some other activities, like cultural events, to help set up the connections and integrate the ELL and mainstream students. According to Ms. Gatlin, at present ELL students seldom talk to the American students at school. For one thing, ELLs have little English, so they are not able to communicate with native speakers; for another thing, because ELLs are put in the sheltered class and being separated, they have no access to talking with the students from the mainstream class. Thus, cultural activities may promote the contact between them. Last, the School may provide extensive translation service for ELL families. Nowadays, Overton has offered some translation service for the non-English parents, while it is not enough. The report card, family guide and family portal are still English-only, which are inaccessible to those non-English parents. So further translation service in these fields are necessary.

Speaking of the recommendations for ELL teachers, firstly, teachers could add students'

household Funds of Knowledge (Moll et al., 1992) in their teaching contents. The teacher, like

Ms. Gatlin, has already taken home visiting which is a good way to learn more about students'

previous knowledge and family backgrounds. If teachers could design the classes based on this

knowledge, students may be more motivated to learn. Secondly, teachers could implement the

collaborative approach which sees both teachers and students as actively contributing to the

learning process (De Jong, 2011, p.186) and take advantage of constructivism instruction that

requires teacher to complement rather than dominate student thinking (Windschitl, 1999).

Constructivism advocates a student-centered relationship between the teacher and students, in

which the teacher is a facilitator. In current class activities, the interaction pattern is still IRE, in

which students are passive receptors, thus the teacher could give more space to students and let

them think for themselves. Finally, if accessible, bi/multilingual teachers could use the Preview-

view-review strategy (De Jong, 2011, p.206) to make the message more comprehensible and

easier to understand for students. However, just as Ms. Gatlin said, it is very difficult to find a

teacher speak all sorts of languages that the students speak in one class.

Further Questions

Since the school visit was short, I had no opportunity to talk with ELL students themselves

and observe classes of other subjects, so I still have some questions to be explored.

In the class observation, I found that students behaved very differently during the class:

some students participated actively, while others seemed reluctant to participate. So what do the

ELL students think about their English class? What are their attitudes?

 What are teachers and students' behaviors in classes other than English, such as

mathematics? What is the instruction language? Are teachers helpful? What do students do in those classes?

In Ms. Gatlin's class, her first language is French and she cannot speak Spanish, but most of the students' L1 is Spanish. Although it is an English class, will it be more effective for students if the teacher is able to speak the students' L1?

Which instructional strategy is the better choice for ELL students at the very beginning level, English-only, code-switching (De Jong, 2011, p.187), translation (Goodwin & Jiménez, 2016) or translanguaging (Lewis et al., 2012)?

Due to their language limitation, which model does ELL students prefer, integration with mainstream students or separation?

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Artifact D: SIOP Lesson Plan

Name: Ningxin Zheng

Grade/Subject: Grade 11/ELD class

Estimated Time: 90 minutes

Standards: L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. (ELD)

Lesson Topic/Theme: Let's Talk about Nouns

Objectives:

Content

- Students will be able to define the term "noun".
- Students will be able to name nouns by talking about their favorite people, places or things, and explain the reasons.

Language

- Students will be able to identify and categorize nouns in sentences, and explain the role of a noun (subject or object).
- Students will be able to effectively use nouns in sentence composition.

Key Vocabulary:

- *Family members:* granddad/grandpa, granny/grandma, dad/father, mom/mother, uncle, aunt, cousins, sister, brother…
- *Famous countries:* China, USA, UK, Russian, Canada, Australia, France, Germany, Italy, Spain, Japan, Korea, India, Brazil, Saudi Arabia…
- *Objects at home:* television/TV, sofa, fridge, bed, table, pillow, chair…

Sentence structure:

- My favorite person in the family is…, because…
- My favorite place in the world is…, because…
- My favorite object at home is…, because…

Materials:

- *Video*: *All about Nouns*: https://www.youtube.com/watch?v=tquecIG-Pws
- *Infographics:* family members, famous countries, objects at home

- *Paragraph writing template*

Procedures:

✓ Motivation

Warm-up: **(**pair work, 10 minutes)

- Students in pairs take turn to read aloud the following sentences to the partner and look at the underlined words. Consider what is the common feature of these words?
    ➢ I brought hot dogs and watermelon to the picnic.
    ➢ Did you get those French fries in the cafeteria?
    ➢ Her friendship is very important to me.
    ➢ I am a student at Overton High School.
    ➢ Paul works as a nurse at the hospital on Nolensville Road.
- After hearing several answers from students, explicitly explain, "They are all nouns, some of them serving as the subject or object of the sentence."

✓ Presentation

Objectives Explanation (3 minutes)

- Explain the learning objectives to students, both content and language.
- I can
    ➢ define the term "noun".
    ➢ identify and categorize nouns in sentences, and explain the role of a noun (subject or object).
    ➢ name nouns by talking about my favorite person, place or thing, and explain the reasons.
    ➢ effectively use nouns in sentence composition.

Definition Introduction/Key Vocabulary Emphasis (whole-class lecture, 17 minutes)

- Show students the video: *All about Nouns*, ask them to think about--What is a noun--based on the video.
- After watching the video, encourage students to define a noun by themselves using the sentence starter:
    ➢ A noun is a word for _____, _____, _____ or ____.

- Show students the answer and explicitly teach the definition of a noun:
  - ➢ A noun is a word for person, place, thing or idea.
- Use examples of nouns (family members, famous countries, objects at home) that will be used in *Silent Support Cards*, *Sentence Writing* and *Extension* to further explain the definition under each category.
- When explaining nouns under the place category (famous countries), ask students to talk about the location of their home countries with the map on board.

✓ Adaptation

Mini-lesson (small group, 10 minutes)

- After introducing the definition of a noun, students will have a 10-minute break.
- Ask a small group of students, those who lack the knowledge of simple sentence structure--subject, predicate (verb) and object, to have a mini-lesson.
- Teach students the simple sentence structure and the role of each part of the sentence with examples.
- For some students with higher English language proficiency, they have already acquired the knowledge of simple sentence structure, so there is no need to repeat this for them.

✓ Practice/Application

Heads Together (pair work, 15 minutes)

- Students will identify and categorize nouns in sentences, and explain the role of a noun (subject or object).
- Students in pairs take turn to write the answer on a white board, and show the answer for the teacher after hearing "show me".
- Check the answer after each question, and ask student, "What is the role of this noun in the sentence?" (Just consider for the subject and object in the sentence) or "What is the subject/object of this sentence?"
- Questions for this activity include:
  1. How many nouns are in this sentence?
     On Tuesday, Ben will move to Main Street in Oakville, New York.

2. <u>Which</u> nouns are examples of things?

   Is your birthday in May or July?

3. What are the <u>two nouns</u> in this sentence?

   The Egyptians believed in over one hundred gods.

4. Which noun in this sentence is <u>an idea</u>?

   The pharaoh's queen wore make up on her face to improve her beauty.

5. Which noun in this sentence is an <u>idea</u>?

   Her friendship is very important to me.

6. I am a student at <u>Overton High School.</u>

   Based on the sentence above, which is correct for how the <u>underlined noun</u> can be categorized?

   1) person or idea 2) place or idea 3) thing or place

Silent Support Cards (group work, 20 minutes)

- Hand out the infographics to students: family members, famous countries and objects at home (See Appendix A)

- Topic: In a group of three, please talk about your favorite **person** in the family, or favorite **country** in the world, or favorite **object** at home (you just need <u>choose one</u> topic to talk about), and **explain why** you like it.

- Students are provided with the sentence starters:
  - ➢ Who is your favorite **person** in the family?

    My favorite person in the family is…, because…
  - ➢ What is your favorite **country** in the world?

    My favorite country in the world is…, because…
  - ➢ What is your favorite **object** at home?

    My favorite object at home is…, because…

- Explain the rules of the activity for students in detail:

  You are going to work in a group of three. An observer will be able to help a pair during the conversation by showing silent support cards. The silent support card will be: **Encourage your partner to talk more; Show that you are listening with your eyes, nods and posture**. The observer can put the card in front of either partner, when appropriate.

- The job of <u>the pair</u>: talk about a topic

The job of <u>the observer</u>: look, listen and support

- Strategically pair students and assign each pair an observer in advance (according to students' English proficiency and native language).

- Students are able to use L1 (if the partners share the language) when explaining the reasons.

- Model the process before students do it themselves.

✓ Review/Assessment

Sentence Writing (individual work, 10 minutes)

- Choose a topic that you do ***not*** talk about in <u>*Silent Support Cards*</u> (person, country or object), and write a complete sentence. List one reason/example to explain why it is your favorite.

- You can use the sentence starter:
  My favorite_____is_____,
  because_____.

- After finish writing, share your sentence in the class.

Objectives Review (Whole-class lecture, 5 minutes)

- I can define the term "noun".

  ➢ A noun is a word for <u>person</u>, <u>place</u>, <u>thing</u> or <u>idea</u>.

- I can identify and categorize nouns in sentences, and explain the role of a noun (subject or object).

  ➢ We have <u>*Heads Together*</u>, and some of you have the <u>*mini-lesson*</u> about simple sentence structure.

- I can name nouns by talking about my favorite person, place or thing, and explain the reasons.

  ➢ We do <u>*Silent Support Cards*</u>. You all talk about your favorite person, place or thing and explain why you like it.

- I can effectively use nouns in sentence composition.

  ➢ We have just done the <u>*Sentence Writing*</u>.

✓ Extension *(Assignment)*

Paragraph Writing

- Choose a topic that you do ***not*** talk and write about in class and write a paragraph.

- List at least three reasons/examples to support your idea.

- Provide students with a template (See Appendix B).

Rationale:

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

     According to Brown (2007), in a communicative class, the focus is to engage students in the pragmatic, authentic, functional use of language for meaningful purposes rather than focus on organizational language forms. In this lesson, the real-life purpose for students is using nouns to talk and write about their favorite person, place and thing. I do teach some grammatical rules of the noun by letting them define, identify and categorize nouns, but the focus is to make use of nouns in conversation and sentence composition rather than simply memorize grammatical rules.

2. *To what extent are the content and language objectives clear and productive in helping students learn? Which features of communicative competence can learners develop in this lesson? How?*

     In this lesson plan, I establish both content and language objectives for students, and language objectives support the accomplishment of content objectives (Echevarría, Vogt & Short, 2013). My language objectives for students are to identify, categorize and explain the role of nouns in sentences, and effectively use nouns in sentence composition, while content objectives is letting students name nouns by talking about their favorite person, place and thing. Activities that help students identify and categorize nouns, such as *Heads Together*, lay a foundation for students using nouns to talk about specific topics.

     As for communicative competence (Celce-Murcia, Dörnyei & Thurrell, 1995), students can develop *discourse competence* by using sentence starters and template to write cohesive and coherence sentences and paragraphs; enhance *linguistic competence* by identifying and categorizing nous, and acquiring key vocabulary and sentence structures for talking and writing; improve *actional/sociocultural/strategic competence* by working in pairs or groups and helping each other to learn, such as in the activity *Silent Support Cards*.

3. *How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking as they develop academic language skills?*

      Silent Support Cards is an activity both developing academic language skills and supporting students' higher-order thinking. For one thing, this activity is designed to develop the five core skills of academic conversation (Zwiers & Crawford, 2011). With the observer supporting the pair in conversation with cards, all three people in the group get to know what an effective academic conversation looks like. For another thing, when the observer chooses which card to best support the pair's conversation, the student engages in higher-order thinking non-verbally. In addition, categorizing nouns according to person, place, thing or idea, analyzing and explaining reasons with evidence and examples, these are activities that scaffold students' higher-order thinking.

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

      In order to activate and build on students' background knowledge, first of all, I take advantage of students' Funds of Knowledge (Moll et al., 1992). The key vocabulary I select for this lesson are words that relate closely to students' everyday life: family members, famous countries and objects at home. Specially, when explaining nouns under the place category (famous countries), I ask students to share the location of their home countries with the map on board. Second, I link the current lesson to students' past learning experience. *Heads Together* is a familiar activity that students have done it many times. Thus, they do not have to spare extra energy focusing on learning the activity rules but pay attention to the knowledge they are supposed to acquire through the activity.

5. *How are you implementing principles discussed in the WIDA booklet, such as differentiation for students of varying English language proficiency?*

      To differentiate instruction for students of varying English language proficiency, first, during the break time, I give a mini-lesson (Echevarría, Vogt & Short, 2013, p.39) for a small group of students who lack the knowledge of simple sentence structure-- subject, predicate (verb) and object. Second, I allow students to choose between two or more assignments to complete (p.160): I give three topics (person, place or thing) for students to choose from according to their own language abilities. Third, in class, I will differentiate wait time (p.160)

for students with different language proficiency: shorten the time for higher-proficient students and provided extended time for those who are lower proficient.

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

  The sequence of tasks (Hammond & Gibbons, 2005) is carefully designed in this lesson: the previous step becomes the scaffolding for the next. I firstly give students input about nouns without explicitly explaining what a noun is, and then explicitly introduce the definition and key vocabulary. Next, students have *Heads Together* helping them identify and categorize nouns in sentences, which aligns with the language objectives. After this, students apply the new language points they learn to talking about their favorite person, place or thing. Then, students choose a topic that they did not talk about in *Silent Support Cards* to write a sentence. The assignment is writing a paragraph using the topic they do not talk and write about in class. In this way, students actually talk or write all three topics step by step.

  Moreover, I choose to use different participant structures (Hammond & Gibbons, 2005): individual, pair, group and whole class, which helps provide different levels of support and increase students' learning motivation. In the activity *Silent Support Cards*, which is completely new for students, to scaffold their participation, I strategically pair students in advance according to their language proficiency levels and native languages: pair students of intermediate-high proficiency with intermediate-low and partner students together who speak the same primary language (Echevarría, Vogt & Short, 2013, p.160).

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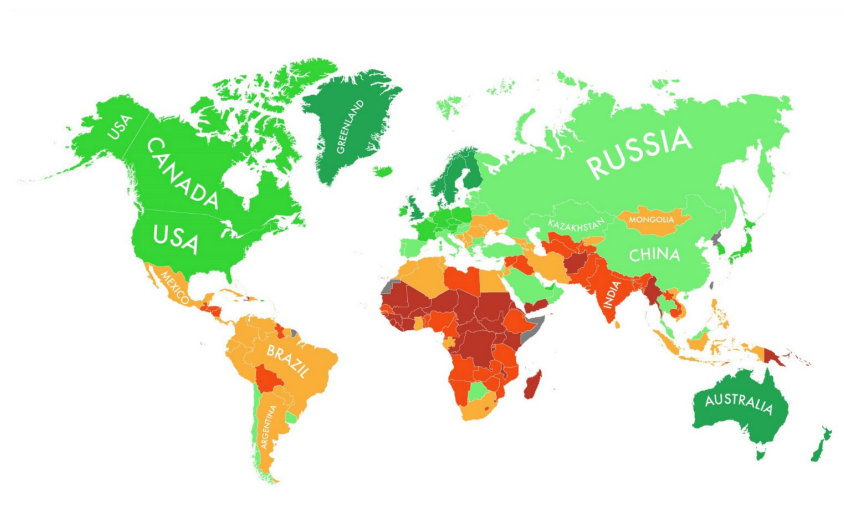
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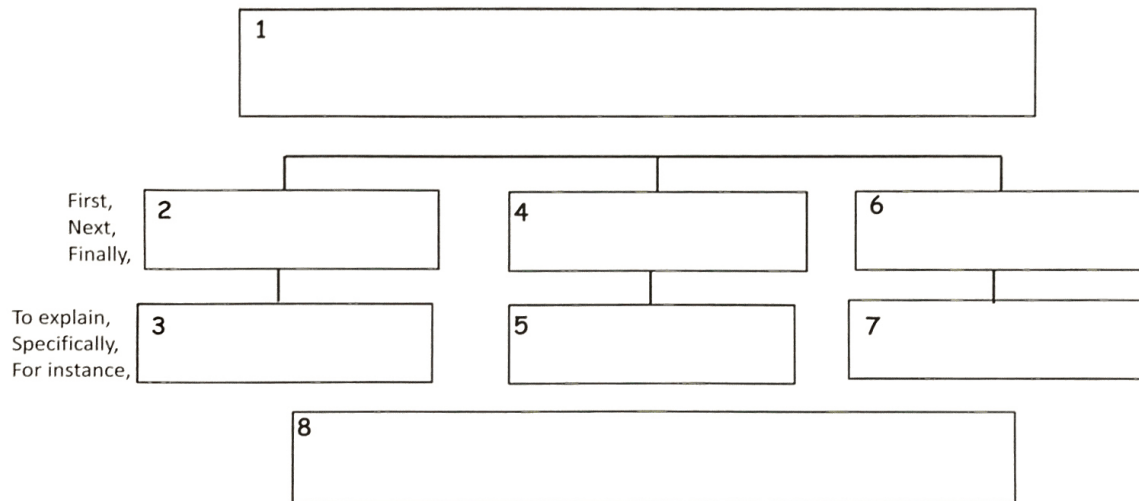
Appendix A: Infographics

Family members
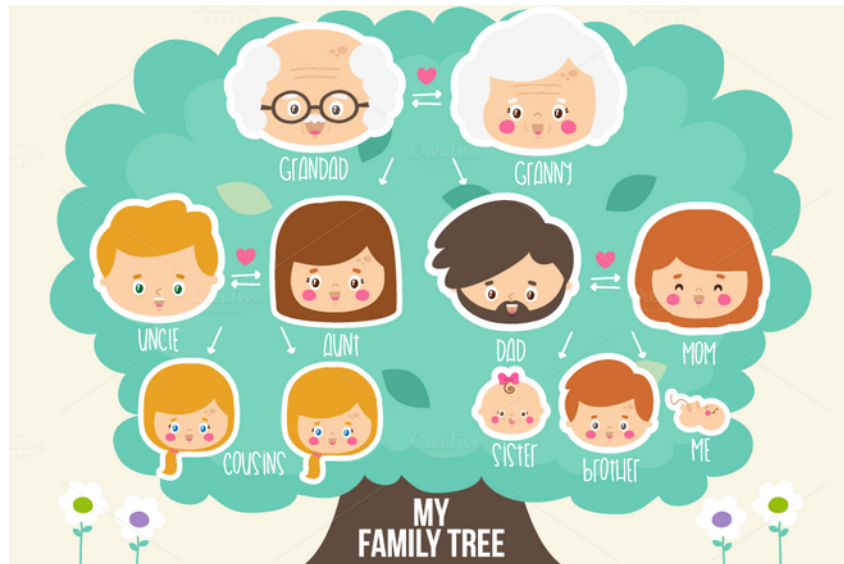
Famous countries

Objects at home

Appendix B: Template for paragraph writing

Artifact E: IPA Lesson Plan

Students

➢ Age: High school students, age 15-18

➢ Location: Wuhan, Hubei Province, China

➢ Language Level: intermediate to pre-advanced level

Materials

➢ Ted Talk: *What I Saw in the War* by Janine di Giovanni (05:09-08:01)

➢ Link:

https://www.ted.com/talks/janine_di_giovanni_what_i_saw_in_the_war?language=zh-cn

Integrated Performance Assessment

I.   Interpretive Task

1. Key Word Recognition. Find in the transcript the word/phrase in the target language that best expresses the meaning of each of the following Chinese words/phrases:

a) 报道新闻，电视报道　　_____

b) 混乱，紊乱　　_____

c) （使）震惊，强烈反应　_____

d) （情感创伤的）愈合　　_____

e) 极好的；了不起的　　_____

f) 种族　　_____

g) 收养，领养　　_____

h) 补偿，赔偿　　_____

2. Main Idea(s). Using information from the transcript, provide the main idea(s) of the speech *in Chinese or English*.

_____

_____

_____

3. Supporting Details.

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

Write the letter of the detail next to where it appears in the text.

Write the information that is given in the transcript in the space provided next to the detail below.

   a)   People do not want to leave their home when the war and chaos descend.

   _____

   b)   The speaker left Sarajevo to go report the genocide in Rwanda in 1994.

   _____

   c)   In Rwanda, one million people were slaughtered in August, 1994.

   _____

   d)   The speaker gives example to illustrate what "one million people" means.

   _____

   e)   After nearly 20 years, there is healing in Rwanda where the war once descended.

   _____

   f)   Now in Rwanda, Fifty-six percent of the parliamentarians are women.

   _____

   g)   You can still say Hutu or Tutsi in Rwanda now.

   _____

   h)   The reason that the speaker continues to cover war is that it is her job to do this.

   _____

4. Organizational Features. How is this text organized? Choose all that apply and explain
   briefly why you selected each organizational feature--what were the clues in the text?

   a)   Chronological
   b)   Compare/Contrast
   c)   Biography/Autobiography
   d)   Storytelling
   e)   Problem and solution

Justification (*in English*) from text: _____

_____

5. *Guessing Meaning from Context.* Based on the speech write what the following four words/expressions probably mean *in Chinese. (The underlined words in the transcript)*

   a) Haunt _____

   b) Sheer number _____

   c) Slaughter _____

   d) Reconciliation _____

6. *Inferences.* "Read/listen/view between the lines" to answer the following questions *in English*, using information from the text.

   a) According to the speech, why does the speaker continue to cover war? *Select the best answer and provide evidence from the text to support your selection.*

      i. She has to do it because it is her job as a reporter.

      ii. She likes witnessing those fantastic stories in the war.

      iii. She believes that as a reporter, it is her obligation to tell the remarkable stories in the war and to bring a voice to people who are voiceless.

   Justification from text: _____

   _____

   _____

   b) Why does the speaker talk about "the beautiful story from her aid worker friend"? *(The underlined sentence in the last paragraph)*

   _____

   _____

   _____

7. *Speaker's Perspective.* Select the perspective or point of view you think the speaker adopted as she made this speech and justify your answer with information from the text.

   a) Religious

   b) Scientific

   c) Humanistic

   Justification (*in English*) from text: _____

   _____

8. *Comparing Cultural Perspectives.* Answer the following questions *in Chinese*:

    a) How would this speech have been different if it were delivered by a victim of the war?

    b) Based on your own cultural background, what is your opinion of WAR?

_____

_____

_____

_____

II. Interpersonal Task

Work in pairs and make a conversation about the following scenario: You are going to make an English public speech next week, but you have not decided what topic to talk about and who your target audience will be. Thus, you ask a friend of you for suggestions.

III. Presentational Task

Write an English speech based on the topic and target audience you choose in the interpersonal task. You may use the resources from https://www.ted.com. You are supposed to write TWO drafts. After submitting the first draft, you will get feedbacks from both a classmate and the instructor. Based on the feedbacks, you need to make revisions on your first draft and submit it again. You will be graded on the second draft.

Artifact F: Assessment Final Analysis Project

PART 1 Cultural and Linguistic Background & Educational Setting

Cultural and Linguistic Background

My participant is Ava (pseudonym), an 18-year-old girl who is a junior (Grade 11) in John Overton High School. She is now taking the English Language Development (ELD) class, the EL service that the School provides for English Language Learners (ELLs). To get to know about Ava's cultural and linguistic background and assess the level of acculturation, I take advantage of the following assessment techniques: informal interview, Who Am I Chart, Literacy Survey for English Language Learners, classroom observation, and Sociocultural Checklist.

Informal Interview

In order to get the basic information of the cultural and linguistic background of my participant, I conducted an informal interview with her (See interview questions in Appendix A). Ava is originally from Venezuela, a country in South America, and her native language is Spanish. She came to the United States with her family 4 months ago for political reasons. Since her family is currently in the process of learning English and cannot use English for communication yet, she speaks Spanish with all her family. The only person in her family who knows how to speak English is her uncle. Ava has a brother, age 12, and a little sister who is 7 years old. Both of them are not able to communicate in English.

When she came to the Unites States 4 months ago, Ava was in the last year of high school in her home country, and she would have graduated one month later. She had formal schooling in Venezuela and is proficient at reading and writing in Spanish. While she has not had any formal English class at school before, since two years ago, she did take some after-school English

courses for several months with interruptions. What she has learned in those classes is the general English for conversational purposes, for example how to acquire vocabulary and make sentences. In her own words, "I came here with very basic English."

After she came to the United States, Ava did a lot trying to improve her English language ability. For one thing, she takes an ELD class and an English Three class at school. ELD class focuses more on reading and writing, while English Three pays more attention to listening, speaking and vocabulary building. For another thing, she finds English books in the library herself to read, because one of her teachers told her, "You could do better when you start to read in English." Ava is now reading two books, a biography and a novel, from which she has learned much, especially the way to talk and write.

Among the four basic skills of English learning, which are reading, listening, speaking and writing, Ava thinks that her ability in reading is the better one, because she has more time to think when reading something, while listening is the weakest, since she often gets lost and cannot understand. She also said, "Speaking is in the middle. Sometimes I make some mistakes but sometimes I do not." As a matter of fact, Ava has many opportunities to speak English: she speaks English at school; she practices tennis using English to communicate; and she helps siblings with homework in English. One thing worth mentioning is that she often talks with her best friend, who is also from Venezuela, in English in order to have more time to practice oral English.

According to Ava, the ELD class that she is now taking is her favorite class. She feels relaxed during the class and enjoys the way of learning English. She also tries to spend more time learning English after school. In addition, her parents strongly support her English learning. They want her to learn English so she is able to help them with the language. Therefore, Ava has

very strong motivation to improve her English proficiency.

Who Am I Chart

The Who Am I Chart (See Appendix B) works as the supplement to the Informal Interview, while it is a written product. This chart has four parts: 1) *My Home, My heritage*; 2) *New Country, New Identity*; 3) *Interest/Hobbies*; and 4) *Goals*, which demonstrates further information of Ava's cultural and linguistic background.

From the first part, *My Home, My heritage*, I can see that Ava was born and lived in a city called Caracas, the capital of Venezuela, before the whole family moved to the United States. She speaks both English and Spanish at home. She went to school in her home country and liked the school very much. In the second part, regarding her new life in the United States, Ava says she likes the school here because she has opportunities to study with good teachers, and she expects to acquire the knowledge required for going to college. Although she is not proficient in English now, she tries her best to learn and use it. In terms of the difference between school here and the one in her home country, Ava gives several points. First, the language for education is different: she uses English here but Spanish in her home country. The second one refers to the diversity of culture. Last, she takes some subjects that she has never taken before.

Speaking of her interest and hobbies in the third part, Ava says she likes making her own clothes and playing tennis, and she has tennis practice after school in Overton High School. In the last part, Ava talks about her goals for this semester, at John Overton High School and in the future: she wants to get full scores in all subjects this semester; she hopes that she can graduate from the high school; and in the future, she wants to go to university or college, make clothes and work as a programmer.

From the Who Am I Chart, I am able to find that Ava has very positive attitudes towards

her new school life in the United States and makes an effort to adapt to the new environment

here. She likes the school here, tries her best to learn English, desires to acquire the new

knowledge, actively takes part in the extracurricular activity, and has clear short-term and long-

term goals for the future.

Literacy Survey for English Language Learners

The Literacy Survey for English Language Learners (Gottlieb, 1999) (See Appendix C)

illustrates what language Ava would choose for reading and writing. According to the Survey,

Ava reads street signs and names, maps or directions, schedules and brochures/pamphlets only in

English, while reads newspapers, emails, information from the Internet, short stories and books

in both English and Spanish. In addition, she writes information on papers or forms, lists, memos

or notes, emails, letters to family members or for school and short stories in both native and

second language. It is important to note that there is no item that Ava uses only Spanish to read

or write. These results demonstrate that English has become an integral part in Ava's school and

daily life, and she gradually gets used to using English as a tool for reading and writing. To some

extent, this indicates that Ava has a relatively high level of acculturation with regard to her

literacy development in English.

Classroom Observation

There are three positive indicators showing Ava's level of acculturation through classroom

observation. First of all, Ava has close relationships with classmates. For example, during the

class break, Ava talked with different classmates. She spoke in Spanish with those who share the

same native language with her, while she spoke English with classmates of other languages.

Although sometimes I had no idea what they were talking about, I can tell that Ava enjoyed the

topic from her facial expression and postures.

Second, Ava has good interaction with the teacher during class. She behaves actively in learning and asks for clarification when she does not understand. For instance, once she asked the teacher, "Both key words and bold print mean something important, but what is the difference between them?" This illustrates that Ava is active in thinking and learning, and that she voluntarily interacts with the teacher.

Third, Ava collaborates with the partner well. In class, students have an activity called "Heads Together", in which students in pairs take turns to write the answer on a white board and show the answer to the teacher after hearing "show me". Before one of them writes the answer on the white board, students in pairs are supposed to discuss the question and come to an agreement. In this activity, Ava did a great job discussing and coming to an agreement with her partner, and encouraging her partner at the end by saying "Well done!"

Sociocultural Checklist

I took advantage of Sociocultural Checklist (Collier, 2002) to assess Ava's Acculturation Level, Cognitive Learning Style, Culture and Language, Experiential Background, and Sociolinguistic Development (See Appendix D). According to Collier (2002), if you have checked more than 40% of the items in any of the five areas, it indicates that the student needs intervention and monitoring in this area (p.246). Among the five areas, Ava is scored 50% in Culture and Language section largely due to her non-English speaking background. As I have mentioned above, Ava is from Venezuela, a Spanish-speaking country. Her family members, except her uncle, can only speak Spanish now, and she did not have any formal English education in her home country. Fortunately, Ava is currently provided with EL services in Overton High School, and she herself is making great efforts to acquire English while her parents demonstrate support for her English language learning. Therefore, she is very likely to make

rapid progress in English learning, and continuous intervention and monitoring are supposed to be provided for her.

It is worth noticing that Ava scores 0% in both Cognitive Learning Style and Experiential Background, which, to some extent, illustrates that her strong cognitive learning ability in L1 is transferred to language and content learning in L2 (Echevarría, Vogt & Short, 2013, p.119). As it has been mentioned above, Ava went to school and liked the school in her home country, and she took some subjects that are the same as what she learns here.

Overall from the Sociocultural Checklist and classroom observation mentioned in the previous section, I can see that Ava has a relatively high level of acculturation (Herrera et al., 2013, p.106), and she adapts to her new life in the United States well. Although she is still in the process of English acquisition, she may be able to linguistically and academically succeed with the help of EL service and supports from caring teachers (Gay, 2010) and qualified peers.

Educational Setting

School Environment

"With 1,900+ students from countries all over the world speaking over 46 languages, we are proud to be called Tennessee's most linguistically and ethnically diverse high school." This is extracted from the official website of John Overton High School, as a part of the Welcome from the Principle section. There are approximately 500 ELL students in this School, making up 25 percent of all the students. Ms. G, an ELL English teacher of Overton High School, said, "If you look at the school, you can see it's very, very diverse. This school is the most diverse school in Southeast of the United States. We have more English language leaners in this school than any other high school in the Southeast."

The special support for International students in Overton High School can partly be found on

its official website, which says "Our international student body gains practical advantages through career and technical studies, while developing thinking skills required for success in completing Tennessee's rigorous diploma project requirements. Support and challenge for every academic readiness level is provided, including extensive English language learners programs, competitive advanced academics, extensive elective offerings, ACT/SAT test preparation and specialized tutoring."

There is a General School Supply List on the website that listed the necessaries for schooling, such as stationery, headphones, hand sanitizer and so on. It is very considerate for the school to provide students with all these stuff, which ensures that they have necessary tools for studying. The School also offers free meals for students, including breakfast and lunch, which saves a lot of money for students, especially for those ELLs who are from low-income families. Besides, there are a large number of extracurricular activities for students, like sports team and various clubs, which helps enrich their lives after class and enhance the comprehensive ability. As for the dress code, as the website states, "Overton does not enforce Standard School Attire or a Dress Code. Students may wear any color or style of dress that is modest, free of offensive language and symbols, and of proper fit." This decision encourages cultural diversity in this ethnically diverse school.

In Overton High School, there are also supports special for ELL students. For example, English language learner programs are designed for international students who are not able to achieve the English proficiency that allows them to enter the mainstream classes with native English speakers. Moreover, according to the Certificated Staff List, there are find twelve certified EL teachers who teach classes to ELL students.

In addition to support for students, Overton offers help for families as well. The School has

Student-parent Handbook for all students and their families, which aims to provide essential information and resources with regard to the school activities. It is worth mentioning that, besides English, the Student-parent Handbook is available in Arabic, Burmese, Kurdish, Nepali, Somali and Spanish, providing ELL students' families with the chance to learn what is happening in their children's school. The General School Supply List mentioned above is also translated into those six languages, which can be found in Supply List Translated Glossary. Moreover, there is a Family Portal section on the website, allowing for better communication between teachers and families through emails and mobile alerts. With the Family Portal, families can see real-time class and assignment grades, homework, test scores, upcoming due dates, attendance information, discipline incidents and more. Teachers can send messages to parents and they can post important news and announcements for families to see. However, the Family Portal seems to be useful for English-speaking parents only, because it is English-only, as is the Family Guide that can be seen in the Helpful Links section. Overton does provide translators and interpreters and Adult English Language classes for ELL families.

Classroom Environment

There are 20 students in Ava's class. The class size is small and beneficial for language learning, because the teacher is able to take care of every student in the class and let them have equal opportunities to participate in the activities. This is exactly what Ms. C, Ava's ELD teacher, does: she can call every student's name, and ask everyone to answer her questions and actively take part in the class activities. In addition, she always walks around in the classroom and tries to find what she can do to assist the students.

The bright classroom is well equipped with desks, chairs and a projector, which provides students with good learning environment. The classroom decoration is warm and selective: many

colorful posters with language points and useful vocabulary create a positive and academic

atmosphere for students' English learning. Specifically, there are written learning objectives for

every day and posters showing what the homework is during the semester. These remind

students of what they have learned and done. The vocabulary wall displays the key words for the

whole unit; different thinking maps help students organize and use information; sentence starters

facilitate students' speaking and writing; and extracurricular books supplement school work.

PART 2 English Language Proficiency Level

Standardized Assessment: WIDA Screener

The WIDA Screener is an English language proficiency assessment given to new students

in Grades 1-12 to help educators identify whether they are English language learners (ELLs). It

is a flexible, on-demand assessment that can be administered at any time during the school year.

WIDA Screener assesses each of the four language domains of Listening, Speaking, Reading and

Writing. It reports proficiency level scores for each language domain and for three composite

scores: Oral Language, Literacy and Overall Score. Proficiency level scores are interpretive

scores. They help educators understand what the score means in terms of the language skills of

the student. The scores describe student performance in terms of the six WIDA English language

proficiency levels: Entering, Emerging, Developing, Expanding, Bridging and Reaching. If a

student is identified as an ELL, proficiency level scores from WIDA Screener can be used by

educators to compare across ELLs and to plan differentiated levels of support for each student.

Because Ava has been in the United States for just four months, she has not taken the

ACCESS test yet, the annual language development assessment. Therefore, here I make use of

the WIDA Screener as the standardized assessment to evaluate her English language proficiency

(ELP). I obtained a copy of the results of Ava's WIDA Screener (See Appendix E) that she took

four months ago. She scored 2.0 (Emerging) in Listening, 1.0 (Entering) in Speaking, 2.0

(Emerging) in Reading, 1.0 (Entering) in Writing, 1.5 (Entering) in Oral Language, 2.0

(Emerging) in Literacy, and 1.5 (Entering) Overall. Since each result demonstrates that Ava is at

Entering or Emerging level, she is identified as Active EL and provided with EL services at John

Overton High School.

Validity & Reliability

In terms of *validity*, Brown (2010) points out that a valid test measures exactly what it

proposes to measure. WIDA Screener is an English language proficiency test that aims to assess

the four language domains of Listening, Speaking, Reading, and Writing in the content areas of

Social & Instructional Language, Language of Language Arts, Language of Mathematics,

Language of Science, and Language of Social Studies. The purpose of this assessment is to help

educators identify Active ELs and make decisions about whether a student is a candidate for

English language support services. WIDA Screener is not intended for use as a summative or

diagnostic assessment. According to the assessment itself, WIDA Screener does assess each of

the four language domains of Listening, Speaking, Reading and Writing in five types of

academic language, which can, to some extent, reflect the examinee's English language

proficiency level and help educators identify whether s/he is an English language learner. From

this aspect, WIDA Screener is content-valid.

Speaking of *reliability*, a reliable test gives clear directions for scoring/evaluation and has

uniform rubrics for scoring/evaluation (Brown, 2010). WIDA Screener is available in two

formats--online (U.S. only) and paper (U.S. and International). Ava took the online WIDA

Screener. The online test engine automatically scores the Listening and Reading domains during

administration. A trained local rater scores the Speaking and Writing domains using the Screener

Scoring Interface. To become a trained rater and score responses, one must complete the WIDA

Screener Online Training Course and pass the appropriate scoring quizzes. Moreover, according

to *WIDA Screener Interpretive Guide for Score Reports*, the test scores include raw score, scale

score, and proficiency level. Raw scores are the number of items correct (for Listening and

Reading) and the initial rating (for Speaking and Writing). Raw scores are not very meaningful

by themselves because they do not account for test difficulty. Next, raw scores are transformed

into scale scores using statistical measures. Scale scores account for test difficulty, even across

grade levels. However, scale scores are still not very meaningful on their own unless they are put

into context and hence they are not reported on WIDA Screener. To have scores that can be

better interpreted and understood, scale scores are converted into proficiency levels (PLs). This

is done through standard setting, in which a panel of experts reach consensus. Therefore, WIDA

Screener is reliable in terms of its scoring and reporting processes.

According to **Brown checklists** (2010), to ensure *test reliability*, every student should have

a cleanly photocopied test sheet; sound amplification should be clearly audible to everyone in the

room; video input should be clearly and uniformly visible to all; lighting, temperature,

extraneous noise and other classroom conditions should be equal for all students. Although I

have no idea of the exact environment under which Ava took WIDA Screener, I suppose that her

needs were met based on my visit to MNPS EL Office.

In addition, to make sure *content validity* of the assessment, objectives should be clearly

identified; objectives should be represented in the form of test specifications; the test

specifications should include tasks that represent all (or most) of the objectives; the tasks should

involve actual performance of the target tasks. As is mentioned above, the objectives of WIDA

Screener is to help educators identify Active ELs and make decisions about whether a student is a candidate for EL services. It assess the four language domains of Listening, Speaking, Reading, and Writing in the content areas of Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. Thus, the assessment meets the needs of Brown checklists regarding content validity.

Observational Protocol: WIDA Rubrics

The English oral language production I elicited from Ava is a recorded interview regarding her experience of learning English both in the United States and back to her home country, Venezuela. We had the interview in the bright school library creating a kind of relaxing and comfortable environment. The interview questions (See Appendix A) are carefully phrased in simplified general language, which is easy to understand.

According to WIDA rubrics (See Appendix F), in terms of linguistic complexity (discourse level), Ava is Level 4 Expanding. She made use of short, expanded and some complex sentences to answer the questions. Ava responded each question using at lease one complete sentence, even for the very simple questions. For example, when I asked questions concerning her name, age and grade, she answered, "My name is Ava." "I'm eighteen." and "I'm a junior in Grade 11." For some questions requiring more clarified answers, Ava often used a complex sentence or more than one simple sentences to respond, such as "My parents decided to move here because…" Besides, she had organized expression of ideas with emerging cohesion. She utilized connectives like "since", "ago" and "after" to indicate time; "because", "since", "so" and "therefore" to illustrate cause and effect; "but" and "while" to show comparison and contrast. These examples demonstrate Ava's conscious use of connectives to establish the relationship between sentences, which enhances the cohesion and coherence of her utterances.

Speaking of language forms and conventions (sentence level), Ava is Level 4 Expanding. She used a variety of grammatical structures in her utterances, including simple, compound and complex sentences. When answering some easy questions, Ava usually answered in one simple sentence; when some questions requiring more details and explanations, the structure of the sentences would correspondingly became more complex. The variety of sentence structures helps make her responses more comprehensible and listener-friendly.

As for vocabulary usage (word/phrase level), Ava is Level 2 Emerging. Since the topic of this interview is about her personal experience of English acquisition, the vocabulary Ava used are more general content words and expressions lacking of specific and technical content-area language. There are more social and instructional words and expressions across content areas in her utterances. From this aspect, Ava scores Level 2. However, I may need more information to further analyze her vocabulary usage regarding academic content areas.

Observational Protocol: SOLOM

I make use of Student Oral Language Observation Matrix (SOLOM) (See Appendix G) to assess Ava's English oral language proficiency. The English oral language production from Ava used in SOLOM is the same one analyzed in WIDA rubrics.

Ava scores 4 in *Comprehension*. She can "understand nearly everything at normal speed, although occasional repetition maybe necessary." Ava was able to understand most questions in the interview and provide with related responses. However, I find that she was more likely to feel confused with the questions starting with "when". For example, "When did you and your family move to the United States? And why?" "When was the first time that you've learned English? I mean, the very first time." and "When and where do you use English?" Therefore, I need to repeat and sometimes clarify the questions for her. Another problem with regard to

comprehension is that when there are unfamiliar words in the question, I need to simplify the language of the question for her, like "Do you now still have an opportunity to speak Spanish?" The word "opportunity" seems to be an unfamiliar word, so I changed the question into "I mean, now, do you still speak Spanish?"

Ava scores 4 in *Fluency*, which is "Everyday conversation and classroom discussion generally fluent, with occasional lapses while the student searches for the correct manner of expression." In Ava's speech, I find that when she was trying to express complex ideas or explain more details, her fluency was negatively influenced. For instance, when I asked, "Do your parents speak English?" She said, "They…, they, not yet." Under this situation, I suppose that Ava was searching for some words to explain why her parents do not speak English now, and she gave up and simply answered "not yet" at the end because she cannot find an appropriate expression. Some other circumstances that Ava responded with lapses include: when she talked about her experience of learning English in home country; when she described an English class in her home country; and explained what "English Three" class is.

Ava scores 4 in *Vocabulary*. She "occasionally uses inappropriate terms and/or rephrases the ideas because of limited vocabulary." One thing I find really good in Ava's response related to vocabulary is that she was able to use an abstract word to generalize specific words. For example, when I asked, "Do you have any brother or sister?" Ava's answer is "Yes, I have siblings." When I designed this question, I consciously avoided using the word "sibling", because I suppose that this may be an unfamiliar word for her. Nevertheless, in Ava's response, she used the word "sibling" instead of saying "I have a brother and a sister", which can, to some extent, reflect her ability of generalization. In addition, besides the accurate use of the general/everyday vocabulary, she can use some more advanced words in her speech, such as

"favorite", "terrible" and etc. However, there are also problems concerning her vocabulary usage. She used inappropriate word/collocation under certain context. For instance, once she said, "I didn't take that serious class." Under this case, Ava may want to say "formal class" instead of "serious class". Another instance is "My classmates are so loud." Here, "noisy" may be a better choice than "loud".

Ava scores 4 in *Pronunciation*. Her speech is "always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation pattern." Most of Ava's utterances are of correct pronunciation except a very small amount of words. For one thing, the pronunciation of some words is negatively impacted by her native language, Spanish, such as "Venezuela" and "three". " Three" sounds like "tree". For another thing, sometimes she cannot pronounce vowels well. For example, she pronounced [eɪ] as [aɪ] in "basic", and [æ] as [ʌ] in "Mathematics".

Ava scores 4 in *Grammar*. She has "occasional errors in grammar or word order." First, she sometimes made mistakes about pronouns. For instance, "The little one is my sister. He is seven." "Just one, my uncle, they know how to speak English." Second, she had errors when using tense and voice, like "I am try to learn…" and "I was learn…". Third, she once had problem with part of speech, which can be illustrated in the example of "We didn't feel security." Last, she misused the preposition occasionally. "Since these four months" does make sense for me. However, from the perspective of grammar, "since four months ago" or "in the past four months" will be more grammatically correct.

Comparison of Results among WIDA Screener, WIDA Rubrics and SOLOM

In terms of Ava's English oral language proficiency, according to WIDA Screener, she is Entering in both Speaking and Oral Language; based on WIDA Rubrics, she is Expanding at

discourse and sentence level, and is Emerging at word/phrase level; in accordance with SOLOM, she has a total score of 20 and can be considered proficient. Therefore, there is a huge gap between the results from observational protocols and standardized assessment.

From my perspective, there are three reasons resulting in this huge gap. First of all, since Ava took WIDA Screener four months ago, she has made great progress within these four months. She is a hard-working girl who makes every effort to learn English both at school and home; the ELD class that she is now taking is her favorite class, providing the motivation for her English learning; she reads extra-curricular books in English, which is an effective method for English acquisition; and she has a lot of opportunities to use English academically and socially. All these factors contribute to her great progress in learning English, especially the oral language proficiency.

Second, the English oral language production elicited from Ava is based on an informal interview that mainly focuses on general/everyday English. Thus, it is hard to estimate her performance on academic language. Furthermore, the interview is conducted under conversational context and is low-stakes. It is more likely to have better performance under this environment than in high-stakes standardized assessment.

Last but not least, interview questions regarding personal experience and daily life are easier than other oral tasks such as narrative, expository and persuasive elicitation tasks. The participant can choose to answer the questions by saying something she is confident about, while observational protocols rely mostly on what has been said. Therefore, it is possible that the participant's proficiency level is overestimated.

PART 3 State and Federal Assessment Requirements

When Ava came to the United States four months ago and registered for John Overton High School, her family completed the Home Language Survey according to the state requirement in compliance with federal laws. The Home Language Survey includes three questions regarding the student's language use: 1) What is the first language this child learned to speak? 2) What language does this child speak most often of school? 3) What language do people usually speak in the child's home? Although I have no access to Ava's Home Language Survey, I have verified with her EL teacher that Ava's family did complete the three-question Survey when she registered the school.

Since Ava's first language is not English, according to Tennessee requirements, she should take the WIDA Screener that decides whether she must be provided with EL services. Test items are written from the model performance indicators of WIDA standards. The test assesses the four language domains of Listening, Speaking, Reading, and Writing in the content areas of Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. Students can receive a score from 1 to 6. If the student scores below 5.0 overall and below 4.6 in any domain, the school must provide EL services. The WIDA Screener is the initial language assessment for ELL students, and it aligns with ESSA requirements that mandated ELP assessments must measure students' proficiency in the areas of speaking, listening, reading, and writing appropriate to their age and grade level, and measure English proficiency relevant to the learning of school subject matter associated with mastery of academic learning standards (Takanishi & Minestrel, 2017). However, as we can see, the problems are the initial identification of prospective ELLs is a high-stakes assessment that determines services to be provided to the student, and the decision is based on a single

assessment.

For K-12 learners, Tennessee requires that students whose first language is other than English and who are limited in their ELP be provided with a specially designed alternative language program so they have full access to the curriculum. The program must be delivered by a certified and endorsed highly qualified ESL teacher using the ESL curriculum, and use a general set of ELA standards to support ELs as they access grade level content curriculum. From the results of WIDA Screener, Ava scores 1.5 overall and each domain is below 4.6, thus she is provided with EL services--ELD class and English Three class--in John Overton High School. Her ELD teacher, Ms. C, is a certificated EL Secondary teacher, and the curriculum is based on Tennessee ELA standards.

In terms of assessment of academic achievement, ESSA requires states to adopt challenging academic standards tied to assessments of language proficiency, and requires that states must evaluate the progress of students on state assessments of reading/English language arts and content areas based on academic standards and models for progress determined by the states, not the federal government (Takanishi & Minestrel, 2017). When talking with Ms. C, Ava's EL teacher, she told me that students do take TN Ready Achievement tests, the state achievement assessments, which help monitor students' progress in content-area learning. However, in order to decide whether the student's needs are being met in this area, I may need further information.

ESSA allows states to design progress and status models that go beyond annual summative assessment results to include interim benchmark assessments measuring growth, and also to include alternative measures and indicators of students' progress and attainment of standards (Takanishi & Minestrel, 2017). The annual language development assessment in Tennessee is ACCESS test, which is usually conducted between February and March. The assessment is given

to all active ELLs and must be administered by a qualified teacher. If the student scores below

4.2 overall or below 4.0 in literacy, the school must continue to provide EL services. All ELL

students in Overton High School are required to take this test. Since Ava has been in the United

State for just four months, she has not taken this test before, but she will take it in the upcoming

February or March.

As for the benchmark assessment, Ms. C said, "That depends on the class. The ELD class

does not have benchmark assessment, while the regular English class does have." Benchmark or

interim assessments can be administered periodically before administration of an annual

summative assessment to gauge students' progress toward meeting state academic standards at a

grade level. They provide actionable information that can inform ongoing instruction or

instructional interventions designed to support students' mastery of targeted skills and content

knowledge. Therefore, for ELL students like Ava, they do not have the benchmark assessment,

from which I can say her need is not being met for this area.

ESSA encourages instructionally relevant formative assessments, which can be embedded

in ongoing day-to-day instruction in a manner that is sensitive to instructional goals and the

language and background characteristics of ELLs (Takanishi & Minestrel, 2017). They can be

designed to be sensitive to students' background knowledge related to an instructional domain,

prior instructional experiences, and evidence of progress in learning complex academic language

skills. In Ms. C's ELD class, students regularly take low-stakes formative assessments to monitor

their learning in an ongoing manner. Students are tested in the same way as how they learn and

review the knowledge. In addition, all students have a re-take opportunity aligning with the

District requirement. For Ms. C's own policy, students scored below 76 out of 100 are required

to retake the test, while those scored above 76 are welcomed to retake. From the perspective of

formative assessment, I think Ava's needs are well met.

PART 4 Oral Language, Reading and Writing Abilities in a Content Area

In this part, I will describe Ava's oral language, reading and writing abilities in a content area--English Language Arts (ELA). Ava's ELA class usually starts with the teacher explaining the learning objectives to the students. And then the 90-mintute class is divided into two parts: in the first half of the class, students learn and practice the use of English conventions; in the latter part, students read a fictional or nonfictional text utilizing the reading strategies such as predicting, summarizing and synthesizing. In the following sections, I will discuss Ava's oral language proficiency, reading ability, and writing ability respectively.

Oral Language Proficiency

In Part 2 of this analysis project, Ava's oral language proficiency has been assessed by using two observational protocols, a WIDA rubric and SOLOM. Therefore, in this section, I will briefly summarize the assessment results from these observational protocols.

According to the WIDA rubric (See Appendix F), in terms of linguistic complexity (discourse level), Ava is Level 4 Expanding. She was able to make use of short, expanded and some complex sentences to answer the questions, and she had organized expression of ideas with emerging cohesion. Speaking of language forms and conventions (sentence level), Ava is Level 4 Expanding. She was capable of using a variety of grammatical structures in her utterances, including simple, compound and complex sentences. As for vocabulary usage (word/phrase level), Ava is Level 2 Emerging. In her utterances, there were more general and social words and expressions across content areas than academic vocabulary.

In accordance with SOLOM (See Appendix G), Ava has a total score of 20 and can be

considered proficient. Ava scores 4 in *Comprehension*. She can "understand nearly everything at normal speed, although occasional repetition maybe necessary." Especially, she often felt confused when the questions started with "when" and when there were unfamiliar words in the questions. Ava scores 4 in *Fluency*, which means "everyday conversation and classroom discussion are generally fluent, with occasional lapses while the student searches for the correct manner of expression." Usually, when she was trying to express complex ideas or explain more details, her fluency was negatively influenced. Ava scores 4 in *Vocabulary*. She "occasionally uses inappropriate terms and/or rephrases the ideas because of limited vocabulary." She was able to use an abstract word to generalize specific words, and she can use some more advanced words in her speech. However, sometimes she used inappropriate word/collocation under certain context. Ava scores 4 in *Pronunciation*. Her speech is "always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation pattern." For one thing, the pronunciation of some words was negatively impacted by her native language, Spanish. For another thing, occasionally she cannot pronounce vowels well. Ava scores 4 in *Grammar*. She has "occasional errors in grammar or word order." First, she sometimes made mistakes about pronouns. Second, she had errors when using tense and voice. Third, she once had problem with the part of speech. Last, she misused the preposition occasionally.

Reading Ability

I took advantage of **Running Records** (See Appendix H) to assess Ava's reading ability. The first step is to select a text from an appropriate level for the student. In order to select an appropriate instructional text, I talked with Ava's ELA (ELD) teacher, Ms. C. She told me that Ava is proficient in literacy in her native language, and these literacy skills are easy to be transferred into English. Her current reading level in English falls between Grade 3 and 7. Based

on this information, I chose a Grade 5 nonfictional text for her to take the Running Record, which mainly talks about the public transportation system in Chicago.

Before starting to read the body of the text, I tried to introduce the background information for Ava. Then I pointed out key vocabulary that is repeated many times in the text, such as "transportation" and "Chicago", to remove some of the reading barriers. In addition, I asked Ava to predict what the text is about by simply reading the title "Public Transportation". And she replied, "introduce what is public transportation." From her response, I can find that Ava has the ability to implement the pre-reading strategy--predicting.

Then I asked Ava to read aloud the text from the very beginning while I took notes about her reading behaviors. The number of running words in the text is 473, and the total number of errors is 39. Subtracting the total number of errors made from the number of running words in the text equals to the score, which is 434 in this case. *Percent of Accuracy* comes from the result that the score is divide by the number of running words, which is 91.75%. Therefore, based on *Percent of Accuracy*, this is a challenging instructional text for Ava, which means the text may require too much work. However, from my perspective, instead of problems concerning the text difficulty and her reading ability, Ava made too many errors in pronunciation, such as "public", "rode", "alert", "quickly", "buses", "areas", and "should". As I have mentioned in the previous section, Ava has some difficulties pronouncing vowels. For example, she pronounced [ʌ] as [u] in "public", [əʊ] as [u] in "rode", [ə] as [a] in "alert", [ɪ] as [eɪ] in "quickly", [ʌ] as [u] in "buses", [e] as [eɪ] in "areas", and [ʊ] as [əʊ] in "should". Thus, under this situation, what I am supposed to do is not reduce the complexity of the text, but help her make improvements in pronunciation, especially how to pronounce vowels well.

The *Self-Correction Rate* indicates how well a student self-monitors his or her reading. This

rate is calculated by adding the total number of errors (39) to the total number of self-corrections (5) and dividing this sum total (44) by the total number of self-corrections (5). In Eva's case, the *Self-Correction Rate* is recorded as 1:9, which shows that she self-corrected one time for every nine words misread. This illustrates that Ava had a relatively low level of self-monitoring and at the same time, provides the hint for my further instructions regarding her reading ability.

Once a record of the student's reading has been taken, it is necessary to determine whether he or she is using meaning cues, structural cues, or visual cues. By analyzing the running record, I have two major findings of Ava's reading behaviors. First of all, she was easy to make mistakes about the subject-verb agreement. For instance, "The train stay on a track." "But they have to make sure the train move at a safe speed." "Chicago add a new line a few years ago." In these examples, the sentences still make sense. Therefore, Ava used meaning cues. Nevertheless, it is not grammatically appropriate in English sentences, and the sounds from Ava's mouth do not match the letters on the page. Consequently, the structural cues and visual cues were violated. Secondly, Ava made a lot of errors in singular and plural nouns. For example, "A system is how a lot of part work together." "There are thousands of people who work in public transportations." "Many of the routes help workers get to their job every day." "Tourist from other countries may get on a bus…" "They work in the office where they oversee the trains and buses." "…how much traffics there is on different routes." The sentences in these cases make sense, so Ava used meaning cues. However, they are grammatically incorrect, and the sounds and the letters on the page do not match up. Therefore, Ava violated structural cues and visual cues.

After Ava finished reading the text, I asked her to summarize the main idea of each paragraph and the main idea of the whole text. By skimming the text again, Ava accurately pointed out that the first sentence in each paragraph is the topic sentence that summarizes the

main idea, and that the main idea of the text is "public transportation in Chicago." Her response

demonstrates that she was able to understand the text well and apply the summarizing and

synthesizing skills that have been practiced a lot in the ELA class.

Writing Ability

In order to assess Ava's writing ability, I selected a writing sample from one of her

assignments in the ELA class (See Appendix I). The writing prompt for this assignment is "What

is the scariest movie you have ever seen? Why?" There are three steps for students to finish. The

first one is "thinking", in which students are supposed to brainstorm the name of the movie and

at least three reasons that make it the scariest movie they have ever seen. In the second step

"planning", students are asked to complete a graphic organizer about the topic based on ideas or

information in the first step. The graphic organizer provides students with sentence starters and

transition words. In the last step "writing", according to the completed graphic organizer, each

student writes a paragraph with a topic sentence, supporting details, and a conclusion. The first

two steps are efficient pre-writing strategies that scaffold students' writing.

I made use of an adapted **Six Trait Writing Rubric** (See Appendix J) as an authentic

assessment to assess Ava's writing sample from the perspectives of ideas/content, organization,

conventions, voice, sentence fluency, and word choice.

Ava scores 4 in *Ideas/Content*. First, the purpose of the writing is easily identifiable and the

main idea is clear. At the very beginning, Ava wrote, "The scariest movie I have ever seen is

Don't Breathe." This is the topic sentence that clearly states the main idea of the paragraph.

Readers are easy to get to know that the following parts will talk about the movie *Don't Breathe*

and it is the scariest movie for the author. Second, the supporting details are relevant but limited,

and the topic is explained but details may be somewhat out of balance with the main idea. In this

sample, Ava offered three reasons to explain why *Don't Breathe* is the scariest movie she has ever seen and some details to support the reasons. The first reason is "*Don't Breathe* was scary becouse it is an horror movie." Ignoring the spelling and grammatical errors, the biggest problem of this sentence is that "becouse it is an horror movie" cannot explain "why *Don't Breathe* was scary." "Horror movie" is the same thing as "scary", but it does not tell the readers "why the horror movie is scary." The second reason is "The scary actor in *Don't Breathe* was the blind man." This is a better reason, while the phrasing should be revised to fit the main idea. For example, it can be changed into "The actor in *Don't Breathe* was scary." Besides, some of the details used to support this reason are irrelevant, such as "Besides wanting to save the money that the slaves were looking for." and "Just one girl was still alive but, trapped anyway." The third reason is the best, "*Don't Breathe* is one of my scariest movies becouse (because) it's full of suspense." and Ava provided some examples of suspense to illustrate how the movie is scary. For instance, "Specifically, becouse (because) all the scream play was in the darkness and at the end the blind man didn't died and started looking for the girl."

Ava scores 5 in ***Organization***. The organization of the paragraph is appropriate to the topic. The sequencing is effective and easy to follow, which includes an inviting beginning, a satisfying conclusion and smooth transitions, and the details fit where they should be placed. Ava started her writing with the topic sentence, "The scariest movie I have ever seen is *Don't Breathe*." Then she used transition words "first", "next" and "finally" to elicit the three reasons that explain why *Don't Breathe* is the scariest movie she has ever seen. Under each reason, she provided some detailed information from the movie to support the statement. Ava closed the paragraph with a clear conclusion that "These are the characteristics that I like and scarie (scary) the most in *Don't Breathe* the horror film."

Ava scores 4 in ***Conventions***. She has some control of conventions but not wide range. She has minor, occasional lapses in grammar, such as usage, capitalization, spelling, and internal sentence punctuation, but the errors do not confuse readers. Overall, there is moderate need for editing. First, there are a few capitalization errors in Ava's writing. For example, "To explain, <u>It</u> is…" "Next, <u>The</u> scary actor…" "For example, <u>The</u> blind man…" and "…and started <u>Looking</u> for the girl." It seems that Ava capitalized the word after a comma, which should be explicitly pointed out in her future instruction. Second, Ava made some spelling mistakes in her writing, such as "becouse" (because), "begining" (beginning), "scarie" (scary), and "paint" (pained). Third, Ava sometimes used clauses as complete sentences. For instance, "Besides wanting to save the money that the slaves were looking for." "Specifically, becouse all the scream play was in the darkness and at the end the blind man didn't died and started looking for the girl." And "More when someone wants to kill you." Fourth, she had errors when using tense and voice, like "<u>It is focuses</u> on…" and "…the blind men <u>didn't died</u>…" Last, the tenses are inconsistent in Ava's writing. She wrote, "*Don't Breathe* <u>was</u> scary becouse it <u>is</u> an…To explain. It <u>is focuses</u> on…Next, the scary actor in…<u>was</u>…He <u>wanted</u> to…He <u>was</u> a…Then he <u>hits</u> him…and she <u>left</u>…Finally, *Don't Breathe* <u>is</u> one of…You <u>are feeling</u>…Specifically, …all the scream play <u>was</u> in…That <u>puts</u> your…More when someone <u>wants</u> to…"

Ava scores 5 in ***Voice***. There is an appropriate level of closeness to the audience in her writing. She has a strong sense of audience, and the topic comes to life with appropriate originality, liveliness, excitement, and suspense. When providing supporting details for the third reason, Ava wrote, "You are feeling paint (pained) for the character and anxious about what may happen" and "That puts your five senses to the test. More when someone wants to kill you." When I read these sentences, I really felt pained and anxious, and all my five senses were

activated. In addition, the scenes in the movie come to life with excitement and suspense because of her vivid description "Specifically, becouse all the scream play was in the darkness and at the end the blind man didn't died and started looking for the girl."

Ava scores 4 in **Sentence Fluency**. In this writing sample, the sound is natural but lacks rhythm and grace, and there are some repeated patterns of structure. For example, Ava wrote some adverbial clauses of cause to explain why *Don't Breathe* is the scariest movie she has ever seen, but all these clauses started with "because". However, there are many other connectives indicating reasons, like since, as, for and so on. Making use of different connectives will improve the sentence fluency. Moreover, Ava has strong control over simple sentences while variable control over complex sentences. In writing more complex sentences and explaining more complicated ideas, she is more likely to make grammatical mistakes.

Ava scores 5 in **Word Choice**. She is able to use accurate, specific words and fresh, vivid expression that give energy to her writing. Words such as "self-defense", "retired", "alive" and "suspense" are accurate and specific, which makes it easy for readers to understand what the author wants to talk about. Other words like "paint (pained)", "anxious", "scream", "darkness" and "five senses" create a vivid and scary atmosphere for readers, which draws the readers' attention to the writing.

PART 5 Instructional Recommendations and Assessment Plan

Based on the analysis of Ava's current English language proficiency level and her oral language, reading and writing abilities in a content area, I develop the following instructional recommendations and an assessment plan to improve her English proficiency.

Instructional Recommendations

Vocabulary

By analyzing Ava's vocabulary use in oral language and the word choice in writing, I find that she usually uses general content words and expressions lacking of specific and technical content-area language. Therefore, it is necessary to explicitly teach her academic vocabulary (Echevarría, Vogt & Short, 2013, p.75). According to Blachowicz and Fisher (2000), students should be active in developing their understanding of words and ways to learn them. To develop strategies for independent word learning, the teacher could take advantage of tools such as semantic mapping, word sorts, Four Corners Vocabulary Charts, and Concept Definition Maps. In addition, it is important to create rich language environments that provide opportunities for repeated exposures to words. For example, word walls and comparing/contrasting words with the same morphemic element aid students in recognizing and using words around them (Echevarría, Vogt & Short, 2013, p.75).

Another problem regarding vocabulary use is that Ava selected words or collocations inappropriate to certain context, which requires teaching vocabulary in a contextualized environment. From my perspective, a good way to teach vocabulary is through reading that creates a context for the isolated word. Thus, the teacher could integrate explicit vocabulary instruction with appropriate instructional texts to inform the student of the exact context under which the words are used and how the words collocate with other words.

Grammar

In Ava's oral and written language productions, she made some grammatical errors concerning pronouns, tenses and voices, parts of speech, preposition, singular and plural nouns, and the subject-verb agreement. To improve English conventions in her language use, both

conscious and subconscious learning (Littlewood, 2011) are of great significance. Conscious learning concerns explicit grammar instruction, or Focus on Form (Loewen, 2011), which encourages the provision of corrective feedback in response to learners' erroneous utterances during communicative activities. Instead of teaching isolated grammatical points, explicit grammar instruction should integrate with the content. For instance, when teaching a fictional or nonfictional text to Ava, the teacher could explicitly analyze the sentence structures in the text. Subconscious learning relates to comprehensible input (Krashen, 1987), which emphasizes that we acquire language only when we understand messages. In future instructions for Ava, the teacher could expose her to rich comprehensible language through reading texts that provides her with various access to correct grammatical structures.

Oral Language

From the analysis of Ava's oral language ability, I find that she has difficulties pronouncing vowels well, and occasionally her native language, Spanish, influences the pronunciation of some words. Moreover, when she was trying to express complex ideas or explain more details, her fluency was negatively impacted. In order to improve her oral language, I have the following recommendations for her teacher.

First, it is effective to read after a native English speaker everyday for thirty minutes. The teacher could help her choose a character from TV series or movies appropriate for her to imitate the pronunciation, intonation and tone. Sometimes imitation may be boring, but it is extremely necessary for second language acquisition.

Second, Ava should receive instruction for International Phonetic Alphabet. It is impossible for the teacher to teach the pronunciation of every word, so learning International Phonetic Alphabet will help her recognize how to pronounce vowels and consonant and tell the

differences between similar vowels independently.

Third, the teacher could create a rich target language environment (Littlewood, 2011) by forming the English-Spanish Peer Support Team that includes a native English speaker and a native Spanish speaker. Since Ava's native language is Spanish, she can help a native English speaker practice speaking Spanish; in turn, the native English speaker can help her practice using English. The partners could meet three times a week after school for one hour each. In every session, the teacher could create a topic for them to talk about.

Last but not least, the teacher could give Ava more opportunities for meaningful interaction during class (Echevarría, Vogt & Short, 2013, p.149) and design various instructional activities to help her practice the core skills of academic conversation, such as elaborate and clarify, support ideas with examples, build on and/or challenge a partner's idea, paraphrase, and synthesize conversation points (Zwiers & Crawford, 2011). Silent Support Cards is a good example. In this activity, an observer helps a pair during the conversation but without getting too involved orally. The observer can put the support cards in front of either partner when it is clear that they need help: they are not talking, they are off topic, and they are arguing un-academically. The support cards include *Ask your partner to clarify*, *Ask for an (another) example to support the idea*, *Pose a competing idea and start to build it up*, *Paraphrase what your partner said*, *Summarize the conversation up until now and what you still need to discuss*, and so on.

Listening Comprehension

In terms of listening comprehension, Ava often felt confused when the questions started with "when" and when there were unfamiliar words or usage in the questions. Three reasons could lead to the breakdown of listening comprehension in a foreign language (Richards, 2015).

First, the learner does not know the words, which actually has nothing to do with listening but vocabulary. Second, the learner cannot distinguish the individual words in the connected speech, such as sounds being linked together. Last, the learner understands the individual words, but the meaning is lost. This could happen when there are idiomatic language, long sentences and unfamiliar grammar. In my opinion, all these three situations have occurred in Ava's case.

To solve these problems, I have four suggestions for her. First of all, listen extensively. It does not have to be for study: have it on in the background and create an immersion environment. Second, expose to authentic listening materials that come with accompanying texts. The teacher could recommend some audio books, YouTube channels with captions in the target language, and some specialist websites. Third, listen to the same things over and over again, and revisit them later. Repeated listening helps consolidate what has been learned. Last, the teacher could provide conscious training to improve her listening comprehension skills, such as listen and repeat, listen and summarize.

Reading

Although Ava is proficient in literacy in her native language, and these literacy skills are easy to be transferred into English, it is still necessary to explicitly teach reading strategies to her. Some cognitive learning strategies worth teaching include previewing a story or chapter before reading; establishing a purpose for reading; consciously making connections between personal experiences, beliefs and feelings and what is learned while reading; using mnemonics; highlighting, underlining or using sticky notes to identify important information; taking notes or outlining; mapping information or using a graphic organizer; identifying, analyzing and using varied text structures (Echevarría, Vogt & Short, 2013, p.117). Some useful metacognitive strategies concerning reading are predicting and inferring; generating questions and using the

questions to guide comprehension; monitoring and clarifying; evaluating and determining

importance; summarizing and synthesizing (Echevarría, Vogt & Short, 2013, p.118). In Ava's

reading process, strategies such as predicting, summarizing and synthesizing have already been

used, which should be encouraged by the teacher. However, strategies like self-monitoring that

have not been developed yet should be emphasized in the future instruction. The teacher could

model and think aloud when teaching these reading strategies to the student.

Writing

By analyzing Ava's writing sample, I find three major problems. First, she tended to use

repeated sentence patterns. Second, some supporting details were irrelevant to the main idea.

Third, sometimes she was unclear about the logic relations between sentences. In order to deal

with the problems and improve her writing ability, I made the following instructional

recommendations for the teacher.

Firstly, the teacher could take advantage of pre-writing strategies, such as brainstorming

ideas and developing outline or graphic organizer, to provide scaffolding in Ava's writing

process. As a matter of fact, brainstorming ideas and completing a graphic organizer are the first

two steps of Ava's writing prompt: thinking and planning. However, the teacher did not provide

any support during this pre-writing process. To scaffold students' writing, in the "thinking"

process, the teacher could let the whole class brainstorm ideas together and offer key vocabulary

on board; in the "planning" process, the teacher could first ask students to complete the graphic

organizer independently and then provide personal feedback before students start to write the

paragraph.

Secondly, the teacher could explicitly teach the logic relations between sentences in a

contextualized way, such as coordinating relation, continuous relation, progressive relation,

alternative relation, adversative relation, suppositional relation, causal relation, and conditional relation. There is no need to teach these sentence relations one by one, but do teach and analyze them when encountering in the instructional texts.

Thirdly, the teacher could make use of the joint construction to provide a model of the writing task for students, in which the teacher and students together compose a new text in the target genre (Caplan & Farling, 2017, p.566). The most important feature of a joint construction is teacher-led and whole-class collaborative writing. Typically, when the class works together to write a new text, the teacher first reminds students about the features of organization, and then elicits words, phrases and sentences, recasting or providing language and content as needed. The teacher may also provide metacommentary in the form of grammatical explanations and writing strategies (Caplan & Farling, 2017, p.567).

Assessment Plan

In order to monitor whether the instructional recommendations in the previous section are effective and how Ava makes progress within a school year, I establish an assessment plan and an assessment calendar for her. The assessment recommendations include both mandatory assessment requirements and assessments necessary to inform effective classroom instruction.

Standardized Assessments

In terms of standardized assessments, Ava should take TN Ready and the ACCESS test annually. TN Ready, the state achievement assessments, help monitor her progress in content-area learning. The ACCESS test is the annual language development assessment, which monitors the student's placement. If the student scores below 4.2 overall or below 4.0 in literacy, the school must continue to provide EL services. However, due to the high-stakes nature of the annual standardized assessments, they are unable to provide timely reflections about the

student's progress. Therefore, it is necessary to develop formative assessments and authentic

assessments to monitor Ava's daily, weekly and monthly performance and provide guidance for

the teacher's classroom instructions.

Oral Language

To assess Ava's oral language proficiency, I will give her some oral tasks monthly and use

observational protocols, such as SOLOM and WIDA rubrics, to assess her performance in these

tasks. The oral tasks may include narrative, expository and persuasive elicitation tasks. The

narrative task requires Ava to tell a story based on a wordless picture book, which focuses on her

narrative skills. In the expository task, Ava will explain how a game or a sport works, which

assesses the ability of giving explanations. The persuasive task assesses how well Ava can

persuade, the ability of how you talk people into changing their mind and doing something you

want. Ava will talk about a rule or situation she would like to see changed in the school. These

tasks cover different functions of English language and help to improve Ava's actional

competence (Celce-Murcia, Dörnyei & Thurrell, 1995).

Listening Comprehension

In order to monitor Ava's progress in listening comprehension, I will give her formative

listening comprehension tests on a weekly basis. The test will have three different types of tasks.

First, she will be given four individual words in a group and select the one she has heard, which

helps her distinguish from words with similar pronunciation. Second, she will listen to a dialogue

or a passage, and answer the questions related to that listening material. In this task, she can find

the answers directly from listening. Third, she will also listen to a dialogue or a passage and

answer some questions. The difference is that at this time she is not able to find the answers

directly from listening but responds to the questions with inferring, summarizing or synthesizing

skills. The listening comprehension test does not necessarily take very long. A period of thirty

minutes will be recommended, which falls within her attention span.

Reading

Speaking of reading assessments, first and foremost, I want to take advantage of weekly

dialogue journals to assess how Ava applies reading comprehension strategies. According to

Hurley (2001), when assessing students' application of reading comprehension strategies, it is

important to document and record what we observe, to compare student performance to a

specific standard or criterion rather than making subjective judgments or comparing students to

each other, and to provide clear feedbacks to students on their progress on a regular and frequent

basis. Dialogue journals can be effective assessments of students' comprehension and retention

of reading. They represent an authentic communicative exchange between the student and the

teacher on something related to reading. The teacher could design scoring rubrics to assess

dialogue journals regarding a required number of journal entries; entries made on a regular rather

than a sporadic basis; evidence of personal response or reflection in entries; and going beyond

description to evaluation of what one has read.

In addition, I will take Running Records monthly to monitor Ava's pronunciation progress,

find appropriate instructional texts and assess how she uses meaning, structural and visual cues

when reading. It is also of great importance to ask Ava some text-related questions before and

after reading, which aims to assess how she makes use of the reading strategies such as

predicting, summarizing and synthesizing. Considering Ava's current English proficiency level,

it is feasible to give her more complex texts to read.

Writing

To assess Ava's writing ability, I will make use of the 6+1 Writing Assessment. Ava is

required to write a 5-paragrph essay twice a month based on a given writing prompt. Six Trait Writing Rubric is used to assess her essay. According to Hurley (2001), the writing rubric can be a very useful tool for helping the teacher assess student progress, for aligning instruction and assessment, and for having conversations about the language arts curriculum. For one thing, the writing rubrics give students clear directions of what should be demonstrated in their writing in terms of contents and quality of language. With these rubrics, students are able to know what the teacher is looking for, and in turn, show their abilities in those areas. For another thing, providing students with assessment rubrics helps the teacher recognize the strengths and weaknesses of students. By comparing the requirements in rubrics and student works, the teacher is capable of diagnosing the areas that need improvements, thus planning and giving instructions purposefully. It is also beneficial to collect Ava's writing throughout the semester in a final portfolio (Herrera et al., 2013, p.29), which is an authentic assessment that helps the teacher monitor how she has made progress over a long period of time.

Assessment Calendar

Weekly	Listening Comprehension	Formative listening comprehension test
	Reading	Dialogue journal
Semimonthly	Writing	6+1 Writing Assessment (Six Trait Writing Rubric)
Monthly	Oral Language	Narrative, expository and persuasive tasks (Observational protocols)
	Reading	Running Records
Half-yearly	Writing	Portfolio
Yearly	Standardized Assessment	TN Ready

		ACCESS test

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Appendix A: Informal Interview

Demographic information:

- What's your name?

- How old are you this year? Which grade are you in?

- Where is your home country?

- When did you and your family move to the United States? Why?

What is your native language?

- Do you still have opportunities to speak your native language?

- When/where/and with whom do you speak your native language? (Parents, siblings, friends)

- Can you read and write in your native language?

- What language(s) do your family members speak?

Except your native language, what other languages do you speak?

- Why did you learn each language?

- In what context did you learn each language?

- Which language do you speak best?

- Which language do you prefer speaking?

English language acquisition:

- Did you learn English in your home country?

- Can you describe a typical English class in your home country? What do teachers do? What do students do?

- How long have you been learning English?

- Why do you learn English?

- What do you do now to learn English?

- When/where/and with whom do you speak English? (Teachers, classmates, during class, after class)

- How would you describe your English language ability? (Reading, listening, speaking and writing)

- How do you feel when you take EL class? Why?

- Do you like learning English?

- What your parents' attitudes towards your learning English? (Support?)

Appendix B: Who Am I Chart

WHO AM I   NAME:

What Makes up ME

My Home, My Heritage	Interest/Hobbies
Where are you from? Include city if you know it.	What are your hobbies?
I come from Venezuela. The city is Called Caracas and I born there.	I like make my own clothes and practice tennis.
How many family members are there? Where are they now?	
WE are six in my family. They Live here, in the United stated.	If you could choose, which hobby would you want others to learn and discuss about during class?
What language do you speak at home?	
Spanish and English.	
Did you go to school in your home country? Did you like it?	
I did go to school in my home cantry and I Like it did	
New Country, New Identity	**Goals**
Where do you use English? How well do you use it?	What is your goal for this semester?
I use English when I'm in the school, supermarket, job etc. I think I am not the best but I am trying	My Goals for this semester is get a 100 grades in all my objects.
Do you like school here? Why or why not?	
I like school here, becouse you have the oportunity to study with a good teachers.	What is your goal at John Overton High School?
What is the difference between school here and the school at your home country? The first different is the lenguage. Second, the diversity of cultures. Also, there are objects that I never take.	Could be to graduate in this school
What do you expect to learn from school here?	What is your goal for the future? What do you want to do?
I expect to get all the Knaulloge that I need for to go to Collage.	I want go to the University or Collage and be better in my habilitis maken clothes and programing things at the computer.

Appendix C: Literacy Survey for English Language Learners

18 ASSESSING ENGLISH LANGUAGE LEARNERS

APPENDIX 1.4

A Sample Literacy Survey for English Language Learners

Directions: Which kinds of materials do you read and write outside of school? Mark the box to show whether you use your first (or native) language (L1), Spanish, English (L2), or both languages when you read and write.

Before or after school . . .	First or Native Language (L1)	Second Language, English (L2)	Both Languages (L1 + L2)	Not Applicable
I Read		✓		
Street signs and names		✓		
Maps or directions		✓		
Schedules (e.g., school bus or train)		✓		
Newspapers			✓	
Magazines				
Notes from friends, such as e-mails			✓	
Information from the Internet			✓	
Brochures/pamphlets		✓		
Short stories			✓	
Poetry				✓
Books			✓	
I Write				
Information on papers or forms			✓	
Lists			✓	
Memos or notes			✓	
E-mails			✓	
Letters to family members or for school			✓	
Short stories			✓	
Poetry or songs				✓

SOURCE: Adapted from Gottlieb (1999a).

Appendix D: Sociocultural Checklist

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SOCIOCULTURAL CHECKLIST
To be completed by referring teacher(s).

Student/ID#:		Date: Age: Teacher:
Sociocultural Factors		Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level	✓	Recent immigrant, refugee, migrant, or resides on reservation
	✓	Does not interact much with majority culture peers or majority cultural group.
		Displays confusion in locus of control.
		Displays heightened stress or anxiety in cross-cultural interactions.
		Oral expression contains considerable code switching.
		Expresses or displays sense of isolation or alienation in cross-cultural interactions
% Checked: 33%		Out of 6 total = 2
Cognitive Learning Style		Few cognitive learning strategies appropriate to classroom/school.
		Cognitive learning style different or inappropriate in relation to teacher's instructional style
		Easily frustrated or low perseverance in completing tasks.
		Retains learning strategies that are no longer appropriate.
		Displays difficulty with task analysis.
% Checked: 0%		Displays difficulty with understanding and applying cause and effect.
		Out of 6 total = 0
Culture and Language	✓	Comes from non-English speaking home.
	✓	Comes from a culture or ethnic group different from mainstream America.
		Family emphasis support of family or community/group over individual effort.
	✓	Comes from non-English speaking geographic area.
		Has culturally appropriate behaviors that are different from expectations of mainstream.
% Checked: 50%		There is no support in the home for bilingual and bicultural development.
		Out of 6 total = 3
Experiential Background		High family mobility.
		Limited or sporadic school attendance.
		Low socioeconomic status.
		Little exposure to subject or content or not familiar with material.
		Disrupted early childhood development.
		Few readiness skills.
		Does not know how to behave ion classroom.
		Different terms/concepts for subject areas or materials and content.
% Checked: 0%		Uses survival strategies that are not appropriate in the classroom.
		Out of 9 total = 0
Sociolinguistic Development		Does not speak English
		Limited academic language in native language.
		Limited social language in English.
		Rarely speaks in class.
		Speaks only to cultural peers.
	✓	Limited academic language in English.
		Asks a peer for assistance in understanding.
% Checked 13%		Appears to know English but cannot follow English directions in class.
		Out of 8 total = 1

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Appendix E: Ava's WIDA Screener Results

	Raw Score	Result
1 SCREENER Listening	2.000	Emerging
2 SCREENER Speaking	1.000	Entering
3 SCREENER Reading	2.000	Emerging
4 SCREENER Writing	1.000	Entering
5 SCREENER Oral Language	1.500	Entering
6 SCREENER Literacy	2.000	Emerging
SCREENER Overall	1.500	Entering

Appendix F: WIDA Rubrics

Figure H: WIDA Performance Definitions Speaking and Writing, Grades K–12

WiDA

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level Linguistic Complexity	Sentence Level Language Forms and Conventions	Word/Phrase Level Vocabulary Usage
	Level 6 – Reaching Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

…within sociocultural contexts for language use.

Appendix G: Ava's SOLOM Results

Student Oral Language Observation Matrix: SOLOM

Student Name _____ Rater Name _Ningxin_ Date _10/5/2018_ Total Score _ZO_

	1	2	3	4	5	Notes	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	The reasons why her family moved to the US. Why did you learn English in your home country (general an parents	4
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	Do you speak English? they... they not yet. Her experience of learning English. Describe an English class in her home country. Explain what is "English Three class.	4
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	Do you have any brother or sister Yes, I have siblings. ✓ I didn't take that serious ✓ formal It's my favourite class. ✓ classmates are so loud terrible ✓ noisy	4
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.	Venezuela basic [ei]→[ai] three→tree tennis→chinese Mathmatics [æ]→[ʌ]	4
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	I didn't feel security The little one is my sister He is seven. Just one, my uncle, they know how to speak English. Since those four months (In the past four months) I am try to learn... I was learn...	4

Appendix H: Running Records

Public Transportation

Transportation is how people travel. In Chicago, people travel to work in many ways. Some walk. Some drive cars. Many take a bus to work. And others take a train. The buses and trains are part of public transportation. They are part of a system. A system is how a lot of parts work together. The parts of public transportation in Chicago are all part of the Chicago Transit Authority, or CTA. Long ago, people walked to other places when they lived here. Or they rode on horses. Today, there are thousands of people who work in public transportation.

Public means everyone, and transportation means travel. Public transportation is a way everyone can travel in Chicago. If you look at the transportation map, you will see routes. Those are the ways the buses and trains go. The people who planned the routes looked at where people live and where they want to go. Many of the routes help workers get to their jobs every day.

Transportation means work, too. There are thousands of people who work to make the transportation system work. Some are bus drivers. Those drivers need more than a drivers' license. They complete special training to be drivers. That includes how to maneuver the big bus. Imagine turning a corner in a big bus. That is not easy. They need to learn how to communicate with the public, too. Many

drivers face problems every day. For example, tourists from other countries may get on a bus and ask a question in a foreign language.

Trains have drivers, too. Those are called engineers. The train stays on a track, so they do not have to worry about turning corners. But they have to make sure the train moves at a safe speed. There are signals along the track that alert the driver when there is danger. The driver has to respond quickly.

There are many transportation workers you don't see but who are part of getting you places. They work in the offices where they oversee the trains and buses. They keep track of where all the trains and buses are. They watch the traffic. They watch it on computer monitors. They are not watching the cars they watch symbols on the computer screen that tell them how much traffic there is on different routes.

They plan changes in public transportation, too. The planners look at where people live. They look at the number of people who travel to work in different areas each day. They figure out if they should add more buses or trains. They figure out if they should change the route of a bus. They can't change the route of a train, but they can add more train lines. In fact, Chicago added a new line a few years ago. It is the Pink line.

— pronunciation only? public, alert, quickly, rode, buses, changes, areas, should years.

— most of the time. S & V

Appendix I: Ava's Writing Sample

PARAGRAPH WRITING

1. Thinking

Don't Breathe
- an horror film
- the scream play was in the darkness
- it's a movie full of suspense.
- About three friends who get trapped inside a blind man's house.
- the blind man wanted to kill everybody and he knew how to do it
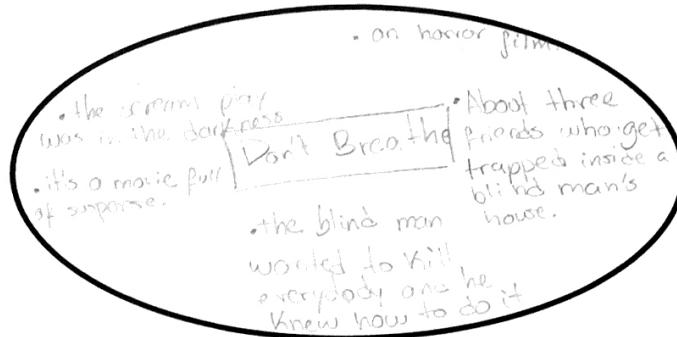
2. Planning

The scariest movie I have ever seen is Don't Breathe.

First,
Next,
Finally,

First, Don't breathe was scary because it is an horror film.

Next, the blind man in Don't breathe wanted to kill everybody and he knew how to do it.

Finally, Don't breathe is one of my scariest movie because it's full of suspense, you're feeling paint for the characters and anxious about what may happen.

For example,
Specifically,
To explain,
For instance,

To explain, it's focuses on three friends who get trapped inside a blind man's house whil breaking into it

For example, the man kilktwo guys with his own gun. Just one girl was still alive but trapped. they she hits him repeatedly and she left beliving he was dead.

Specifically, because all the scream play was in the darkness and that puts your five senseto the test. More when someone wants to kill you.

These are the characteristics that I like and scarie the most in Don't Breathe horror film.

The scariest movie I have ever seen is Don't Breathe. First, Don't breathe was scary because it is an horror film. To explain, It is focuses on three friends who get trapped inside a blind man's house while breaking into it. Next, The ~~scary~~ actor in Don't Breathe was ~~the~~ scary because he was blind man. He wanted) to kill everybody in "self defense". To explain, ~~Besides wanting to save the money that the thieves were looking for.~~ He was a retired military man so he knew how to kill. ~~For example~~ The blind man killed two guys with his own gun. ~~Just one girl was still alive but, trapped anyway. Then he hits him, repeatedly times on his head and she left begining he was dead.~~ Finally Don't Breathe is one of my scariest movies because it's full of suspense. You are feeling paint for the character and anxious about what may happen. Specifically, ~~because~~ all the scream play was in the darkness and at the end the blind men didn't died and started looking for the girl. That puts your fire senses to the test. ~~Especially~~ Especially when someone wants to kill you. These are the characteristics that ~~I like~~ make ~~and scarie the most in~~ Don't Breathe ~~horror film.~~ the scariest movie I have seen.

(100)

Appendix J: Six Trait Writing Rubric

Six Trait Writing Rubric

	Ideas / Content	Organization	Conventions
6	Especially clear, focused, interesting, controlled Main ideas stand out Strong support: rich relevant details well-suited to audience and purpose Thorough, balanced, in-depth explanation Makes connections, shares insights	Organization appropriate to topic Effective sequencing, easy to follow Strong inviting beginning Strong, satisfying conclusion Smooth transitions Details fit where placed	Strong control of conventions: spelling, paragraphing, punctuation guide reader Unusual use may occur for stylistic effect Skill in using wide range of conventions Little or no need for editing
5	Clear, focused, interesting, controlled Main ideas stand out Strong support: relevant, carefully selected details well-suited to audience and purpose Thorough, balanced explanation Makes connections, shares insights	Organization appropriate to topic Effective sequencing, easy to follow Inviting beginning Satisfying conclusion Smooth transitions Details fit where placed	Correct grammar, usage, spelling Sound paragraphing Few capitalization errors Skill in using a wide range of conventions Little need for editing
4	Easily identifiable purpose; clear main idea(s) Supporting details relevant, but limited and/or too general for audience and purpose Topic is explained, but details may be somewhat out of balance with main ideas Some connections, insights	Organization predictable, too obvious Clear sequencing helps reader, but weak Developed beginning not inviting Developed conclusion lacks subtlety Transitions are stilted or predictable Body easy to follow with details that fit	Control of conventions, but not wide range Basically sound paragraphing structure Minor, occasional lapses in grammar, usage, spelling, internal sentence _Few capitalization errors_ punctuation Errors don't confuse reader Moderate need for editing
3	Easily identifiable purpose and main idea(s) Predictable, obvious main ideas heard before Support attempted: limited, out of balance, off topic, predictable, and/or overly general May have clichés, stereotypes Difficulty moving from general to specific	Sequencing attempted, but unclear Undeveloped or obvious beginning / ending Overuse of a few transitional devices Too tight formulaic structure Confusing placement of details Organization breaks down in places	Errors begin to interfere with readability Some control over only basic conventions Text too simple to evidence mastery Significant need for editing
2	Unclear purpose, main ideas Minimal development; insufficient details Irrelevant, off-topic details Excessive repetition	Sequencing frequently unclear Missing or undeveloped intro, body, ending Transitions missing, ineffective, overused Randomly placed details confuse reader	Little control over basic conventions Errors interfere with meaning Substantial need for editing
1	Ideas extremely limited or unclear Minimal development; too short	Lack of effective sequencing, transitions No beginning, ending	Very limited skills in conventions Errors interfere with readability Extensive need for revision

4   5   4

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	Voice	Sentence Fluency	Word Choice
6	Effective, appropriate level of closeness to or distance from audience for purpose of writing Exceptionally strong sense of audience A sense that the topic comes to life with appropriate originality, liveliness, honesty, conviction, excitement, humor, suspense	Effective, effortless flow, rhythm Extensive variation in sentence structure Patterns add interest, power, grace Sentence structure helps meaning Strong control of structure, style, dialog Expressive oral reading is easy, enjoyable	Powerful, accurate, specific words energize writing, evoke strong images Fresh, original expression Vocabulary striking, varied, but natural Slang, if used, is purposeful and effective
5	Appropriate level of closeness to or distance from audience for purpose of writing Strong sense of audience A sense that the topic comes to life with appropriate originality, liveliness, honesty, conviction, excitement, humor, suspense	Easy flow, rhythm Variation in sentence structure Sentence structure helps meaning Control of structure, style, dialog Expressive oral reading is easy	Accurate, specific words give energy to writing Fresh, vivid expression Vocabulary may be striking but natural Slang, if used, is purposeful and effective
4	Voice present, but inconsistent level of closeness to or distance from the audience A sense of audience; writer aware of reader but not consistently employing appropriate voice Uses liveliness, sincerity, humor, but at times, inappropriately casual or formal	Natural sound, may lack rhythm, grace Some repeated patterns of structure _because_ Strong control over simple sentences; variable control over complex Lapses in control Ease in oral reading	Words functional but do not add energy Attempts at language may seem overdone Technical jargon may not suit audience or purpose; slang not particularly effective Some fine moments; generally avoids clichés
3	No apparent matching of voice to topic, purpose, audience Occasional sense of the writer Limited ability to shift to more objective voice when necessary	Some fluid, others choppy, lack energy Some structure variety, some repetitive Little control over complex sentences Lapses in control; stilted or unnatural Requires reader to slow down or reread	Words ordinary, rarely capture reader Most words accurate; some not Attempts at colorful language overdone Relies on clichés and overused expressions Language inappropriate for audience, purpose
2	Lack of audience awareness; little sense of "writing to be read" Little or no hint of writer behind words Voice overly formal or personal	Awkward, choppy, rambling construction Sentence patterns overly repetitive Difficult to read aloud	Words colorless, flat, or imprecise Repetition Relies on worn, detracting expressions Fuzzy or absent images
1	Flat, lifeless, stiff, mechanical Lacks audience awareness; doesn't engage reader No hint of writer behind words	Confusing word order clouds meaning Fragmented, confusing, choppy, rambling Difficult to follow or read aloud	General, vague words do not communicate Words limited, inadequate, do not fit

5   4   5

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