Capstone: EFL Teaching Portfolio

Gaoyang Su

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Vanderbilt University, Peabody College

## Abstract

As a teacher candidate, the EFL Portfolio will demonstrate my understanding of teaching philosophy and the knowledge of how to best serve my students in the future teaching career. The Portfolio first presents the three essential theories-funds of knowledge, culturally responsive teaching and constructivism, which provides a framework to analyze how I implement high-quality instruction. In my second part, the artifact analysis consists of four professional knowledge areas in TESOL domain: Learner, the Learning Contexts, Curriculum and Assessment. In each domain, I incorporate the past teaching and learning experiences to specifically explain the application of philosophy in my practices by providing different artifacts. In addition, I summarize and reflect on those tangible experiences, exemplifying both strengths and weaknesses that could be improved in my future teaching. In the final section, Implication and Future Consideration, I include my expectation of being a professional and caring teacher, the challenges ahead as a Chinese EFL teacher and the areas that need improvement.

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**Philosophy of Teaching**

At the beginning of my teaching philosophy, I came to think about what I wrote down in my personal statement talking about the passion for being a teacher, dedicating myself to supporting students in their language learning journey. As high school learning is an important turning point for most students in China, I will come back after graduation and serve as an international high school teacher in Shanghai. Instead of choosing public schools, international high schools are more open and diverse in terms of school cultures and values, which are quite similar to my learning experiences. The majority students are Chinese students preparing to study abroad, and other students can be Korean and European students whose parents are working in China. As a high school teacher, I would like to build a positive teacher-student relationship, being open-minded to them and promoting a sense of belonging in the classroom. Hopefully, the fluid relationship between teachers and students can encourage them to actively participate in collaborative activities and express their ideas freely. Comparing with the students in public high schools, international high school class adopts smaller class size of fewer than 30 students, ensuring that teachers are able to organize more interactive activities like doing posters in groups or having a debate in class. Teaching in this kind of atmosphere allows me to have enough time and space to observe my students and give them feedback in time. Therefore, I can make informed decisions accordingly and adjust my lesson plans as well. After reading lots of articles including different philosophies, I realize how important it is to form a personalized teaching philosophy before starting my teaching career. I am eager to apply what I've learned into a real classroom setting. As an effective teacher, I will utilize the concepts of funds of knowledge, culturally responsive teaching, and constructivism in order to have more explicit expectations and implement effective strategies in my class.

**Leverage students' Funds of Knowledge**

First of all, it is essential to maintain a welcoming community and understand the strengths of diverse cultures students bring into the class. Moll et al. (1992) suggest that funds of knowledge from student's household contains ample cognitive and cultural resources that teachers can utilize in teaching. I believe home visits are necessary to help me gather information and make assessment about student's language abilities and learning processes, finding resources that are useful for my instructional activities. For instance, the religious information from different families can inspire me to develop a topic for students to understand multiculturalism. Furthermore, I would like to create an interactive art gallery in the classroom, posting students' art works reflecting their family culture. In so doing, it helps build a sense of community and empowerment in the classroom. In Jiménez et al's "Transnational and Community Literacies for Teachers" (2009), they point out that teachers should try to integrate transnational literacies into classroom instruction which helps teachers to better understand students' lives and in turn students can be more fully engaged in language learning and achieve better outcomes. I like the values Jiménez et al. convey in the article since it inspires me to realize the importance of recognizing the uniqueness of all students and there is something special that students can bring to the classroom. In the context of an international high school class, I desire to utilize student's different cultural resources such as their Chinese and Korean background. For instance, I would provide more space for students, encouraging them to share their personal understandings of particular topic. In other words, designing activities intended to create a secure environment and opportunities would engage students to share their values and ideas in front of the class. Given the location of Shanghai, one of the busiest international ports with great diversity, it would make sense to have a field-trip to explore some communities such as the Japanese community located in Hongqiao district. Students can also take some pictures of their community literacies and discuss their findings in class. Hopefully, this activity can stimulate minority students more actively in their learning. It is also a great

opportunity for students and me to get to know minority students in our community and promote students from different backgrounds to embrace the differences.

Furthermore, I believe that an effective teaching process also relates to the funds of the knowledge that involves family participation. I will try to seek ways to connect with students' families and work with my colleagues to apply the knowledge we learnt into my curriculum designs. To be specific, I will choose several students from different cultures each year and walk into their families and communities. With the consent of families, I will tape our whole conversations since I believe every family has their unique and useful funds of knowledge. After discussing with my colleagues about communities children live in and analyzing the content we recorded, I will better understand the potential factors that might influence the students' learning and create some effective instruction relevant to their cultural knowledge. For example, it could be an activity that we invite some parents who are specialists in certain areas to share their knowledge in the classroom. Looking back at the whole process of home visits, I think they provide great opportunities for both parents and teachers to get to know each other and exchange ideas about children's learning process, which help bridge the connection between families and the school and engage parents' involvement in students' education.

With regard to language teaching, a bilingual teaching strategy is significant to help students learn English efficiently, drawing on students' linguistics repertoires. The Principle of Promoting Additive Bi/Multilingualism mentions language varieties should be considered as resources for learning. Teachers can use a bilingual teaching strategy to model English while supporting their native language development (Jong, 2011). It suggests that teachers should try to seek ways to promote the development of bilingual repertoires. Applying this principle in real teaching, I can organize a book talk each week and let students bring their favorite books whatever languages they are. The purpose of this activity is to provide students with access to languages other than English and exchange ideas with each other. It is also a kind of way to

build a multicultural environment in the classroom. Furthermore, according to August et al (2010), bilingual education is beneficial for students to transfer their knowledge in one language and learn more easily in another language, easing their cognitive burden. With regard to my past experiences in international high school, there appears a common phenomenon that students are able to comprehend one thing in their native language, but it is difficult for them to understand the same concepts in English. In this case, I think using bilingual teaching would be a helpful way to support students' learning in transferring their knowledge and accelerate their comprehension.

**Implement Culturally Responsive Teaching**

Additionally, being an effective educator, I should not only care about their academic performance but also seek ways to understand my students on a more personal level. As Gay (2012) mentions in Culturally Responsive Teaching, caring teachers should genuinely honor their humanity and firmly believe every student has equal potential to succeed. Teachers are demanding but supportive and accessible, striving to understand students' experiences and perspectives and seek opportunities to turn their personal interests into academic success. As a teacher, I believe the role I play should not be limited to a teacher but also as a friend. Each student should have access to come to me when they need help with academic questions or life issues. For most high school teenagers, they are in one of the most important stages in their life as they are going to walk into adulthood.  They begin to consider the future and their identity. They tend to become psychologically fragile and thirst for encouragement, acceptance and recognition from others. Their hope can easily be dashed because of someone's words and disappointing outcomes. Thus, it is challenging for a high school teacher to balance between challenging students and caring about their feelings at the same time. To help every student in my class to achieve individual success, I will always let them know I have confidence in their abilities. I hope I can play an active role in building a relationship of mutual respect and trust.

Students are expected to come to me for any questions. Furthermore, I am willing to spend time getting to know my students, particularly about their interests and favorite subjects. I believe all those efforts are worth it because they ensure teachers to make informed decisions and better design the curriculum. For instance, if students are not motivated enough to engage in class, I would create and exploit materials students feel passionate about to arouse their interests and  fulfill my curriculum goals.

In addition, culture can indirectly influence student's school performance, which is why Culturally Responsive Teaching is important. According to Gay's statement, immigrant students may not be used to the decorum of how students and teachers interact in the foreign culture. In the context of international high schools, the majority students are Chinese students, and the classroom tends to be rather rigid and traditional. As a result, it could happen that minority students feel overwhelmed by the different interaction modes in this country, and they appear to be reluctant to engage in class activities. We as educators are supposed to clearly see this and try to create a relaxing atmosphere in the classroom, allowing students to express their ideas freely and promoting a relatively fluid relationship between teachers and students. Having individual conversations about their life and study can also be an effective way to help them overcome challenges.

**Promote Constructive Teaching**

Constructivism would help the teacher better design instruction, assisting students to achieve autonomous learning and their highest potentials. As Windschitl states (1999), constructivism aims to motivate students to actively research, interpret and build their knowledge systems in an individual way. With regard to the instruction, it requires teachers to give students more opportunities to practice problem-based learning, have dialogue with their peers and elaborate their understanding in different ways. As a matter of fact, in most Chinese classrooms, teacher-centered instructions with drill and practice become main tool for

knowledge transmission. I believe in order to educate students for best results, teachers need to take a role as facilitators instead of authorities. Therefore, I will guide my students to collaborate with each other to think about questions, cultivating their critical thinking awareness. For example, some students are from English-speaking countries, so I can pair them with students whose native language is not English. In this way, a collaborative learning strategy can be more effective to develop student's autonomous learning. At the same time, constructivism also places higher demands on assessment design. I can use a variety of assessment tools such as plays, presentations and journals to test students' mastery of knowledge. This requires me to think carefully about the purpose and efficacy of the assessment as I make the rubrics.

In conclusion, I think it is essential to review the theories we have learned throughout two years. A good teacher should know how to apply these theories into the classroom and create a harmonious environment, making students feel secure and joyful in school. As a future teacher, I will always be open-minded to welcome diversity into our classroom and understand the strengths of multiculturalism, willing to help my students in both academic performance and personal levels. I hope my bilingual strategy and curriculum design based on constructivism can encourage students to learn in a more efficient and autonomous way. Through collaboration with colleagues, families and communities, it ensures students are able to be exposed to various resources to learn and there are more interactions between parents and school. My teaching philosophy might change as I learn more in the future, and I feel excited to meet the challenges ahead.

**Artifact Analysis**

**Professional Knowledge Area 1: Learner**

This professional knowledge area concerns the Learner, in which students are the essential part in language teaching. Regardless of many instruction models and teaching

strategies, lots of successful teachers point out that getting to know your students is the secret that helps to make informed decisions and develop a positive teacher-students relationship. Only through engaging learners to actively construct meaning and negotiating, they could gradually master the skills of self-learning and make progress. However, to achieve that, there are a bunch of things teachers could do to better facilitate their learning. In addition to measuring students' language proficiency with a valid and reliable assessment tool, teachers need to do some necessary work in order to get to know about the students in terms of their funds of knowledge, prior schooling experience, cultural and religious backgrounds and linguistic knowledge. According to Gottlieb (2016), to build a linguistically and culturally responsive school, each learner should be viewed with inherent strengths, resources and assets and teachers can therefore build on the prior knowledge and experiences. In this section, I will analyze two artifacts associated with two TESOL Domains in this PKA as well as how that relates to my teaching philosophy.

**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.*

From my point of view, the standards imply two things. First of all, teachers need to recognize the importance of identity and context in learning. Apart from getting to know of students' inherent strengths and resources they bring to class, teachers are supposed to utilize the knowledge of identity in lesson plans, instructions and assessments. To connect it with my teaching philosophy, given the views of Jiménez et al (2009), recognizing the language resources of all students can better engage students in literacy learning, which opens a new door to fully address students' needs and develop their agency. In addition, it is helpful to create

a welcoming classroom environment and promote a relatively fluid relationship between teacher and students. In particular for immigrant students who might experience cultural shock and acclimate to the new environment, this could allow them to boost their confidence and increase the student interactions and teacher-student interaction.

**Artifact A**

Created as result of a field trip along with lots of research, the Community Literacy paper provides a well-rounded analysis of the Japanese immigrant community in Nashville in terms of deep understanding of its historical background of the Japanese community and the networks in Nashville, the linguistic and cultural aspects of the Japanese community and the average literacy rate in the Japanese population. It provides some initial ideas of how teachers could leverage the cultural and linguistic resources in their instructions and school community. Overall, there are three parts in the Community Literacy paper. First, it articulates the location and demographic statistics of the Japanese community in Nashville. Besides, it talks about how the Japanese community spreads traditional culture by holding festival events and exhibiting Japanese handicrafts and literature in various stores and city parks. Lastly, how the cultural and linguistic resources can be incorporated into lesson planning and class instructions.

In the first part, I explored the details of the historical distribution of Japanese immigrants in the United States and how they set up their community in Nashville. There are lots of Japanese stores spreading densely in a specific area, which can be related to the collectivist cultures rooted in Japanese people's hearts. This is precisely what teachers would expect to see because getting to know students' cultural backgrounds, the values their family emphasizes, and their home community is a significant part if teachers want to understand students' identity and context. Teachers can therefore utilize their funds of knowledge as valuable resources to better engage students in language learning and develop their agency and autonomy (Moll et al., 1992).

In the second part of Community Literacy, I introduced different kinds of community literacy I found in different stores and restaurants, which can be included in teaching activities. After carefully sorting this information, I classify them into three parts that could be useful for teachers. First of all, some literacy is about the information shown on the package of Japanese food and artifacts. Secondly, in the Japanese community, you could find there are lots of flyers on the walls, which are specifically pertinent to adaption of new life in the United States and advertisements of Japanese products. The last part is about Japanese comics and literature which is quite popular all over the world. Thus, this section provides teachers with great resources about what materials they can make use of in class.

The last part articulates how teachers could apply these cultural and linguistic resources by giving examples of teaching activities. For instance, lots of students including native English speakers show great interest in Japanese comics and cartoons, therefore, teachers could invite Japanese students to introduce their culture in class and have some open discussions and book talks about their favorite works, increasing the interactions between peers and building a welcome class environment. However, what seems to be missing in this paper is the partnership with students' parents, which is an important step in setting up effective instructions in language teaching. In order to help students overcome language barriers and acculturation, teachers and parents need to work together to support children getting through the hard time learning a new culture and language (Herrera et al., 2013). As parents are quite familiar with students' interests and uniqueness, they would offer teachers rich information about how to best assist students to achieve their personal goals. Therefore, I hope to build a close relationship with students' parents and make efforts together in promoting students' personal growth.

**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.*

Based on my personal understanding, the standard indicates that students learn the best when teachers use their background knowledge to explain the new concepts and knowledge. As Windschitl (1999) states, instead of passively receptive learning mode, constructivism means that students have potentials to take control of their learning process as they possess great life experiences and past knowledge that could be used to solve problems and make sense of the concepts through conversations with peers and teachers. Thus, building on students' background knowledge is a fundamental idea to practice this essential theory. Connecting to my teaching philosophy, it would be essential for me to consider how to use different strategies and methods to create a constructive classroom in order to better support the students and refine my practices as a facilitator. In addition, aligning instructions with students' background knowledge is an essential part of creating culturally responsive teaching environment. According to Daniel & Zybina (2018), practicing culturally responsive teaching requires teachers to go beyond the regular curriculum and ensure the instructional approach is relevant to students' lives in and out of the school setting. These teaching concepts encourage me to structure intentional lesson plans supporting my students to apply their background knowledge through negotiation with their peers.

**Artifact B**

The artifact I chose for this standard is the lesson plan I structured in my practicum in John Overton High School. Here is some background information: the students in my class are 11th graders. Most of them speak Spanish and others are from some African countries, whose first language might be French. According to my mentor's description, their English language proficiency is at the level of 3.0 to 3.5, which means they are able to produce simple sentences

and recognize some high-frequency words. The topic for this lesson was Having our Voice Heard, addressing the racial issues that actually happened in our society. I chunked the text into small pieces and pulled out part of it as our mentor text, which was basically talking about how Nashville teenagers found ways to protest and have their voice heard by the public in terms of the death of George Floyd. The content objective for this lesson is that students will be able to analyze the text and identify the sequence of the events with the help of the signal words. The language objectives are students will be able to write down the sequence of events using the sequence map. At the end of the lesson, students would be able to compose a short paragraph describing an event with the use of sequencing words as their homework.

Initially, aiming to connect students' prior knowledge to the text, I chose Martin Luther King's speech which was learnt from students' history class. Instead of directly listening to my introduction of the topic, I had students watched the video first to get to know about the racial issues that existed in history and how people at that time handled this problem. In the discussion part, students were required to talk about what they observed in the video. Since students have some background knowledge about Martin Luther King, they were delighted to share what they knew about him and how he used his voice to fight against the racism in history. In this case, students took the active role of language learner, reflecting upon their prior knowledge and approaching the problems that exist in today's society. In the vocabulary teaching, although I was unable to speak their languages, I intentionally asked students to use their languages explaining the words and phrases. According to Daniel & Zybina (2018), affording students opportunities to use a translanguaging strategy could draw upon their linguistic repertoires, benefiting their own and other students from similar backgrounds in literacy learning. In the process of sense-making, students are able to constantly build on each other's ideas and reclarify what they think. Besides, to better prepare my students to autonomously complete the task, I integrated graphics to facilitate their understanding of the text through negotiation with

other peers. By underlining the signal words and synthesizing what they learnt, students filled out their discussion results in the sequence map, which aids them to analyze the sequence and the organization of the whole text. At the end of this lesson, the knowledge of text structure and organization will serve as a solid foundation for students to start their own writing. However, given the circumstance of online teaching, students are not used to drawing on their linguistic repertoires since students had very few experiences with this strategy and felt confused about its purpose. Next time, I would try to train students to use it as one of our regular practices and how meaningful it could be in language learning.

In conclusion, in this part I chose two artifacts to demonstrate my ability in the professional knowledge area of Learner, which contains two parts: 1) identity and context, 2) learning. Getting to know our students is essential step before you actually implement the methods and strategies to teach them English. In order to be an effective teacher, I should genuinely care about what students need, their strengths and background knowledge so that to develop meaningful activities and create high-quality curricula for learners. Despite the importance of learners, how to build a supportive environment in class is another essential aspect I need to consider.

**Professional Knowledge Area 2: The Learning Contexts**

From my point of view, the learning contexts mainly refers to the environment where the learning occurs. Based on my knowledge and past experiences, students make progress when they are immersed in a challenging but supportive learning environment. There are numerous ways that teachers could do to create an effective learning environment. To be more specific, students are given equal opportunities to participate in task-based assignment, interacting with other peers and thus reinforcing their understanding of particular concepts. We teachers need to believe every student in class has equal potential to succeed no matter what their ethnicity, backgrounds and races are, setting high expectations and respecting their

uniqueness (Gay, 2010). In this section, I will discuss what TESOL Domain 2 instructing emphasizes and how it connects to my teaching philosophy that teachers need to create supportive learning environments for linguistically and culturally diverse students.

**TESOL Domain 2: Instructing**

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

Based on my understanding of this domain, the standard implies two things that are crucial for teaching. First of all, teachers are supposed to create a supportive and caring environment for students to learn. Aligned with Bondy et al.'s (2007) views, students need to feel supported as they face significantly challenging tasks through their learning process. Immersed in a respectful, culturally sensitive and supporting environment, students would agree to being more cooperative and productive in the classroom. What's more, in addition to building a strong teacher-student relationship, promoting positive student-student interactions is also crucial in the academic learning environment. (Bondy et al., 2007). According to Windschitl (1999), teachers are supposed to allow more space for students to take on responsibility exploring new concepts with their background knowledge rather than playing the roles as authorities, utilizing different scaffolding strategies (Hammond & Gibbons, 2005) and purposeful but meaningful instructions embedded with communicative approach in order to maximize cooperation between students (Celce-Murcia et al., 1995).

**Artifact C**

In this domain, I choose the School Visit paper as the sample to analyze how local school practices were implemented. I went to Glencliff High School to observe instructions and talked with teachers there about how they enhanced ELLs' English proficiency using sheltered instruction. The paper mainly focuses on three parts: first, I gave an overall introduction about school population and community supports provided for students and

parents through doing research online and interviews. The second part is about my observations in school, especially focusing on how teachers implemented instructions and organized class activities. For my last part, I proposed recommendation for local school practice based on my analysis.

In this paper, according to my investigation online and experiences, Glencliff High School is one of the most diverse schools in Nashville, consisting of lots of linguistically and culturally diverse students. Hispanic students make up the majority ethnic group almost up to half of the school population. I easily found that the languages on all the bulletin boards and posters hanging on the wall are in both English and Spanish. At the reception desks, all the staff are able to speak fluent Spanish, providing assistance in translation for any parents who want to know how their children performed at school. That's precisely what I hope to see, that the school creates a supportive and inclusive environment for all the students as well as their parents, which aligns with Daniel & Zybina's (2018) views that affirming students' cultural and linguistic backgrounds while making them feel comfortable and secure would be essential parts in cultural responsive pedagogy. What's more, as for the instruction part, when I observed the first class which was taught by Ms. Susan, she was supporting her students with their individual assignments by instructing them one-by-one. I was very impressed by how patient and caring she treated all students even if students made some inappropriate noises in the classroom. As Ms. Susan said, "I love my students. They are all smart kids. Sometimes they were just frustrated because their English language proficiency was limited.". Her words show that she is a caring and compassionate teacher who can truly relate to her students at personal level but hold high expectations for all of them, which corresponds with Gay's (2012) culturally responsive teaching principles. Moreover, she did pretty well when she utilized translanguaging skills as she switched back and forth between English and Spanish, drawing upon students' linguistic repertoires and background knowledge to help them better understand

new vocabulary. In addition, she also designed picture-based scaffolding, using visualizing strategy to make the contents more comprehensible to students.

However, one thing I want to mention in her instruction is that cooperation between peers is limited in class. Students had less opportunities to communicate using the target language and interact with their peers as the lesson mainly focused on grammar teaching and sentence structure practice. In a culturally and linguistically diverse classroom, the lesson would be more effective if students are given chances to use the language meaningfully and authentically in collaborative tasks (Celce-Murcia et al., 1995). Instead of giving one-on-one instruction, I would have students work in pairs to give each other feedback first and come back to whole class discussion.

To sum up, the Learning Contexts section mainly emphasizes on how to create a supportive and caring environment for learners, encouraging students to participate in productive and meaningful interactions in the classroom. The next section will focus on how to design the Curriculum for students with intentional and effective instructions.

**Professional Knowledge Area: Curriculum**

This professional knowledge surrounds the area of Curriculum, which is an essential foundation to ensure students have a coherent learning path. It involves how teachers prepare the course and deliver content with a great deal of effort, times and expertise. A well-crafted curriculum requires teachers to consider students' learning purposes and what outcomes they are expected to achieve. In a broader sense, it is pertinent to national education policies that students at different ages are supposed to meet the academic requirements at certain levels. To narrow it down, the design of curriculum is closely related to goals local schools set for students and the expectations from parents. Accordingly, teachers are supposed to thoughtfully design the lesson plans, choose the materials that are effective and authentic, practice the appropriate teaching methods and use the assessments that will be able to evaluate students' learning

outcomes. In this section, I will examine two TESOL domains-Planning and Content, in alignment with my 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.*

Based on my personal experiences, most schools in China will provide teachers with unified curriculum so that teachers just need to design the lesson plans according to demands and students' diverse needs. In this case, Heineke et al. (2015) address the central roles of teachers who are active policy agents making daily decisions to meet learner goals. For one thing, making instructional adaptations ensures learners, especially struggling ones, to achieve better outcomes and increase their motivation in language learning (Carrasquillo et al., 2014). For another thing, the lesson plans should also consider drawing upon students' background knowledge and apply it into new tasks, which aligns with a culturally responsive teaching pedagogy. Students would feel safe and supported as teachers affirm their identity, more willing to participate in and expand their background knowledge. In addition, providing scaffolding for diverse students is an essential step that will serve as the guide and tool to help students accomplish the challenging tasks in a manageable way, facilitating their understanding to ultimately achieve the learning goal. (De Oliveira et al., 2017).

**Artifact B**

The artifact I chose for this standard is the lesson plan from my practicum in John Overton High School, which contains the following parts: identifying content and language objectives, adaptive the contents, activating students' prior knowledge, peer interactions, and comprehensive input. This lesson was designed for a reading class situated in the English Language Arts area, targeting 11th graders whose English language proficiency is roughly at

2.5-3. Students have linguistically and culturally diverse backgrounds. Given the circumstances in pandemic, the plan was designed for online lessons.

First, since my class served as a supplementary class using sheltered instructions without specific plans, the content and language objectives are chosen based on students' language proficiency levels and curriculum demand, which is consistent with their reading class's assignment that students need to do critical analysis on the sequencing of events in literature. In order to enhance their skills in reading and writing, the text was thoughtfully chosen from the day's news, describing a group of teenagers in Nashville using their power to fight against racism. Considering students' language proficiency and comprehensible input, the text was chunked into small parts. The content objectives are that students will be able to analyze the text and identify the sequence of events, recognizing the signal words in text. The language objectives are students will be able to write down the sequence of events using the sequence map; explain the details and write a small paragraph using the signal words as the homework. Content objectives and language objectives are closely related to each other, helping students understand the contents while developing their language ability in reading, writing, speaking and listening (Carrasquillo et al., 2014).

Furthermore, the lesson utilizes different scaffolding strategies to help students achieve the expected outcome and ultimately complete the task independently. For example, at the beginning of the lesson, students will watch a short video related to Martin Luther King who addressed issues of racism in his speech. Since he was a well-known figure in students' history class, it is a good example for students to activate their background knowledge by connecting racial issues that had happened in history, which aligns with Hammond and Gibbons's views that students' previous lessons could be referred as good resources of prior experiences. In addition, the plan also utilizes semiotic systems such as PowerPoint, graphs, visual and aural supports including pictures and video, supporting their comprehension to make sense of the

text (Hammond & Gibbons, 2005). The students first learn the new vocabulary they will use in the text and then dive into the text to do close-reading. After that, we look at some common sequencing words that might be useful to detect the sequence of event. Under the guidance of the teacher, students analyze the text and try to find the signal sequencing words. After modeling part, students annotate and fill out the sequence map in break-out rooms to organize the events on the PowerPoint. Overall, the purpose of the activities serve as the scaffolding for students to use in the writing assignment.

However, one of the limitations in this lesson plan is how to truly engage students in communicative activities. Even though one of my objectives is to integrate language with content in the lesson plan, it seems that students still didn't have enough interactions to produce the language. How to maximize the opportunities of practicing the language in an authentic context is something I need to work on. Something I could make change is to pair more advanced ELLs with students at lower-level English proficiencies, so students can subconsciously learn from each other and improve their communication skills as well. In the next section, we will focus on the content as part of domain in Curriculum.

**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 point of view, this domain indicates several levels of meaning. First of all, language learning happens when students truly use the language to communicate in an authentic context. Secondly, classroom teachers are supposed to teach the content area

knowledge while developing students' language proficiency, which requires teachers to integrate content and language learning in the course (Carrasquillo et al., 2014). Referring back to my Teaching Philosophy, when considering the instruction that could develop students' communicative ability, teachers are supposed to take advantage of students' funds of knowledge that could be seen as valuable resources and materials to incorporate into our instructional practices (Echevarría et al., 2017).

**Artifact D**

The artifact in this domain was chosen from one of my assignments from the course Teaching Second Language Literacy. Because I didn't teach this lesson, I will talk about what I would have done. The lesson plan was made under the US context for an English Language Arts class with a group of culturally and linguistically diverse students. In this class, the content objective is that students will be able to identify Paola Reize's culture, life experiences and values in her autobiography. The language objective is that students will be able to write an autobiography using their funds of knowledge with the help of graphic organizer.

The text is selected from a text written by an immigrant Mexican student who has quite similar backgrounds with students in class, since most of my students might come from Hispanic families based on my practicum experience in ELL class. Therefore, the text would be much more relevant and culturally appropriate, partly to reflect a culturally responsive teaching pedagogy since I genuinely value my students' identity and culture. In order to do scaffolding for their individual writing, I would invite my students to read the text, thinking about what the girl mentions in her autobiography. The students will discuss in groups and come back as a whole class discussion to share their ideas. After explicitly analyzing the mentor text, we will start to draw the brainstorming map. I would first prompt students to think about what they can include in their autobiography connecting to their personal experiences. Students

will discuss in groups for few minutes and they are encouraged to share their ideas in class. I will write down their ideas on the whiteboard filling out different bubbles.

At the end of class, students will try to write a short draft using the brainstorming map on the board. Overall, these activities would provide students with opportunities to practice their abilities in reading, writing, speaking and listening. Through the interaction with other peers, the activities ensure that students can communicate with each other in a meaningful context, building upon each other's ideas either in pairs or in groups. As a result, the activities enhance their fluency and increase their motivation as they are telling something they are familiar with such as their interests and family culture.

However, the lesson plan still has space to improve, such as empowering students to dominate the brainstorming process. To increase students' engagement, I would assign each group a poster to draw the map and leave some time for them to introduce it by setting maps up around the classroom. Students can even have a gallery walk to exchange ideas with other groups. In general, it is essential for teachers to consider how to embed communicative language teaching in the lesson plan, utilizing students' funds of knowledge and interests to enhance students' oral language skills. To further develop more effective lessons and curriculums, I would like to include more performance-based tasks and authentic materials in my class, continually working on how to create an engaging and communicative classroom environment. However, teaching is not only about transmitting knowledge. It is critical for teachers to evaluate whether students comprehend what they are supposed to learn. In the next section, I will demonstrate my professional knowledge in assessment.

**Professional Knowledge Area: Assessment**

The last professional knowledge area is about assessment, which is an important step in our teaching process. It helps the teacher make informed decisions to improve the instruction through looking at students' data gathered from the assessment (Gottlieb, 2016). In my past

experiences, school and classroom teachers often use standardized tests to measure students'
English language skills, which makes me wonder if they truly reflect students' language
proficiency. After getting to know different pedagogies and philosophies, I came to realize that
standardized tests are just one part of assessment formats. We as teachers need to continually
think about how we could choose the appropriate assessments that work best for our
instructional activities and students' educational paths. In the following section, I will
demonstrate my knowledge in the TESOL domain of assessment and how I enacted it as a pre-
service teacher.

**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.*

In my perspective, this standard indicates that teachers are supposed to recognize the
importance of gathering information with assessment tools and use it as a guide to adjust the
day-to-day instructional plan. Furthermore, based on assessment results, teachers should
provide comprehensive feedback for students in order to better support students' linguistic and
intellectual development (Echevarría et al., 2017). The information collected from the
assessment would allow teachers to determine the way that works best for students in terms of
grouping of students, time allocation for learning activities and materials selection (Gottlieb,
2016). Looking back to my Teaching Philosophy, I am convinced that there are many forms of
assessments such as formative and authentic ones that could be more motivating and engaging

for students. Teachers could capitalize on students' funds of knowledge to create reflective activities that make students feel safe and comfortable to show their abilities authentically.

**Artifact E**

The artifact I chose for this domain is from the assignment in my assessment class-Evaluation of Language Use in the Content Area. In this assessment, I provide a complete analysis of the student's reading and writing ability, incorporating the running record and 6-Trait rubric. The student in this report is Kenji, a Japanese student coming to the United States for an exchange program. Due to the unprecedented pandemic, I didn't get the opportunity to come to a local high school for an interview. Instead, I did my analysis based on a video recording and a Kenji's writing sample from Purdue College English Language Learner Portraits. This Analysis Paper consists of four parts. The first part is about background introduction including his cultural, educational and linguistic background, interests and motivation for learning English. In the second section, I provided comprehensive feedback regarding his performance in oral language and reading comprehension in the content area. To be more specific, Kenji was required to read two short texts and answer several open-ended questions in the video while I did my running records. In the third part, I looked at Kenji's writing sample and assessed his writing ability according to the 6 Trait Rubric. In the last section, I provided instructional recommendations on how to further improve his English skills.

In terms of planning and instruction, based on my evaluation for Kenji's reading and writing ability in the content area, I developed the instructional plans and assessments accordingly to improve his English language proficiency. With regard to instructional plan, I offered some suggestions in terms of vocabularies, grammar, oral language, reading and writing. In consideration of his interests in cartoon and animation, teachers could select some interesting topics relevant to it, which could foster his agency and motivation in English learning. In addition, I intend to hold one-on-one individual meetings regularly to check on his

understanding and make reflection together. As for class activities, students will write down short paragraphs and have peer discussions about their home culture, which is also a kind of way to capitalize on students' funds of knowledge.

Furthermore, as Carrasquillo et al. (2004) states, running records would help teachers to identify strengths and weaknesses, providing information for teachers to monitor students' progress. By utilizing the running records, it gives me a clear picture of what Kenji could improve in his reading such as morphology and vocabulary, which helps me as a novice teacher to determine whether the text is appropriate for students.

My rationale for the feedback is convincing and reasonable with the use of statistics and strong evidence to support. To sum up Kenji's reading ability, overall, his English is good, which is intelligible without big mistakes. He could still improve in terms of specific content-area vocabulary and ability to analyze the text. In respect of his writing, according to 6 Trait Rubric, Kenji could get full credits for his organization and 5.5 credits for his conventions, voice and fluency. His writing sample shows that Kenji has good command of writing skills to freely express his ideas, only with a few minor grammar mistakes.

In conclusion, this artifact demonstrates my ability to use assessment strategies and gather the information for making informed decisions and providing constructive feedback. The design of assessment might not be the most authentic and reliable one in the case of Kenji. In my future teaching, I would consider using more systematic assessment tools such as Oral and Written Language Scales, which has age- and grade-based norms that are easy to implement and interpret the results in terms of reading, speaking, listening and writing. Due to the indirect way of getting the sample information, I personally can't make any changes on the interview questions or the interview mode. If possible, I was hoping to chat with Kenji about what he thought about my comments since students' feedback is also an essential part for teachers to make adjustments as well as to build a caring relationship.

**Implications and Future Consideration**

During my years at Vanderbilt, under the guidance of my dedicated professors, I was able to learn a variety of practices of teaching, teaching pedagogies and assessing. In each class, my peers and I exchanged our ideas about certain teaching theories based on our comprehension of research studies and experiences gained from outside practices. We collaborated on our lesson plans and presented in front of peers, in order to give each other high-quality feedback and improve; we walked into the local schools to explore and observe how we could best support students and apply our theories into a real classroom. With the knowledge we learned from the class and teaching experiences from the practicum, I came to form a picture of how an ideal classroom looks in my mind. In the following part, I will describe who I am as a teacher, reflect on the areas that need improvement and the anticipated challenges as an ESL teacher in the context of China.

**Teacher Identity**

When considering the teaching philosophies learned from this program, I can't help but think of a group of terms such as "culturally responsive teaching" "constructivism" "scaffolding" and "communicative teaching". It is important for novice teachers like me to learn how to bring these theories into real classrooms. With these theories in mind, my approach to class instruction has been developed by my experiences in local high schools as an ELL teacher. While all these theories might not be applicable in the context of China, teaching is an ongoing learning process, and I am committed to being open-minded about my pedagogical practices. As I constantly learn from students, colleagues and communities, my understanding of teaching would continually renew in the future but being a kind but demanding teacher is always the goal I want to achieve in my teaching career.

From my observation, an excellent teacher will always strive to build a caring and supportive relationship with students. Although teachers need to spend lots of time creating

effective and interesting lesson plans to present for students, efficient teaching requires that students feel secured to participate in class activities and make risks. I firmly believe that we as teachers should hold the highest expectations for every student in the classroom, which aligns with Gay's culturally responsive teaching (2010). When students know teachers believe that they all have potential to succeed, it enables teachers to create a positive learning environment and foster their agency and interest to engage in class. To achieve this, I would like to make use of school lunch time by sitting with students, getting to know their needs and challenges in life. I believe day-to-day casual conversation is much more helpful than individual talk in the office. In addition, a smile, greetings at the beginning of the class and a pat on the back are great ways to check students' needs and emotions, which ultimately cultivates a positive teacher-student relationship. As students know the teacher consistently makes efforts in authentically caring, it builds trust and mutual respect (Reyes, 2019).

Furthermore, in order to implement effective teaching, it is of great significance to incorporate students' funds of knowledge (Moll et al., 1992) and experiences into instructional activities. According to Reyes's (2019) research, students are more willing to collaborate with teachers when they realize their identities and cultures are valued as assets in class. They feel more connected with teachers who are willing to learn from them and care about their experiences and needs. Instead of regarding students at lower English proficiency level as deficient, I would set equal and reasonable expectations for all students, allowing them to apply different strategies such as translanguaging approach to utilize their diverse experiences and personal history to guide and support their learning (Gwyn et al., 2012). By bringing their experiences into class, students will be more confident to effectively solve problems and analyze the situation based on what they already know. In addition, I would strongly encourage parents' participation to bring their expertise and cultural knowledge into class, making efforts to build an inclusive and culturally diverse classroom.

Last but not the least, building a student-centered classroom is a crucial aspect in implementing efficient teaching. Students are expected to make sense of content and actively build on each other's ideas through collaborative learning to solve the real-world problems (Windschitl, 1999). Instead of taking the role as authority, I see myself as a facilitator to guide students exploring the world, embedding interactive activities into my lesson plans. To engage students to actively participate, I might give bonus points to students who critically think about the problem and offer new ideas in class discussion. The aim of a student-lead class is to enable students to cultivate autonomy in learning while developing their communicative competence to genuinely apply what they've learned.

**Areas to be developed**

In retrospect, I realized a qualified teacher needs to continually acquire new skills, making improvements and reflecting on past experiences. Teaching is not simply choosing the appropriate materials for students, more importantly, we as teachers need to consider how to deliver the most effective instructions to class. Looking back on my teaching experiences, I have two areas that need to be further developed.

First, I still need to work on how to provide comprehensible input and student-friendly language during the class. Although I prepare well before the class in terms of sequence of activities and scaffoldings, I could improve my ability to provide comprehensible language for students to help them better learn new concepts. From the perspectives of Carrasquillo et al. (2004), only through the exposure to comprehensible input could students acquire more complex and sophisticated language. One of the recurring situations in my class was that students need to ask the question again to make sure what their tasks are, which increase their difficulty in language learning. Therefore, aiming to better clarify questions and provide student-friendly language, I would continue practicing my oral English, slow my speaking rate and use appropriate words and phrases based on students' English language proficiency.

In addition, I intend to improve how to create an interactive class by engaging students in learning under a meaningful context. It is not easy for novice teachers to offer enough interactive opportunities while reaching the predetermined goals in a limited amount of time. In most cases, teachers need to spend lots of energy in managing the class and redirecting off-task behaviors. Thus, lots of teachers think feeding students answers would be the most efficient teaching so that students can acquire a large amount of knowledge. To implement constructivism and encourage interactive modes of learning, I list some strategies that might be useful in my future class. First, I would clearly state the goals before the activities to help students understand our purpose and stick to the topic. Second, if students go off topic, I would use a few words and phrases to help them stay on track such as "let's stay focused" "I need you to do..". Also, I could use prompts to elicit their ideas and elaborate their answers, providing specific scaffolding and concluding their discussion.

**Anticipated Challenges**

Although many teaching pedagogies and theories have been proven to be effective in K-12 education system, there might be a few challenges that I would need to overcome as an ESL teacher in the context of China. First of all, it would be difficult for teachers to go beyond the test-oriented curriculum to design creative lesson plans. Teachers need to spend a large amount of time training students' test skills in order to help them get high scores. Connecting to my own learning experiences in China, teachers are reluctant to spend time having students take the role as producer and contributor to solve the problem. Generally speaking, due to imposed pressures and time limits, teachers may struggle to manage the class and complete the lesson goals in a short 45-minute class per day. Integrating interactive activities require lots of effort helping students stay on track while completing the lesson goals. What's more, most Chinese students are used to a teacher-centered classroom, taking notes and memorizing the content in order to get high scores. They feel uncomfortable speaking up in class and take an

active role since they have adhered to the traditional lecture teaching style for years. Parents would consider communicative language teaching would not have a direct effect on improving students' test scores, which might cost unnecessary time and distract students' attention. Therefore, how to make a good balance between test-oriented instruction and developing students' communicative competence is a challenging question for me to consider in the future career. One possible solution to this challenge is that administration in school could provide access and resources for teachers such as adapting the curriculum and minimizing the size of classes. Also, as a teacher, I could consider how to make real communication in the lesson while focusing on the accuracy and fluency in language teaching, which requires me to thoughtfully plan the instruction to create a CLT environment in the classroom. All in all, my teaching philosophy centers on students. In the future, I hope to make use of all those strategies to overcome the challenges waiting ahead.

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**Appendix:**

**Artifact A**

Community Investigation: Community Literacies

Japan is an island country with its unique and rich history. The Japan language is quite common on the screen especially when people watch Japanese anime. Almost all the Japanese people use the same language, and it is the official language in Japan. It is quite interesting that people outside of Japan rarely speak Japanese. However, with the recent prevalence of Japanese culture all over the world, more and more people arouse great interest in Japanese culture and their language. By doing research about Japanese speaking population in Nashville, most of Japanese speakers are from Japan, and others who speak this language are most from some countries such as China and US. However, because of language and culture, there still exists a connected community in Nashville. This paper will investigate the Japanese community in Nashville and provide the rationale and method for applying transnational community literacy into class.

The Japanese-speaking community in Nashville is comprised of about only 0.64% of population, and the population is relatively concentrated in one particular area. It can be observed that most of Japanese-speaking population live in the area of Vanderbilt and Belmont University, and few communities are located in the south west of Nashville. Given on my interviews of different groups including students and residents, most young generation have received high level education. They came US in order to pursuing higher education or communicating with American companies. For the older generation, lots of them came to US to get a better life.

While there are several Asian supermarkets such as K&S supermarket including some Japanese products, Sonobana, located on 40 White Bridge Rd, can be a representative store

where there are lots of Japanese food, books and CDs. All of these products are imported from Japan. The owner of this store came to US in 1981, so this store has a really long history and attracts a number of customers every day, including 50% of Japanese, 25% of Chinese and Korean and 25% of Americans. It is worth noting that the decoration outside the shop is very Japanese style. The painting hanging outside is eye-catching, reflecting the Japanese aesthetics and culture. A woman wearing traditional Japanese costume kimono stands in the middle of ink painting. There is a line of small words showing painter's name in Japanese literacy on the left side of the picture. In addition to this, the plants and temple are quite crucial elements in Japanese style decoration. Many Japanese customers will stop by the window when they come to store. Seeing these exhibits from their culture, they have a sense of pride for their heritage and affinity to this place whenever they come.

Furthermore, Sonobana is also a place where people can share information with each other. On the wall, there are some flyers writing in Japanese character to offer information for the community. The employee in the store was genuinely excited to share with us the content of these flyers. The contents of flies include commercial advertisements, news of community and English learning class tutoring. Most of flies focus on how to help new Japanese immigrants adapt their life in America. One of the flyers teaches them how to buy house, pay taxes and get driver license. Another one is an advertisement of an English teacher who is able to speak Japanese to help them overcome language barrier. This indicates that the community is desired to connect and support people to integrate this new environment.

Besides, with the great development of technology, online communities become a powerful tool to spread Japanese culture. There are some online Facebook pages posting latest news and activities. For example, Japan-America Society of Tennessee is an organization which is dedicated to promoting Japanese culture in Nashville. The news they post on Facebook are bilingual in English and Japan. This kind of online community provides people

who are interested in Japanese culture with enough opportunities to interact with each other. I can see some Americans respond the news and hope to engage in activity. In turn, Japanese people are also willing to answer their questions and introduce their culture such as traditional food and festivals. During the process of communication, both of them are able to exchange their ideas and learn from each other.

Japanese community in Nashville is well educated and most kids are able to speak both English and Japanese. After interviewing several parents, I have a better understanding of their parenting style and how they treat their own culture. On the one side, Japanese parents recognize that English proficiency is quite important in this country to ensure their kids can adapt the life here and express their ideas freely. On the other side, they hope their kids keep learning Japanese and culture in their life because language can be regarded as a symbol of their identity. They are proud of having their own traditions and culture. In order to keeping their culture, most of Japanese families will still make Japanese taste dinner and speak Japanese in their family. Therefore, Japanese students tend to own bilingual proficiency, able to read both English and Japanese literacy. I assume this group of students are motivated and highly sensitive to language learning under the cultivation of parents' awareness of bilingualism.

However, teachers might encounter difficulties in class when teaching Japanese students. As Saito (2004) states, "Japanese students are often criticized as being passive, lacking initiative, and rarely volunteering answers" (p111). It shows that Japanese students get used of traditional teaching-leading classroom, so they usually behave as lack of motivation. Being a teacher of Japanese students, culturally responsive teaching is an essential part in educational process. Teacher should truly concern for student's emotional condition and embrace the cultural diversity in order to creating a comfortable atmosphere and making students more willing to participate in class (Gay, 2010, p53). Therefore, teacher should consider cultural difference of Japanese student instead of blaming them for insufficient participation. For

example, the psychological factor that Japanese students want to save face can prevent them expressing their ideas in front of class. Understanding the reason behind difficulty, teacher can make designed plan accordingly such as group discussion which can relieve student's anxiety to certain extent. What's more, teacher should recognize that Japanese is quite different from English since they are from different language system. Especially for phonology, Japanese only has 5 vowel sounds. The words generally consist of one of 15 consonant sounds and a vowel sound. As a result, Japanese students find it hard to pronounce the English word such as Christmas and calligraphy with complex syllable structure. Thus, teacher of Japanese students should learn some Japanese words and structure since first language can influence student's English language learning.

Many Japanese literacies can be found in the form of books and magazines in Sonobana. According Jiménez et al (2009), it is essential to have instruction incorporated with transnational literacy because it can help teacher better understand ELLs and students are able to learn the diversity in their community. ELLs can become more engaged in class (p25). His statement shows that it is necessary to have some transnational literacy in class, which can produce positive influence on student's learning. As a teacher, we can organize a role play game since lots of students nowadays have great interest in Japanese novels and comic books. Students from different backgrounds can choose their favorite role to play in class. In this way, Japanese students feel very close to their native culture and are more fully engaged in activity so that they can practice speaking ability by introducing their favorite books to other students. All the students in class are able to increase their ability to appreciate diversity in community and have opportunities to learn literature from other countries.

Overall, the Japanese population in Nashville is a well-educated group with rich culture and traditions. The members in this community spread their culture and offer resources through several ways such as store, online communication and by organizing activities. To help this

group improve English proficiency, an ELL teacher needs to understand student's difficulties

in learning due to their background to help them accommodate class. Teachers should also

realize that utilizing transnational community literacy and designing plans accordingly can be

very effective in English teaching.



1.This map of shows the percentage that the Japanese speaking community comprises of various Nashville areas. Data from HYPERLINK "http://zipatlas.com/us/tn/nashville/zip-code-



2.This picture encompasses a variety of elements in Japanese culture. The style of their painting, the temple, plants and the decoration of whole window show the pride of diversity in Japanese-speaking community. You could use this in a class to talk about the impression of Japanese culture and how to treat differences with open-minded heart.

3.flyers on the wall of Sonobama. Show a diversity of information for Japanese community. Some of them use both English and Japanese. There is also some introduction about Japanese handicraft sold in the store.





5.Picture of book section of Sonobana. This shows the community desires to spread Japanese culture and keeps their language in this country.

4.Facebook pages promoting Japanese culture. This group posts lots of Japanese activities, news and food on this blog. Teacher can discuss with students about the latest posts. Therefore, it is an opportunity for Japanese students to practice their oral community skill by introducing culture. HYPERLINK "https://www.facebook.com/JASTenness ee/"https://www.facebook.com/JASTenn

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  York, NY: Teachers College Press.

**Artifact B**

> **SIOP Lesson Plan:**

| **Topic:** Have our voice heard | **Class:** 11th graders ELL class | **Date:** 11.9 |
|---|---|---|
| **Content Objectives :** Students will be able to analyze the text and identify the sequence of events, recognizing the signal words in text. | **Language Objectives:** Students will be able to write down the sequence of events using sequence map. Students will be able to explain the details and write a small paragraph using the signal words we learnt today. | |
| **Key Vocabulary and Phrase:** demonstration, protest, march, donation, reach out to, vigil | **Materials (including supplementary and adapted):** Chunk of the text pulled from the article "Making our voice heard". Retrieved from https://scope.scholastic.com/issues/2020-21/110120/making-our-voices-heard.html Padlet, sequence map | |

| Time: | **Warm-up activity:**<br>Students will watch a short video about Dr. Martin Luther King, eliciting the topic of racism. Guide students to think about these questions. "Who is the person video talks about? What was he dreaming about?" The teacher will show them how to navigate Padlet and students will post their answers on it. (12 mins)<br>The teacher will briefly summarize and look at the news of Floyd George connecting to the text we read. (5 mins)<br>**Key Vocabulary:**<br>Students will learn some new vocabulary preparing them to comprehend the text, with the help of visual and code-switching tactics. (10 mins)<br>demonstration, protest, march, donation, reach out to, vigil<br>**Close-reading:**<br>Before they start reading, the teacher will invite them to visualize a picture and infer what the text might talk about? (5 mins)<br>Students will do independent reading first, and the teacher will ask two students to read aloud two paragraphs. (5 mins)<br>**Practice and Application:**<br>Under the guidance of the teacher, students will try to find the signal words indicating the sequence in the text. (10 mins)<br>Students will fill out the sequence map on the PPT and discuss with their group members about the evidence they found. (10 mins)<br>The teacher will wrap up what we've learnt today and have students write a small paragraph describing an event with the use of the signal words. (2 mins) | |
| --- | --- | --- |

**Mentor Text:**

After Floyd's death, protests, marches, and vigils broke out across the U.S. When Zee saw footage of these demonstrations, she knew she had to take a stand in her city. And she wasn't alone. Two other Nashville teens, Jade Fuller and Emma Rose Smith, responded to Zee's tweet, telling her they wanted to help. Jade and Emma then brought in two more friends who wanted to participate: Collins and Smith.

After they had all been introduced over group chat and FaceTime, they got to work. First, they created an Instagram account called Teens 4 Equality to get the word out about their

march. Then they reached out to local organizations for help. Donations, advice, and support soon came pouring in. In just a few days, the girls had gathered the supplies they needed: signs, snacks, water, and face masks.

**Artifact C**

Glencliff High School Investigation

**Introduction**

Glencliff High School is a metro public school serving grades 9-12 on the outskirts of Nashville. As the school website introduces, Glencliff is considered as one of the most diverse schools in Tennessee. There are roughly 1346 students in this school, and the school comprises "more than 37 nationalities and 27 languages" in the student population (Glencliff High School). According to the statistics from Public School Review about Glencliff High School (2019-20), the minority group consists of 77% of the school population, which fully demonstrates the diversity in the whole school. As for the diversity of students, Hispanic students are the majority of the school, which consists of 48% in student population. The proportion of White American and Black American is quite similar, which accounts for 23% of students. Asian and American Indian students only account for a small percentage of the total number of students. In light of the student population, Latino students constitute the largest group of English Language Learners in this school. When observing the street outside the school, I found the school seems to be in a Spanish-speaking community where there are lots of Spanish style restaurants and Spanish-language billboards on the highway, which partly explains the phenomenon of large number of Spanish ELLs in the school. As I interviewed Hollaway, one of the ELL teachers, he mentioned that there are only 7 ELL teachers in the school. Students in his classroom are all Spanish, and each class contains approximately 30 students. According to Hollaway's introduction, there are 73 teachers working in high school, and the number of teachers has declined by 8% in the past 5 years. With the regard of school-wide support, Glencliff High School has made great efforts in forming a welcoming atmosphere for ELLs and their family. The school hires lots of bilingual staffs to better serve students and parents. For example, the teacher at the reception desk can communicate with

students' parents with fluent Spanish so that parents are able to know children's recent performance in school. The literacies on the bulletin board are written in both English and Spanish. Furthermore, the school also ensures that all ELLs have designed time for improving their English proficiency while continuing learning with mainstream students and developing extracurricular activities. Teachers give ELLs high expectations like the English-proficient students, believing them to have potentials to succeed. In this paper, I will propose several thoughtful questions based on my observation of ELL class in Glencliff High school and provide some practical suggestions which can be applicable to local schools.

**Analysis**

In this school visit, I observed two ELL classes in total with different teachers. One class is the beginning course with basic words and sentence structure learning. The other one focuses on the citizenship and geography of America, facing students with higher level of English proficiency. In two classes, all students, aged between 14 and 18, are in two classes speaking Spanish as L1. The teacher in the beginning class is able to speak Spanish while the teacher in higher level class knows little about Spanish. Although both of them teach students with high proficiency and professional knowledge, I found that there are still some thoughtful questions that need to be considered.

First of all, activities in class are traditional by exclusively letting students drill on vocabularies, verb form and language structure without many interactions between peers, which results in a teacher-dominated classroom. The activities in the class were divided into 4 parts: reading with teacher, reading and writing, listening practice incorporating with computer, and sight words. The main assignment in this class was to describe a picture on the paper the teacher assigned, and students were asked to write down the words what they have seen, and they needed to build 3 sentences to describe the picture. Basically, students did their assignments on their own and there was no discussion within groups. As I walked around to

look how students did, I found that some students finished the paper but left a big blank. They stopped writing and playing with their neighbors. Although teacher was very patient by checking students' answers one by one individually, I felt that wasted lots of time and was not effective enough. Students had no opportunities to speak English and exchange ideas with their peers. Furthermore, when the teacher led students to read the words and copy the examples she gave, it appears that students' attention had already been distracted. According to Windschitl (1999), he suggests that students should actively participate into the problem-based learning and have interactions with their peers, which help them achieve intellectual autonomy and better outcomes (p.752). When the classroom becomes a teacher-centered pattern with drill and practice, students are more likely to lose their initiative and unwilling to engage in the class.

Additionally, in higher level English class, the teacher only uses English to give instructions except vocabulary learning, which makes English Language learners feel stressed to learn the concepts. The class focuses on the topic of citizenship-New England. The teacher gave each students a handout with a text pulled out from the article. Basically, student's task was to learn the new words from the selected-text and answer the questions based on the reading. The text is talking about the location and geographic characteristics of New England, containing some academic words which might be unfamiliar to students. According to my observation of students' expression and performance, students felt quite challenged to understand this. Except the word part, the teacher only used English to explain the sentence and context. Under the instruction of English-only, some students felt stressed to learn and began talking with their neighbors using Spanish. The teacher stopped by their table and warned students to speak English and pay attention. This kind of interruptions repeated lots of time during the class, and that was a discouraging experience for both teacher and students. After interviewing the teacher after class, I found his English-only mode class was partly due to his inability to speak Spanish, and the teacher complained he always wastes lots of time

managing class order and feels exhausted. In August et al.'s view (2010), a student's L1 can ease his cognitive burden and help them learn L2 in a more efficient way especially for ELLs with low English proficiency (p.145). Therefore, monolingual teaching in class not only makes students feel stressed but also result in an inefficient teaching, which should be considered by the teacher and schools.

Furthermore, although the use of translation pedagogy is beneficial for students to acquire a second language, the separation of languages can limit students to maximize their understanding and performance. In higher level class, the text teacher selected contains some academic words such as "harbor" "scenery" and "tourist". Concerned some new words in text, one of the parts the teacher designed on handout was to select 10 words from the text that students don't know and translate them. Teacher first handed out the colors to everyone in the class and gave them 5 minutes to highlight the unfamiliar words in text. After these students finished highlighting, students turned their attention to the whiteboard. Then the teacher collected the words students were unfamiliar with and wrote on it. In order to helping students better comprehend the new words, the teacher used google translation machine to turn the English words into Spanish words. Students were only allowed to speak Spanish when learning these new words. According to Lewis et al. (2012), translation is about separating two languages and supposing one language is more academical and strong, which can't guarantee the development of both languages (p.660). In light of this view, teacher unconsciously separates ELLs' native language and English, assuming Spanish is just a tool working for content transmission. He fails to realize that both languages can be seen as an integrated one that can utilize back and forth in different contexts and purposes. Ignoring the dynamic process of language learning will ultimately limit students' development of language literacy.

**Recommendations for local schools**

Targeting on the problem of traditional classroom mode, the teacher can try to use constructivist strategy to encourage students to engage in class. As Windschilfl suggests (1999), students should experience the problem-solving process before accepting the formal instructions from teacher (p.753). With the regard of class activities, teachers can design problem-based activities and organize students into groups to explore the answers by themselves. To be specific, teacher can first have students with higher level of English proficiency exchange their ideas with a beginner. Through the collaboration and dialogues, students are able to actively participate in learning activities and develop a deeper understanding of the contents. Then the teacher can create opportunities for students to demonstrate their findings and express their confusion in class. Teacher can accordingly show students the formal explanation.

With the regard of monolingual teaching, part of the reason can be ascribed to the lack of ESL teachers able to speak Spanish in school. When schools consider hiring ESL teachers, they should take into account the actual situation of the student population of ELLs. Since the majority of ELLs are Spanish speakers, schools should try to hire more teachers who can speak their native language, which is beneficial to implement bilingual teaching.

Although teachers able to speak students' native language can better promote student's second language learning, translanguaging pedagogy can be helpful for these teachers to facilitate student's learning with the use of students' native language. As Hornberger (2012) states, teachers should encourage students to use their language repertoire with different purposes (p.242). In other words, teachers can practice translanguaging pedagogy by allowing students to use both languages in different contexts. For instance, teachers can assign students English textbooks to read, and students are allowed to use their native language to discuss the contents they learnt. In turn, students can use English to discuss their opinions with instructors.

Through this way, students are able to use languages back and forth, which maximizes their understanding of contents and strengthens both languages.

**Conclusion**

All in all, the school visit to Glencliff High school impresses me a lot, leaving me think deeply about the theories of constructivism culture, bilingual education and translanguaging. To build an effective ELL program, it is essential for both ELL teachers and schools to consider the actual situation of student population and apply proper theories into class.

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**Artifact D**

**Lesson Plan**

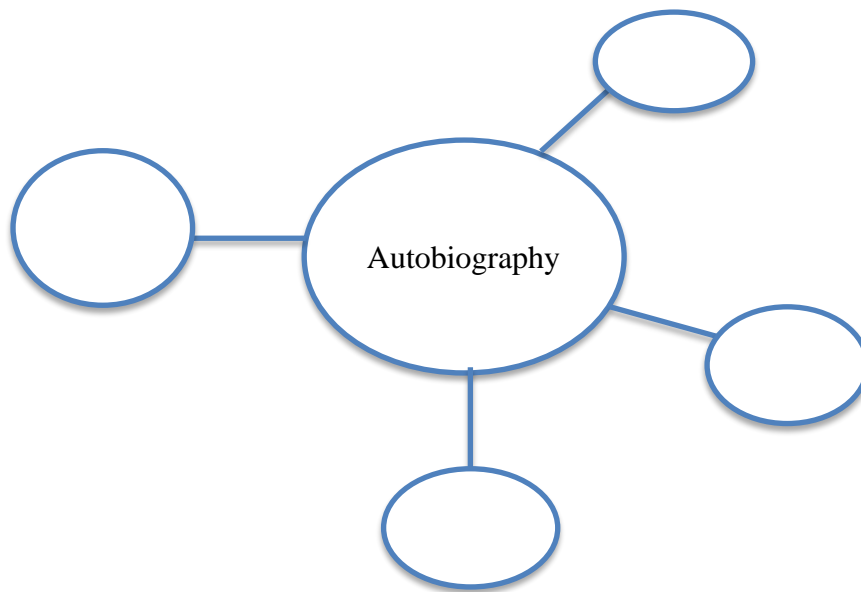| Topic: Autobiography Writing | Class: 8th grade high school students | Date: 1.29 |
|---|---|---|
| Content Objectives:<br><br>Students will review the past tense and past perfect tense in text; they will be able to identify Paola Reize's culture, life experiences and language learning process in her autobiography. | Language Objectives:<br><br>Students will be able to write an autobiography using their funds of knowledge with the help of graphic organizer. | |
| Key Vocabulary:<br>Autobiography<br>Proficiency<br>Kindergarten<br>Elementary | Materials (including supplementary and adapted):<br><br>1) A video about literacy autobiography. https://www.youtube.com/watch?v=-QEpNDYZJJc<br><br>2) A text pulled from the example of literacy autobiography. http://isuwriting.com/wp-content/uploads/2016/05/ENG-101-Section-056-My-Literacy-Autobiography-Digital-version.pdf | |

| Time: | Activities |
|---|---|
| | 1) **Introductory Activity** (Explain, convince, demonstrate to students why autobiography writing is worth learning. Students will watch a short video and summarize what they observe. They can a general understanding of what literacy autobiography is. (5 mins) |
| | Watching video together (1 min) |
| | Partner Talk: Students will discuss: what is the literacy autobiography? (according to the video and your own experiences) (2 mins) Summarize what the girl includes in her autobiography. (1min) |
| | Debrief: choose 1-2 students to share with the class and summarize students' ideas; elicit the significance of literacy autobiography.  (1min) |
| | 2) Each student will get a copy of mentor text. |
| | -Teacher will first **introduce key vocabularies** (3 mins) |
| | (Autobiography, Proficiency, Kindergarten, Elementary) |
| | 3) **Grammer mondeling:** |
| | -Underline the words that the author used to. describe in autobiography. (3 mins) |
| | -Teacher will invite 2-3 students to talk about what characteristics of verbs the author used in her writing (past tense and present perfect tense) (5 min) |
| | -Students will compose two sentences using the past tense and past perfect tense to describe something they did this morning. (2 mins) |
| | 4) **Text reading**: students will do close-reading and discuss following questions in groups (use color markers. and annotate key words in text) (6 mins) |
| | **Questions:** |
| | How did she learn to read and write in Spanish? (Consider her life experiences and family background) |
| | What kind of activities did she do when she learnt English? |
| | -Each group will have one student write answers on the board and share with the class. Teacher will give comments and summarize. (5 mins) |
| | 5) **Writing practice:** |
| | -Drafting: Connecting with their own experience, students will work on the graphic organizer to brainstorm what they want to write in their autobiographies. (5 mins) |
| | -Students will discuss in groups to share their ideas and add details to each bubble (5 mins) |
| | 6)**Wrap-up** |
| | Summarize what students have learnt in this class and leave the homework they need to finish. (1 mins) |
| | Homework: Finish the literacy autobiography writing. Reading aloud and revise it before submission. |

**Mentor Text**

My Literacy Autobiography (Paola Ruiz)
All throughout my life there have been many factors and events that have contributed to my development as both a reader and a writer. Personally, I feel like we all begin to use literacy the day we say our first words. I say this because using language and communicating with others is a form of literacy. My skills developed as I grew older and I started attending school. I also built my proficiency in literacy in the English language because Spanish had been my main language for the first 5 years of my life. Going into kindergarten with Spanish being my first language held me back from being as social as I would've liked. I was put into a classroom with only Spanish-speaking students forcing us to learn certain forms of literature in Spanish before English. For example, I learned to read the alphabet and a couple of words in Spanish. Soon after, my family and I moved to a different neighborhood, which meant I was going to have to attend a different school that didn't have any Spanish-speaking classrooms like the ones I was used to. In first grade I finally started learning English at my new school. This was the period in my life where my language and literacy skills really started to grow because I was learning to read and write two languages at the same time. In the first couple of years in elementary school I did not do much writing other than short journal entries and paragraphs in my English classes. It wasn't until third or fourth grade when I started writing essays. I don't remember the first essay I wrote, but I remember we would always have to write out an outline, produce a rough draft, have it revised by the teacher as well as peers, edit it, and then write our final draft to turn in. This process was something that we were taught to follow in order to get full points. This helped me in a way to go over my essays and try to make them the best they could be. In middle school my English teachers still stressed that following specific steps would help us write out the perfect essay. The teachers were a lot stricter about using a wider range of vocabulary words to enhance our essays. I remember that we would get assigned into reading classes according to our reading level and ability. We would be assigned a certain 50 number of chapters that needed to be read by the end of the week, and then we would get with our groups to discuss the chapters and questions that went along with our assigned reading. The questions helped us as readers to think critically about what we were reading.

The text retrieved from http://isuwriting.com/wp-content/uploads/2016/05/ENG-101-Section-056-My-Literacy-Autobiography-Digital-version.pdf

Appendix: Bubble map

**Artifact E**

Evaluation of Language Use in the Content Area

**Introduction**

The language samples for reading and writing are from Purdue Website. The student I chose is Kenji, a 11th grader, who is an exchange student from Japan. According to his statement, Japanese schools are much more different from the schools in the United States. He enjoys the American classroom in which the instructors are more motivating and interesting to give more space for students. In addition, Kenji likes drawing cartoons and compile them in a special journal. He dreams to become a professional animator one day. The reason why he is interested in learning English is because he wants to make more friends and connect to people from different cultural backgrounds. To assess Kenji's English Language proficiency, Kenji had done the different tasks in terms of reading, oral, and writing tasks to measure his language ability. In the following part, I will give a round analysis of Kenji's language use in the content area regarding his reading and writing ability and accordingly provide some practical instructional recommendations taken in consideration of assessment requirements.

**Reading Part**

To evaluate Kenji's reading ability, Kenji was asked to read two short texts about "The Americans- Reconstruction to the 21st Century" and "How Ananse give the Wisdom to the World", completing some open-ended questions based on his comprehension of the texts. In order to better track Kenji's reading performance, I did running records when watching the recorded videos, taking notes of his reading errors and identifying the patterns of reading behaviors in the process of reading. Through looking through the whole text, the text contains 72 words in total, consisting of 4 sentences. In the task, Kenji has made six errors and three other self-corrected ones. His errors consist of sound errors and morphological errors such as the use of plural morpheme and preposition. However, his errors are didn't hinder the comprehension of the text, for instance, in the first text, Kenji misread the word "conflict" as

"conflect", which mixed up the two phoneme [e] and [i]. For the last sentence he read, he mistakenly read the words "effectively" as "effectory" and "government" as "governents", which could be ascribed to his unfamiliarity to the new words. According to the statistics, his accuracy rate for the first text is 92%, indicating the text is appropriate for Kenji under the guided reading. Based on my observation of his reading, it seems Kenji has difficulty in comprehending those academic words such as government, modest and loyalists, which could be reflected in the results of comprehension questions as well. As for the content in the text, it mainly talks about the reasons why Loyalists supported the British government to rule the America. There were four questions for Kenji to complete. The first question was "who were the two groups fighting each other in the war". This question requires Kenji's comprehension of the whole text, identifying the objectives based on the evidence in the text. According to Kenji's answer, he wrote "the British and Loyalists". I would suppose that Kenji didn't understand what "loyalists" mean in the text since the Loyalists are a group of people who supported the British, which indicates that he lacked the ability to infer the word meaning according to context clues. In fact, the text provides details using the dash mark to further explain the meaning, nevertheless, Kenji ignored the explanation behind the word. For the second question, Kenji was required to answer the question, "who were the Loyalists loyal to". Kenji gave the answer "the judges". Given the content of text, judges are part of groups including in the composition of the British King. Therefore, Kenji's answer was not completed though he did part of it right. His incomplete answer reflects Kenji's lacking ability to locate the central ideas in the text. Regarding the third question, the question is that "it says that many of the loyalists were people of more modest means, so what does 'more modest means' mean?" In this case, students were expected to infer the meaning of the phrase based on their comprehension of text. Kenji infers the meaning as not too much, which is relatively close but not precise to the correct one, poor and not rich. I suppose Kenji roughly understood the

meaning somehow associated with negative, but he didn't really get it due to the complex sentence pattern and the frequent uses of dash in one sentence. For example, it would be confusing for Kenji to understand the sentence structure when the sentence contains several phrases like "opposed independence" and "remained loyal" and the clause "who opposed". For the last question, Kenji was asked to use the high-order thinking skill and explain why loyalists chose the side of the King of Britain. The questions required Kenji to draw the evidence upon the whole text, summarizing the main ideas the author provides. Kenji was unable to reply to this one since his comprehension was quite limited. His reading sample shows that Kenji struggled to understand the specific content-area language and identify the key elements in the text. He needs to work on the discourse of explanation and argumentation more, improving his ability to understand how the text is organized and how the phrases and clauses work together to construct meaning (Gottlieb & Hamayan, 2016).

**Writing part**

With regard to his writing ability, Kenji did overall good given 6 Trait Rubric. The prompt for his writing was "if I were a teacher" one day. In terms of the way he organized his ideas, I would give him six credits since the topic is narrow and clear. He provided relevant details to support his ideas, providing the original ideas based on his personal experience. In respect to his organization, I would also give him 6 credits because the structure is quite clear with a smoothing pace. For instance, Kenji gave an introduction to the reader with the sentence frame like "if I were…, I would..". Subsequently, he described the circumstances of his teaching and what he wanted his students by giving specific reasons. At last, he concluded he didn't think he would be a good fit for the position. What I could see is that he sequenced pretty well and logically with some intentionally connective phrases and words such as "as you know" and "sure". With respect to conventions, I would give him 5.5 credits because of his minor mistakes including punctuation and some grammar errors. In his first sentence, "one day" can

be put there independently without needing preposition. In addition, he was supposed to substitute the word "but" with "though" to make the sentence flow well. As for the voice, he deserved full credits since the tone and voice are appropriate for the purse, which is engaging and compelling by sharing his personal ideas from the heart. For his word choice, I would give him 5.5 credits for his attempt in trying to use the precise words though not succeed quite often. For example, I would write "I would sit on a chair and drink milk coffee in class" instead of "being seated …". Finally, the sentence fluency could be 5.5 credits since much of the text has a sense of rhythm with correct sentences, however, some sentences need to take some time working on. I would suggest Kenji to change "as you know" to "as you can see", which connects more smoothly. All in all, it shows that Kenji has a good command over his writing skills, able to use language to freely write down his ideas. What he could do is to be more cautious about word choices and some grammar issues in his writing.

**Instructional suggestions**

In terms of Kenji's reading ability, I would suggest increasing his reading to expand his vocabularies and develop his reading strategy. In particular, teachers need to carefully select the contents by taking into account his personal interests such as cartoon and animation, which could foster his agency and motivation in English reading. Reading aloud is a great strategy to help him make improvement in his pronunciation and increase his fluency. Moreover, according to Pierce (2013), teachers could assess Kenji's use of reading comprehension strategies in a periodic time, helping make informed decisions given his assessment results. Teachers can hold one-on-one individual meetings afterwards to provide descriptive feedback about how to improve his reading approach and make reflection together. Teachers could also provide some instructions about deconstruction of complex sentences, facilitating him better comprehend the academic language. As for his writing ability, the instructional recommendation is to encourage Kenji to write journals in his life and take self-reflection

regularly with the use of student-friendly rubrics. Peer feedback is another beneficial way by

sharing his works with his peers, letting them to give him some constructive feedback about

his word choices and fluency.

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**Appendix:**

## Writing Sample 1: "If I Were a Teacher"

If I were a teacher for one day, I would go to school as a teacher and teach something but I don't know what I teach. I would be seated on a chair and drink coffee with milk in the class. I would not give the students a lot of task (like memorizing, homework, and so on). It doesn't mean they don't have to study. They would start studying themselves. I want them to enjoy learning. Sure, I would teach in class. In my class we would go outside to change because I don't like to be seated for a long time. As you know, if I were a teacher for oneday, I would not be a good teacher, so I would not be a teacher in the furture.

**RUNNING RECORD**

Student Name: _____Kenji_____ Date:_____11/13/2020_____

Level: _____Grade 11_____
Recorder_Gaoyang Su_____

| E= Errors          SC = Self Correction<br>M = Meaning (semantics) S=Structure (syntax) V= Visual | E | SC | E<br>M S V | SC<br>M S V |
|---|---|---|---|---|
| As the war began, Americans found themselves on | | | | |
| different sides of the conflict. Loyalists—those who | 1 | | M S V | |
| opposed independence and remained loyal to the | 1 | | M S V | |
| British King—included judges and governors, as well as | | 1 | | M S V |
| people of more modest means. Many loyalists thought | | | | |
| that the British were going to win and wanted to avoid | 1 | | M S V | |
| punishment as rebels. Still others thought that the | 2 | | M S V | |
| Crown would protect their rights more effectively | 1 | | M S V | |
| than the new colonial governments would. | | 2 | | M S V |
| (72 words total) | | | | |

Accuracy Rate:_92%_     Error Rate: _8%_____     SC Rate: ___4%_____

Category Descriptions                                  Accuracy Rate Range
Easy enough for independent reading          95-100%
Instructional level for use in guided reading 90-94%
Too difficult and will frustrate the reader    89% or below
STUDENT TALK (to reinforce and praise self correction)

"How did you know it was "_____" and not "_____."