

CAPSTONE PORTFOLIO

ELLs Capstone Portfolio

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Abstract

This paper is a review of two years of graduate studies at Vanderbilt University, which includes three parts: Teaching Philosophy, Artifact Analysis, and Application to Practice. In the teaching philosophy, I describe my understanding of high-quality teaching and teaching goals I want to achieve in the future. Then, in the second part, I reflect on my learning regarding four domains of the TESOL standards: learners, learning contexts, curriculum, and assessment, and provide artifacts of supportive evidence. The last part summarizes my achievements and regrets, as well as my concerns about future teaching.

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Teaching Philosophy

I am an IELTS teacher in China, working at a private language institution. IELTS is a standardized English test designed and administered by the British Council to measure the English proficiency of students whose first language is not English. I chose to become an IELTS-focused teacher because the design of the IELTS exam and my teaching philosophy are a good match. During my undergraduate years, while preparing for language exams, I tried both IELTS and TOEFL, two English language proficiency tests that have a high level of global acceptance. I found that the TOEFL focuses more on the application of English within academic scenarios and helps test-takers succeed academically. In contrast to TOEFL, the IELTS test is set up to encompass both life and academic scenarios, balancing the need for daily communication and academic language skills. Due to my experience as an international student, I firmly believe that academic English and everyday English are equally important for the flourish of abroad life.

I have taught IELTS for about two years and have worked in two different places. One thing I like about the current language institution is that teachers have more authorities to design the curriculum and upholds the integration teaching method, which means I teach listening, reading, writing, and speaking as a whole. I appreciate that because when I was teaching as an English listening teacher in another institution, I found while having class discussions and activities, different language skills are used simultaneously. Separating the four skills could make the discourse unnatural and inauthentic, preventing students from acquiring language skills comprehensively. Besides, according to my experience as an international student, we seldom use certain skills exclusively. These two different teaching experiences reinforced my understanding of the paramount significance of the integration language skills in English teaching and helped me understand my pedagogical preference.

My current students are undergraduates who are studying in universities in China and prepare to study abroad, mainly in the US, UK, and Australia. These young adults have many similarities but also are different in many aspects. They all received compulsory education in China; in other words, they had at least ten years of English learning experience. Besides, they share the same goal of achieving a high score in the IELTS test and want to apply for universities in English-speaking countries. However, most of them are from different universities and their majors are vary; they grow up in different areas of China and have diverse education backgrounds. I enjoy seeing different perspectives appearing in the class and believe that both their similarities and differences can bring rich discussions in class.

As an international student and an English language learner myself, when I first came to the US, I felt I could not talk with people smoothly since I could not help myself translating what I wanted to say. I noticed that I cared a lot about the accuracy of grammar while speaking which could be responsible to my previous learning experience. Growing up in an exam-oriented environment, I was told that accuracy is the highest priority because it is what will be assessed in the test. Overemphasizing the importance of the test led me to ignore the practical meaning of learning a language. I often share my own experience with my students, reminding them how crucial it is to have a correct perception on why we learn English. I hope they can learn from my experience and understand that language is learned for communication, and the test is just a stage goal during this journey. I hope the IELTS course can also prepare them to adapt to a foreign country, better integrate into a new community and enjoy their study experience abroad to the fullest.

From my understanding, I think quality teaching should be student-centered and teachers should design the course based on what students have, need, and like. Meanwhile, I think the

goal for language learning should be multidimensional such as improving language competences, acquiring language learning strategies, increasing culture awareness, and keeping self-exploration. To achieve these goals I mentioned above, I will use: Constructivism, Culturally Responsive Teaching, and Communicative Language Teaching as the main theoretical support for my teaching. All three of these theories emphasize the idea of student-centeredness, which is also the core of my teaching philosophy.

Constructivism

Constructivism changes the traditional teacher-led position and holds that the teacher should be act as a facilitator to motivate and guide students to learn actively in a cooperative environment based on students' interests (Aljohani, 2017). I will implement this idea throughout class management and lesson plan.

As Windschitl points out, constructivism is not just methodology, but a culture, saying that it should be integrated into the classroom management (1999). The first step to cultivate this classroom culture is to change the traditional view on teachers. Teachers, being considered well-educated and knowledgeable, have high social status in Chinese culture. Students are taught to respect their teachers in manners, including how to call their teachers. According to my previous experience, I found welcoming students to call me by my first name can quickly pull us closer and build trust, which can shift my role from a superior to a facilitator or learning partner. Besides, I will invite my students to formulate class rules rather than having me as the decision maker.

In designing lessons, I will increase students' engagement by task-based instruction (Miao, 2014), which can guide students to practice language in contextual interactions and build up other learning skills during the procedure of problem raising and solving. Meanwhile,

students can contribute each other's learning, which can in turn promote the construction of a constructive class culture. Additionally, I will ask more open-ended questions to increase students' autonomy in learning, handing the power of the course to their hands.

With the guidance of the constructivism theory, I hope I can change students' role from passive to active, foster their independent thinking ability, cooperative ability, and problem-solving skills, as well as improve their comprehensive language skills.

Culturally Responsive Teaching

Culturally Responsive Teaching requires teachers to pay attention to students' cultural background and cherish linguistic asset and previous learning experience (Bondy, Ross, Galligane, & Hambacher, 2007). Culturally responsive teaching pedagogy can benefit students' language acquisition and prepare them for culture challenges in the future.

I will apply culturally responsive teaching to promote students' language learning by creating an inclusive and safe environment. Culture is a flexible concept which could be as big as a nation or as small as a family. Though my students are all Chinese, they may grow up in different parts of China or they may from different ethnic minorities, which means they experience different local cultures. I will invite them to bring in their cultures into the classroom and use them as teaching resources, such as selecting culture-relevant item to make a collage within a group and presenting to the whole class, by which students can feel that they are cared for and respected (Gay, 2018). Within a safe and comfortable environment, students would be more willing to practice English and interact with each other.

As Daniel and Zybina (2018) mention that confirming students' own cultures and fostering their knowledge and abilities can prepare students to adjust more diverse cultures. For international students, they have not only academic challenges, but also cultural challenges.

According to the U-curve hypothesis, most international students experience a long or short culture shock, in which they feel isolated and stressed (Herrera et.al, 2018). Therefore, in order to help my students better acculturate in a new environment, I will take into account socio-cultural factors in my teaching and let students understand the culture shock that may occur. Besides, I will use authentic English materials to help them understand the cultures in English-speaking countries. For instance, I will read contemporary novels with students to discover the culture symbols and concepts and how the language depicts that. Reading novels is reading the world that emerged in certain cultures, which can help students see the culture vividly and form a deeper understanding a wider variety of cultures.

With the guidance of culturally responsive pedagogy, I hope students can understand the similarities and differences of different cultures, reinforce their own identities, improve their English language skills, and prepare themselves with openness and inclusiveness for the future culture challenges.

Communicative Language Teaching

Communicative language teaching emphasizes the importance of interactions among various participants in teaching and learning, and aims to apply language in real-life situations, focusing on the effectiveness of the dialogue (Thornbury, 2016), which is a good match to my belief that the purpose of language learning is communication.

From my perspective, successful communication requires for language competence and social competence, and I think these two competences can contribute to each other.

Communicative language teaching can help improve students' language competence since it encourages us to use language in social contexts. As Roth said, as long as we can use language for certain purposed rather than learn it for its own sake, can we be considered a capable speaker

(2005). For my students, most of them grow in a test-dominant environment and are generally better at reading and writing skills than listening and speaking. Therefore, to help my students become competent language users, communicative language teaching would be a great contributor. To implement this pedagogy, I will use dialogical tools, such as artworks and dramas, to stimulate productive conversations and push students to improve language skills in a balanced manner.

Besides, communicative language teaching is aligned with social-emotional learning in that mutual perceptive talk can help express themselves, confirm their inner self, and build positive and cooperative relationships with others (Becky, 2021). To improve their social competence, I will design activities such as role plays to provide students with opportunities to communicate in a social context. Besides, I will have a class routine such as emotion talk before we start the class to guide students to express their feelings and describe their daily events.

With the guidance of communicative language teaching, I hope they can improve their English language skills comprehensively. Besides, I hope my students to see language learning as a social process and use it for expressing themselves and meaningful interactions with others.

In conclusion, I think these three theories are complementary to each other. Constructivism aims at creating a constructive environment and culturally responsive teaching helps build an inclusive space, which are premises of effective communication practices. Meanwhile, students can contribute to each other's learning and gather a deep understanding of cultures while negotiating meanings in conversations. Using these theories together can help me achieve my goal as a teacher, which is to improve students' language skills comprehensively through self-exploration and discussing cultures.

Artifact Analysis

Professional Knowledge Area 1: Learner

This professional knowledge area concerns *identity and context* as well as *learning*, claiming the significance of the relationship between learners' identities, backgrounds, and language learning experiences. The learner always plays the central role in teaching and learning. Every student is different in social background, personality, and learning style, which requires teachers to have a comprehensive understanding of their learners to make the learning meaningful and effective. This section is a reminder to me that as a teacher I need to tailor my teaching to students' needs.

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 perspective, this domain points out two essential ideas. One is that students come to the class with knowledge (Moll et al., 1992). Learning happens not only at schools but also in everyday life. Therefore, students may already possess the knowledge, and what they need is to transfer it and to activate it in the classroom. Teachers should explore their funds of knowledge to assist students better in completing the activation process. The other is that students' backgrounds make them who they are and will continuously influence their future learning. Each student is unique: some of them are introverted, and some are extroverted; some of them prefer group study, and some of them prefer individual work. Their differences remind teachers that there is no universally acceptable caring or applicable teaching method. Thus, to

provide effective and tailored teaching, teachers should first be aware of what students have, need, and want (Macalister & P., 2020).

In my teaching philosophy, underpinning the perspective of constructivism, I clarify that the concept of student-centeredness should permeate all aspects of teaching and learning. I emphasized the significance of Culturally Responsive Learning, aiming at including all aspects of students' learning in teaching, such as cultural and linguistic backgrounds and learning styles (Bondy, Ross, Galligane, & Hambacher, 2007). In my future teaching scenario, my students will be undergraduate or graduate students who are very experienced in learning, have their own preferred ways of learning, and are knowledgeable about their fields of study. I will value the knowledge and skills they bring into the classroom and make good use of them; meanwhile, I will endeavor to create a learning space with autonomy, guiding students themselves to be the "facilitators and mediators" of learning (Daniel & Zybina, 2018).

Artifact A

The Interview paper aims to use a variety of assessments to develop a systematic understanding of students' linguistic, experiential, academic, and cultural backgrounds. We are going to choose a current student and select proper assessment tools based on what we want to know about the student. I choose one of my IELTS students who is now studying at the University of London Arts as my interviewee. The paper contains three parts: the first part is the brief introduction about the student, explaining why this student attracted my attention; the second part analyzes the student's linguistic background, including oral and literacy aspects; the third part is about the student's cultural background and mainly focuses on the acculturation level. These three aspects provide me with a holistic understanding of students' funds of knowledge, needs, and expectations.

In the interview, the student (they, them) mentioned that the university welcomes multiple perspectives and identities to show up in learning, and the professors agree that multiculturalism makes art diverse. Besides, the school will celebrate festivals in different countries. Therefore, I conclude that the school where the student is studying respects students' self-identities and makes great efforts to create a socially and culturally inclusive environment. Confirming students' identities and making their voices be heard can motivate students to learn (Townsend & Fu 1998). In such a safe and inclusive environment, students are more willing to interact with their teachers and peers in the classroom, naturally shifting their roles from knowledge recipients to knowledge constructors. It is also my goal to create such an environment for my students.

On top of that, I learned from the interview that this student has multiple identities: graduate student, barista, and gender artist. In the interview, the student was always willing to express more whenever topics related to their identities. For me, this finding clarified the student's motivation and English language learning goal, which made the classroom learning meaningful. Skilton-Sylv ester pointed out that addressing adult learners' complex relationships among their different identities, social context, classroom context, and English learning can motivate students (2002).

In addition, this interview allows me to understand the authentic English language learning environment in which the student is emerged. The student listed the amount of time they used English, Chinese, and both languages respectively and listed the language they used in each scenario. Though the student has many chances to use English in an authentic setting, they would depend on the translation apps to help them span the language barriers. According to this, I fully

understand the learning resources the student has and what they need to change to improve language competence.

In reviewing this assignment, I find that I have overlooked the student's previous learning experiences. Past learning environments, styles, and content are an important basis for understanding the student's current learning status. Therefore, in my subsequent teaching, I will pay attention not only to students' current learning resources and environment, but also to their past experiences.

This interview helps me understand the student's multiple identities, living conditions, surrounding resources, as well as hurdles that stop their English learning. Echoing this, Gottlieb said that such interviews function as an "assessment for, of, and as learning" (2016, p17) and will guide my future teaching plans.

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.

I think this section points out that teachers need to take into account both physical and psychological conditions required for learning. To be more specific, learning is an act that is not limited to space; it can occur in a variety of places including school, home, community, and even virtual society (Hull & Moje, 2021). Meanwhile, learning demands motivation, diligence, and persistence. This requires teachers to break the limited understanding that learning only occurs in schools and shows students abundant ways to learn, and intrinsically motivates them to take ownership and persevere.

In my teaching philosophy I talk about how my students are growing up in the same exam-oriented environment that I have experienced, which means that there are some similarities between us. These sharing experiences can bring us closer together and allow me to get to know my students better. I can share my own language learning experience and encourage them to explore learning resources and create learning opportunities. For example, I used the experience of learning my native language to help my English learning and I used social media to practice everyday English. In this way, I can encourage them to overcome the difficulties of language learning and make English learning a daily routine.

Artifact B

The *Mini Analysis of Phonology* and *Mini Analysis of Grammar* assignments are part of the case study of understanding students' comprehensive language abilities. We tested students' language skills, observed their learning processes, and analyzed the test results to see how well they could do in the areas of phonology, grammar, and pragmatics. We then made recommendations for teaching and learning.

In the second language acquisition course, we stressed the importance of the first language for second language learning. So, in the tests, I designed questionnaires to find out how students understood the commonalities between Chinese and English and whether the students transferred their language learning skills. In understanding students' English language abilities from a phonological perspective, I found that students habitually continued Chinese pronunciation habits, for example one student tended to pronounce /i:/ and /i/ to the similar Chinese word “衣” (clothes), which is longer and less tense. In addition, the pronunciation of certain English letters that cannot be found in Chinese are confusing to the student, such as the sounds /θ/, /ð/, /z/, and /s/. I therefore proposed to use International Phonetic Alphabet (IPA) to

help the student understand the differences and similarities between the pronunciation systems of Chinese and English. In this way, she can use the mother tongue more systematically and effectively to scaffold second language learning. Facilitating students' English language learning with the use of their first language is one of the focuses in my future teaching.

While assessing one student's morphology ability, I found that she could make connections with the Chinese radicals and English suffixes. However, since Chinese radicals only carry meanings without grammatical functions such as indicating tense or parts of speech (Ding, 2013), she lacks awareness of seeing the sound and morphs as a whole. Apparently, she transferred this understanding to English learning, separating the sound, function, and form of a word. Hence, I pointed out that it is essential to change her habitual learning approaches by explaining the features of English language. Besides, teaching phonetics, morphology and etymology can help with the student's comprehensive English language acquisition in spelling, comprehension and pronunciation (Lems et.al, 2017).

This finding reminds me that though it is widely accepted that bilingual learners' skills gained in their first language learning experience can help with their second language learning (Cummins, 1979), it would be tricky if teachers have limited understanding of students' first language since the differences between the mother tongue and the second language may lead to confusion. Although my future students and I share the same first language, Chinese, I need to gain a systematic understanding of Chinese to better identify the differences between the two languages, as well as the differences in language usage habits. Only when I fully understand the similarities and differences between the two languages can I diagnose misconceptions in my students' learning processes, give appropriate advice, identify and use their unconscious transfer of language learning skills.

There are things that I have overlooked in this assignment. When giving advice on teaching and learning, I only considered the teacher and the school and did not take into account other educational participants and learning scenarios. Other participants in learning processes and contexts also play a crucial role in student learning. Therefore, in my future teaching, I will consider how to unite other educational participants to improve the quality of teaching and learning, as well as how to create “a third space” in communities and virtual places to expand students’ learning spaces (Hull & Moje, 2021, p55).

Professional Knowledge Area 2: The Learning Contexts

This area of professional knowledge addresses the learning context. In creating a supportive learning environment for students, teachers need to understand not only the students' characteristics and needs but also their family backgrounds, as well as the expectations of the society. Besides, teachers should consider the roles that participants, including students, teachers, school administrators, parents, and local and state education departments, can play in education. Only the cooperation of all participants can better build a positive learning environment for students. An inclusive, caring, and cooperative learning place is what I am dedicated to creating for my students.

TESOL Domain 2: Instructing

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

Teachers have relatively limited say in the construction of the home and social environment but have greater control over the construction of the environment in the school, especially in the classroom. Therefore, the primary task for teachers is to provide a supportive classroom environment that optimizes students’ learning. While constructing the learning

contexts, teachers should consider diverse factors, including class norms, engaging activities, teacher-student relationships, and learning autonomy.

As I said in my teaching philosophy, I agree with Windschitl's idea that constructivism is a culture, which means constructivism can not only be implemented in instructions, but also can be integrated in class management (1999). I want to create a constructive environment with my students as a facilitator and have my students participate in making classroom rules. By doing so, I hope they can realize that they have authority in the learning process, thus reflecting the core belief of student-centered teaching and learning.

Artifact C

The *Looking at the Classroom Entries* assignment entails observing classes from different perspectives and analyzing what is observed in order to clarify how certain theories are applied in classrooms and what aspects could be improved.

We visited Jere Baxter middle school and, from a student's perspective, viewed the school environment, the classroom environment, the teaching style of teachers, and the interactions between teachers and students. I observed two classes: one was a social study class, and the other was an English class. It was interesting to see how the same students behaved differently in the two classes. The students in the social study class were highly motivated and cooperative. In contrast, the students in the English class often talked off-topic and were less cooperative.

I found that the two classes were very different in the way the classroom was set up and the interactions between students and the teacher. The tables and chairs in English class were arranged in a group of four as a square, and the teacher did not assign seats for students, so students could sit at will. Some students chose to sit with their backs to the teacher and barely

made eye contact with the teacher in the classroom. In the social studies class, all the students formed a semi-circle around the teacher, and the teacher invited one of the students to sit in the seat next to him. During the class, it was clear that the social studies teacher paid better attention to the state of each student, while in the English class, the teacher only took care of the students who sat towards her. This finding reminded me of the impact of the physical environment on the teacher-student relationship and the interaction among students and between students and teachers.

In addition, I was also deeply impressed by the very different approaches taken by the two teachers when confronted with the same girl's unusual behavior. The girl was frequently rummaging through her schoolbag during the class and pretending to inadvertently wave a piece of paper, which turned out to be an award certificate. The English teacher ignored the girl's behavior to ensure that the lesson went smoothly. Unlike the English teacher, the social studies teacher first gave a thumbs up to the student, then walked over to the girl's desk and used his finger to show her where everyone was reading, directing her to follow others.

I could feel that they both love their students while talking with them; however, as Nodding points out about the difference between care-for and care-about: the former starts from the need to be taken care of, while the latter starts from oneself (2013). The social studies teacher implemented the care-for model, as I noted above. In other words, teachers need to be aware that authentic care should be about what the students need, which echoes my teaching philosophy that all aspects of teaching should be student-centered. At the same time, this observation makes me realize how important a caring and supportive environment is for students' learning. Both the tangible physical environment, such as the arrangement of the classroom, and the intangible

psychological environment, such as the interaction between teachers and students, have an impact on students' learning experiences and on the effectiveness of teaching and learning.

As a follow-up assignment of the observation, we should think about our future teaching contexts and design activities for the first week of a semester. While designing the activities, I emphasized the cooperation between students and me in creating a lovely classroom and learning environment. For example, I wrote that I would create a sharing corner in the classroom and invite students to bring in their favorite items, such as books, toys, and so on. I think this is a great way for students to get to know each other and an opportunity for me to get to know them better. At the same time, by decorating the classroom with objects that can represent themselves, students can feel that their natural identity is recognized (Gee, 2000). In addition, I mentioned that I wanted to work with my students to set the rules of the classroom and have them become the constructors of the classroom, which implies the idea of student-centeredness in my teaching philosophy. When the student's authority is strengthened, the teacher's authority is also increased, contributing more to the realization of constructivism and setting the foundation for communicative language learning (Eliot, 2017).

At that time, my pre-determined target students were in elementary school, but now my target students are adults. Adults will have more diverse identities, so I will create opportunities in the activities for them to show their identities other than being “students,” thus bringing the classroom learning and life closer together and better motivating them (Skilton-Sylvester, 2002).

Professional Knowledge Area 3: Curriculum

The curriculum is a synthetic concept, which includes teaching content, methods, and assessments. Besides, the curriculum is the guarantee of structured instructions and a reference for lesson preparation. However, as students are all distinctive, there is no curriculum suitable for

every student; therefore, teachers should not see curriculum as authoritative, arbitrary, or immutable; instead, teachers should realize that curriculum should be flexible, accessible, and adaptable to students' needs, expectations, and characteristics. The idea of including students into the curriculum design is consistent with what I mentioned in the teaching philosophy: having students as the primary constructors of the classroom.

TESOL Domain 1: Planning

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

Usually, teachers have a given textbook, a set teaching schedule, and a standard to meet in actual teaching situations. One thing that is for sure is that a good curriculum should be tailored to meet the needs of students. However, since students are different, teachers need to be able to adapt the curriculum in terms of scope and sequence, as well as content, to make it fit the students' needs and motivate them to learn. Meanwhile, it is important for teachers to understand the dynamic growth of students and constantly adjust the curriculum while teaching, by which teachers can continuously fill and expand students' zones of proximal development. Therefore, teachers should explore the needs of students, understand the objectives of the standard, develop or modify the syllabus, select appropriate methodologies and assessment tools, and regularly evaluate the curriculum and update it (Nation & Macalister, 2010).

In my teaching philosophy, I mentioned that since most of my future target students will plan to study abroad, their needs are to improve their English language skills and learn about the culture of English-speaking countries. Therefore, I will integrate culturally responsive learning into my teaching by incorporating cultural elements into the content, activities, and assessments

to prepare students linguistically and psychologically for their new lives (Piazza, Rao, and Protacio., 2015).

Artifact D

In the *Curriculum adaptation* assignment, we either designed or adapted a curriculum to a work scenario we envisioned. In this process, the national standard and students' needs in the scenario were taken into account to determine the teaching goals, develop a scope and sequence, design teaching activities, and develop assessment methods.

I chose the required English textbook for the fifth grade of elementary schools in Zhejiang Province, China. Similar to my current intention, I mentioned five aspects in teaching objectives: communication, connection, culture, social-emotional learning, and cooperation. Together, these five keywords indicate students to interact and negotiate meanings, systematically integrate previous and new knowledge, talk about emotions and feelings, and encourage students to collaborate with one another, which I will continue to strive for in my future teaching career.

To achieve the goals mentioned above, I had five major modifications to the curriculum, and the motivations embedded in these changes were consistent with my teaching philosophy. First, I added movies, storybooks, and other authentic reading materials to the textbook to stimulate students' interests in learning English. In my teaching philosophy, I also mentioned the importance of motivating students by starting from their interests (Nation & Macalister, 2020; Dörnyei, 2001). Secondly, I designed classroom activities and after-school tasks to create opportunities for oral output. This aligns with the idea of communicative language teaching that I want to apply in my future teaching, encouraging students to learn and practice English in communication (Kintsch, 2009). Third, I changed assessments by replacing test-based

worksheets with project-based assessments and applied formative assessments to provide students with concrete and productive feedback to keep them excited about learning English. In my teaching philosophy, I mentioned that I hope to make students see the relationship between standardized tests and learning correctly and enjoy the sense of achievement from every little progress in learning. Fourth, I added a storybook reading session to have students “express their feelings and foster their social-emotional development” and understand “their roles and responsibilities in society.” Although my current students are adults, and storybook reading is no longer appropriate for them, I can still achieve this by discussing paintings, movies, and literature. Using English to express their feelings is crucial for them to succeed later in life. Then I planned group activities to encourage students to collaborate on learning tasks, which provides opportunities for students to communicate, helping students build close relationships (Kumaravadivelu, 1994; Swain & Watanabe, 2013; Wubbels, T., 2011).

While reviewing this assignment, I realized that although I stressed the importance of understanding students' needs, I did not mention how can I achieve that understanding. Thus, in the future, in order to set an appropriate goal for the class, I will first synthesize students' needs by using a pre-survey or interview to find out what students expect from the course and what they already know. Wiggins and McTighe propose the idea of backwards design, saying that the curriculum, instructions, and activities should be aligned with the goal we expect to achieve (2005). I agree with this idea and will always remind myself that what I wish to achieve in language teaching is to have my students use English to communicate.

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 learner is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

The learning content is about the intentionally conveyed information in the teaching and learning process. This information includes language forms, content knowledge, learning skills, and cultural awareness, all of which are essential for students to master when using English to have successful communication.

In my teaching philosophy, I mentioned that Communicative Language Learning is one of the theories that will guide my teaching. Celce-Murcia, Dornyei, and Thurrell propose five communication competencies: discourse, linguistic, actional, and sociocultural competence, which remind teachers that teaching content is more than language forms and meanings. Communication occurs in social contexts; thus, all the factors in certain contexts should be included in language teaching (1995).

Artifact E

The Complex Text Video assignment is about selecting teaching content and deciding how and what to teach. We should choose a text considered complex for our target learners and create a video that can help scaffold their understanding of the text and help them apply learning strategies for analyzing it.

I selected an authentic IELTS article, “The Benefits of Bilingualism.” I chose this material for two reasons. Firstly, most of my future target students have grown up in an exam-oriented educational culture and they have a specific short-term goal: to get a high score for their dream school application. Hence, providing an authentic essay from a previous IELTS exam

would motivate them to study. At the same time, I assumed they might expect to read a real exam essay so they could analyze it to learn about the question types and test-taking techniques. In addition, because my students are bilingual learners and this essay is about the benefits of being bilingual, I believe students can relate to the theme and be inspired by the points stated in the article. From this topic, I could start a discussion on the meaning of language learning, explaining that language learning is about equipping them with communication skills that can help them adapt better to new situations and success in study and life. While choosing the content, I began with the needs and characteristics of the students; however, these characteristics and needs are not backed up by evidence; rather, they are assumptions I had made based on my own experiences as a student. In teaching, assumptions can result in failure to meet teaching expectations and have potentially adverse teaching outcomes (Echevarria et.al, 2017). In my future teaching, I will avoid these assumptions by conducting surveys, visiting homes, and having interviews.

After selecting the reading material, we need to identify the focal language in the material. I focused on functional languages — especially linking words and domain-specific vocabularies. Except for teaching focal languages, I also mentioned that I would introduce vocabulary learning strategies such as breaking down words based on word formation. As I mentioned above, content learning is more than language itself, which also contains learning strategies. I believe that it is beneficial for students to understand word formation so they can learn new words on their own and expand their vocabulary bank. Though I mentioned in my rationale that I would also teach students metalanguage which can be helpful for their long-term language learning (Phillips-Galloway et al., 2019), I failed to implement that in the complex text video. In my future teaching, I will teach metalanguage, such as the grammatical terms, to have

students talk about language use, helping them understand the grammatical forms and its meaning.

Artifact F

During my practicum, I designed a *lesson plan* for my adult students in the Conexión Américas. This lesson revolves around Georges Seurat's painting *A Sunday Afternoon on the Island of La Grande Jatte*, which was the first time I used a painting as the content medium. It turns out that painting is an effective tool for stimulating dialogues and increasing students' curiosity and motivation. In this lesson, we brainstormed what aspects of a painting we could talk about. Then, starting from these ideas, students tried to describe the figures in the painting, guess the artist's intentions, feel the emotions conveyed by the painting, and share their understanding. During this lesson, I asked open-ended questions to encourage students to negotiate meanings. As they shared their ideas, I wrote them down and we discussed how to improve these sentences. This lesson was a turning point in my teaching, because it was the first time that I felt I had successfully handed the authority of learning to the students and created authentic language application scenarios, successfully leading to meaningful conversations (Dufva & Aro, 2015). To help students learn English through meaningful discussions, I will continue to use various dialogic tools in my later teaching.

As I mentioned in my teaching philosophy, I will provide as many opportunities as possible for my students to use English. These assignments make me realize how important content selection is in achieving this goal. Moreover, these assignments help me understand that the content itself, the carrier of the content (e.g., the dialogic tools), and the manner in which the content is taught (e.g., teaching activities) are all equally important to create an engaging class. I

will keep exploring high quality and suitable teaching content, polishing my teaching skills by using effective dialogical tools and activities.

Professional Knowledge Area 4: Assessment

This professional knowledge area concerns assessment. According to Gottlieb, assessment could be for learning, as learning, and as a part of learning, and it is integrated throughout the teaching process (2016). An assessment can be used to measure students' performances, to understand students, and to be part of learning activities. In other words, assessment is an important way for teachers to understand students' pasts and presents and an important reference for designing and adjusting teaching plans. Teachers need to understand how assessment tools work, as well as when and how they should use them.

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.

I think this domain echoes with the first professional knowledge area — learners, in that they both heighten the significance of understanding students in both language proficiencies and backgrounds. The difference is that this domain declares assessment as a specific approach to collect information about students and emphasizes its essential role in planning teaching. From my perspective, one thing we should notice here is that the purpose of assessment is not to grade students or differentiate them but to provide a better and more effective instructional plan for

students. Another point to note is that assessments are more or less influenced by objective and subjective factors (Brown,2011). Thus, teachers must be aware of the possible injustice in the assessing procedure and not rely entirely on the results.

As I mentioned in my teaching philosophy, student-centeredness is a primary principle in my teaching, which indicates that the premise of effective instructions is understanding what students already knew, want to know, and need to know (Moll et al., 1992). Assessment is a major access to such information, helping me keep track of the dynamics of students' learning processes to better tailor instructions to their situations and apply the idea of student-centeredness in my teaching. In addition, I mentioned in my teaching philosophy that I want my students to have a happy learning experience. I believe that learning is influenced by a number of factors, such as families, communities, and policies, so I also want to use assessments to understand what my students are experiencing physically and psychologically to ensure that they are healthy and happy in all aspects of their lives.

In addition, I mentioned in my teaching philosophy that social-emotional development has a profound influence on students' language learning. Therefore, I will use different assessment tools to understand their inner thoughts about themselves, the outside environment, and cultures. In this way, I can help them academically and mentally, making them enjoy the learning journey to the greatest extent.

Artifact G

In the *Midterm assignment*, I analyzed the Bilingual Verbal Ability Test (BVAT), a standard test that assesses bilingual language proficiency and cognitive skills, regarding its reliability, credibility, and possible bias.

As I mentioned earlier, assessment is a compass for teachers to develop and adjust instructional strategies, but it is not reliable in certain circumstances. In assessing the reliability of the BVAT, I learned that there are many factors having an impact on test reliability, such as test administration, students, and the test design (Brown, 2019). To understand students through testing, we should try to exclude the influence of other factors.

In addition, when assessing validity, I found that the BVAT test is administered primarily from a vocabulary perspective, yet there are multiple dimensions of English language proficiency. Considering only in terms of the language structure, assessment should include phonology, morphology, syntax, semantics, lexis, and pragmatics. I learned from this analysis that different tests have different features, so we need to clarify our expectations before we select and use it.

In this assignment, I conducted a detailed analysis of the BVAT test based on Brown's summary of possible biases in assessment. I found that biases of culture, gender, and learning style exist in the BVAT. Specifically, some pictures on the picture vocabulary test are highly culturally relevant, such as “gold rush”, “pillows”, and “robes”. In the verbal antonyms test, there is a question asking "Tell me the antonym for boy”, which implies that gender is binary. In the verbal analogy test, it asks, "A glove is a glove, just like a shirt is a ?" Students may think in terms of its function or appearance; and thus, draw different conclusions.

In the analysis, I tried to put myself in the test taker's shoes, which gave me three important insights. First, I should define the purpose of the assessment and choose an appropriate tool to make the assessment valuable and reliable. Second, it is always important to take a critical view of the assessment results because they are sometimes not fully representative of students' language abilities. Last but not least, this assignment further makes me aware of the importance

of understanding the variations of each student because it is the premise for me to notice potential biases that may manifest in the test and affect students' test results.

In my teaching philosophy, I wrote that I want my students to understand that language learning is a long-term process, and its ultimate goal is communication rather than high scores. Therefore, in my future teaching, I will revise students' perception of summative assessment by increasing the proportion of formative assessment, so that students can focus on the process of learning and self-growth (Brown, 2019). At the same time, formative assessment is more conducive to a loving, comfortable, and collaborative learning environment because it allows teachers and students to see students' growth dynamically and involve students in planning lessons. In addition, formative assessment can be better integrated with CLT, for example, by providing students with productive feedback in classroom interactions.

Application to Practice: Implications and Future Considerations

TESOL Domain 8: Commitment and Professionalism

Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

This domain argues that teachers need to be critical and thoughtful on teaching, encouraging teachers to learn from previous achievements and failures. In addition to reflecting on intrinsic factors, teachers should also keep a close eye on the external factors such as school, community, and even nation-wide changes that may affect high quality teaching. In this section, I will review what I did well and what I did not do well during my two-year learning at Peabody and discuss anticipated challenges of my future teaching.

Achievements

Student-centered ideas.

I did well in implementing student-centered ideas in lesson plans. While reviewing my assignments, I found that though the idea of student-centeredness had emerged at the very beginning of my master journey; however, I did not form a solid understanding of it until I learned constructivism which redefines the relationship between teachers and students. Since then, I tried to shift the focus of a lesson from what I want to what my students want. For example, when I was adapting the curriculum for the fifth-grade students in the Chinese public primary school, I first analyzed the characteristics and interests of this age group. I found that students at this age level have relatively short attention spans, and according to their teachers, they like to read picture books during the break. Thus, I adapted the curriculum by adding activities which allows them to move and interact with each other and storybook reading activities to motivate them to learn through narrative.

Safe and Inclusive Environment.

I did well in creating a safe and inclusive environment for my students. When I had my practicum, my students were adult learners with diverse backgrounds. Remembering that the culturally responsive pedagogy argues that an inclusive environment can benefit students' learning, I designed an ice-breaking game in the first class to invite them to bring their cultures into the class. It was an online program, so everyone was at home while having the class. I invited them to find something at home and share the story behind that item. I modeled first and shared a box of Chinese tea with them and simply introduced the Chinese tea culture. I remembered clearly that one student shared a pottery with beautiful patterns on it and she said it was brought from Argentina, her home country and told us the pattern represents best wishes in

their culture. In the following classes, I kept creating opportunities to have them present their identities in the class. As time went by, I found they would actively share more about their daily life in the class, which created more opportunities for them to practice speaking English. I really appreciated their trust and contributions to the class.

Challenges

Student-centered Instructions

Looking back on the assignments, I find I did not do well in implementing student-centered ideas in instructions. Though I recognized the vital role of student-generated learning and employed this idea while planning lessons, I found it was hard to achieve this in instructions. Both constructivism and communicative language teaching point out that students should learn in interactions and teachers should create chances for students to talk (Thornbury, 2016). However, I found I often deprived students the opportunity to ask questions and negotiate meanings since I was afraid of quietness and worried that my instructions were unclear or too complex. For example, in my practicum, I found that I could have given students extra time to think about questions or invited a student to talk about their understandings or questions when they did not respond immediately; however, I always provided additional information with students or even showed them the answers directly. When I watched my class recordings, I was shocked about the high ratio of teacher's talk. It was me who was "standing" in the center of the class rather than my students.

Yet, I did achieve some improvements in the practicum; for example, I learned to use dialogical tools such as paintings to hand the power to my students. In the future, I will keep exploring various conversation generators. Besides, one contributor of student-centered instruction is proper teacher's talk. To be more specific, teacher's talk should be proper in pace

and language complexity, which is determined by students' English proficiencies (Echevarria et al., 2015). I need to first understand my students' language competencies and then design my instructional language to make it precise and appropriate, reducing students' confusions.

Moreover, I should avoid asking fixed questions and design more open-ended questions, so that students can build up their understandings while sharing ideas and reduce teacher talk in the class (Echevarria et al., 2015).

Scaffolding Learning

I did not do well in scaffolding students' learning. As a facilitator, one of the essential skills is to understand students' zones of proximal development (Vygotsky, 1978) and select a proper scaffold to lead students forward. I was aware of its significance but failed to implement it in practice. For example, during my practicum, I used various scaffolding tools, such as visuals, mind maps, and TPR, trying to simplify the complexity of the texts and make students more engaged in class. However, these thoughtfully designed tools did not work well; and even worse, these tools sometimes made students more confused. Besides, I often gave students sentence starters in speaking activities, which turned out to be unnecessary and prohibited students from expressing their ideas freely.

As Daniel et al. points out, over-scaffolding will limit students' sense-making process and opportunities to negotiate meanings collaboratively (2015). In the future, I will still prepare these tools that I think might be needed by students from what I know about them, but I will not give these tools to them directly and unselectively. Instead, I will observe their performances in the class and see if they need extra help or not. Besides, I will first show students how to use these scaffolding tools to exaggerate the effectiveness of the tools. Since these scaffolding tools are also learning strategies which can be beneficial for their future learning, I will encourage them to

save these tools in their own pocket and practice them individually. To summarize, what scaffolding tools to use, how to use, and when to use are three questions that I will keep asking myself in my future teaching.

Unpracticed Approaches

Formative Assessments

There are also some methods that I learned but have not had a chance to practice. For example, in the assessment course, we analyzed the virtues and drawbacks of summative assessments and talked about how to use formative assessments to complement them. Despite the presence of standardized testing in my future teaching, formative assessment could help students to shift their attention from the summative result to the learning process, which is one of my goals mentioned in teaching philosophy. For example, we talked about anecdotal record assessment (Boyd-Batstone, 2004), an ongoing assessment that can track students' improvement and discover their zone of proximal development by regularly observing and describing students' performances in class. This tool can be a detector, helping me to be a qualified facilitator who understand students both academically and individually.

Community Integration

Another thing that I haven't gotten the chance to try is integrating community investigation within teaching. Teachers should take initiative to walk into students' communities to know what environment they live in since environment will unconsciously influence people psychologically and physically, which might be hard to notice simply through interviews or self-reported surveys. Besides, with the investigation of the community, teachers can know what learning recourses students have and what they need. During my master study, I conducted a community investigation when I was taking the course of Foundation of ELLs Teaching.

However, I did not get a chance to integrate what I found in practice. In my future teaching, I will visit my students' communities to understand what they usually do, what school cultures they have, and how they interact with the physical environment, exploring useful resources and materials from their lives and bringing them into the class.

Future Concerns

My future teaching scenario is in China, and I will work with Chinese students. However, many of the teaching theories I have studied so far have been developed in Western contexts and I practiced them in the US context, so I need to further explore how to "localize" these theories. For example, I believe that communicative teaching pedagogy is a good solution to the problem of imbalance in students' English competencies (more proficient at reading and writing than at listening and speaking). However, I have to admit that my students may not be comfortable with the communicative approach to learning English and may be unwilling to cooperate when they are not confident with their speaking skills. Therefore, I will keep learning about the implementation of these theories in the Chinese context and put them into practice. By constantly trying various methods, reflecting on my teaching, and identifying and solving problems, I hope to find a proper approach to fill out the transition for them to get used to new teaching styles and benefit from it.

In addition, given the prevalence of technology, integrating technologies in class has become a hot topic. It is controversial whether technology is a contribution or disturbance. Most of the schools, especially public schools strictly prohibit students from using technologies such as iPads and phones in school. However, according to my observations at schools in Nashville, I saw many teachers using technology in teaching which successfully engages students in learning. For example, students shot short films for books to showcase what they have learned in reading.

Students were so engaged and gained a strong sense of achievement while displaying their works. Thus, I think the role of technology is determined by how we use it. I hope to explore effective ways of using technologies in my future teaching to enhance students' learning activities, extend their learning space, and manage the class. At the same time, I hope I can help students to use technology for self-learning, such as using Excel sheets to summarize knowledge or mind mapping apps such as X-mind to sort out knowledge.

Additionally, thinking about teacher's development, I will dedicate to building a supportive community with my colleagues at the workplace. I am grateful for the cooperative and encouraging learning environment during these two years here at Vanderbilt, where I received a lot of constructive suggestions from peers, teachers, and co-workers. For example, during the practicum, my mentor often reviewed my lesson plans with me, pointing out potential problems and brainstorming with me on solutions. In addition, my college supervisor came to observe my class which helped me notice many problems that I had not noted before. These pieces of advice helped me to grow quickly during that time and made me realize how helpful the collaboration among colleagues could be for the growth of a teacher. However, the working environment, atmosphere, and system in different places in the same country are different, not to mention in another country. In my current workplace, most of my colleagues are used to working individually. In order to improve the quality of teaching and enhance team awareness, I would suggest to the school leaders to organize activities such as group lesson preparation, participating in teaching conferences, and listening to each other's lessons. At the same time, I think that encouraging teachers to cooperate with each other can influence students to learn through cooperation as well, and thus create a supportive school culture.

This portfolio is a record of my learning and teaching experience at Peabody College, Vanderbilt University. I will review it often to remind myself of my initial thoughts on high quality teaching, inspire myself with my current passion and determination when I feel tired or upset in the future, and encourage myself to keep learning and always hold the attitude of a student teacher.

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Appendix

Artifact A: Interview for Assessment

Interview

Basic Information	
Name:	Qingyi
Pronoun:	They, them, their
Age:	24
Nationality:	Chinese
Profession:	MA student in Art & A queer artist & part-time barista
Brief Education Background:	I had been studied and lived in China until I graduated from the college.

I met Qingyi two years ago. Back at that time, they joined my IELTS class and told me that they were going to apply to the University of Arts, London. I taught them about two months, and they got a satisfactory IELTS score (6 Overall: Reading 6, Listening 5.5, Writing 6, and Speaking 5.5). They went to their dream school in September 2020 and started their MA journey in London. Several days ago, they returned to me and said they need a 7 overall IELTS score to approve that they are eligible for a doctoral program. To obtain a general idea about their current language proficiency, I asked them to take a model IELTS test, in which they got 6 overall (Reading 7, Listening 6, Writing 6, and Speaking 6). I was a bit surprised about the result since they have been studying in London for nearly one year. Besides, I have heard them took part in many art festivals and exhibitions as an artist, which seemed that they got many chances to use English in an authentic setting and integrated into the new sociocultural environment quite well. Besides, they had invited me to listen to their first podcast show last month, and from their performance, I felt there was a great improvement in their accuracy and fluency while speaking English. Therefore, I thought they could have got a higher score than what they achieved two years ago. The inconsistency between my assumption and the standardized test result makes me interested in Qingyi's language learning process during this year.

As Herrera et al. mentioned that assumptions could be dangerous, it is significant to make a conclusion on students' acculturation level with solid and sufficient evidence (2013). Therefore, I combine formal and informal assessment tools to collect Qingyi's linguistic and cultural background information.

To find out Qingyi's linguistic background, I would like to know how often they use English as an oral and literate language in their everyday life and the frequency of use of English, native language, and both languages, respectively. In addition, I would like to know the primary contexts in which they use English to have a general idea of the language environment and the language learning resources they have. I adapted Gottlieb's Oral Language Use Survey and the Literacy Survey for English Language Learners (2016, pp.70-71). Instead of giving specific language using scenarios, I gave them more flexibility to describe their language using

settings. Additionally, I asked them to use a time bar to show the distribution of using the L1 and L2.

Since their routine varies on school days and weekends, they draw two graphs to indicate each circumstance (see appendix 1). For oral language use in school days, if we assume there are 12 hours of awake time for each day, the average time they only use L2 is about 3 hours, 1 hour for using both L1 and L2, and the rest 8 hours are in L1. Working as a barista during the weekend in a market, Qingyi's average time of using L2 is about 7 hours a day, and the rest 5 hours are mainly in Chinese. Overall, Qingyi spent nearly a third of the time in English; contrarily, with about 60 percent in Chinese. Although there are no other students for comparison, Qingyi certainly spent more time in English than they did in their previous life in China. When listing the scenarios of spoken English use, I found that they mainly used English as a conversational language in three places: school, art event, and coffee shop, which coincides with their professional identities, a student, artist, and barista. These three professional attributes require them to use both everyday English and academic language, as same as the IELTS test examination, covering both English for life and academic English. I could use this similarity as a breakthrough to set a tangible goal for Qingyi 's IELTS study, rather than just for the score. In addition, while talking with them, I found that they have accumulated a rich vocabulary in their professional and work domains, which can be an asset they brought into the classroom, scaffolding their future learning.

The survey for assessing literacy is consistent with the one for oral language in both form and questions (see appendix 2). In the time allocation diagram for reading and writing language use, I found that the time spent using only English was merely about one-tenth. The time spent using both bilingual and Chinese only was approximately the same. In listing the specific application scenarios, they wrote that they read in English in trivial things, such as reading product descriptions and reading advertising slogans on the street. For the scenarios requiring extensive using of English, such as reading papers and writing essays, they admitted that they will seek translation software for help, which significantly increased the proportion of time of using both languages. In addition, they noted that all electronic devices used for reading and writing are predominantly in Chinese and that they often browse Chinese-language websites, such as London Chinese, to get information. This questionnaire partly explains my confusion: why they didn't make significant progression reading and writing after studying abroad for about a year, and prompts me to explore further what is hindering their literacy competence. It also makes me realize the importance of guiding students to actively use the learning resources around them to improve their language skills.

To assess Qingyi's acculturation level, I asked them to rate their school environment, classroom performance, and sociocultural development.

First, I wanted to find out if the school environment is linguistically and culturally responsive and creates a safe and comfortable environment for students to learn (see appendix 3). To do this, I used A Rating Scale of a Linguistically and Culturally Responsive School (Gottlieb, 2016, p.40) and incorporated some aspects of Acculturation Environments listed by Herrera et.al (2013, p.100). In "*Curriculum, instruction, and assessment invite multiple perspectives and reflect the identities of the students*" and "*Encourages students to learn about and celebrate the holidays of multiple cultures,*" Qingyi gave a perfect score of four. Qingyi said that the professors like them to discuss the works that carry their cultural characteristics and agree that multiculturalism makes art diverse. They noted that their class consists of students from France, Greece, India, the United States, the United Kingdom, Korea, and China, who often celebrate

festivals in different countries. However, in "*Linguistic and cultural responsiveness is part of the school's and district's mission and vision*" and "*Supports and incorporates use of the native language*," Qingyi put the lowest score. I think this is reasonable, because the school screened graduate students' language competence at the application stage, which means that the school and students have a tacit understanding before the school starts, recognizing that students have the essential English ability to learn and communicate. It is worth mentioning that when filling in the basic information form, Qingyi asked me to add their pronoun. Qingyi said that their school was a gender-friendly place. They felt a strong sense of gender respect during the interaction with classmates and faculty. In such a favorable environment, they completed their exploration of their gender identity. From this incident and the survey, I think that, in general, the school where Qingyi is studying respects students' self-identities and makes great efforts to create a socially and culturally inclusive environment. I can feel that Qingyi enjoy school their life very much.

Narrowing the scope from the large school environment to the classroom, I used the Level of Acculturation Observation Rubric (Herrera et.al, 2013) to measure Qingyi's acculturation in terms of peer interactions, emotions, and classroom activities (see appendix 4). The results of the self-assessment seem to be very positive overall. Except for the "*level of interactions with peers of different cultures and/or languages*", they gave a score of three. In the notes, they added that "*I prefer talking with peers whose cultural background I am familiar with.*" I asked him to elaborate on this comment, and they said talking to people from cultures they were familiar with is easier, more effective, and more enjoyable. In addition, in the row of "*communication effectiveness with peers of a different culture and/or language*", they mentioned that they felt more comfortable communicating with non-native English speakers because they thought they were in an equal position and were more patient and tolerant of their language abilities; while they often felt pressure to communicate with native English speakers and were reluctant to express more. From Qingyi's answers, I found that they were always in a comfort zone regarding language use and cultural adaptation. I asked them if there was a time when they felt challenging to fit in when they first arrived in London. They said, "it seemed not". They are very smart and adaptable because they rapidly create a comfort zone in a new environment. Although they seem pleased and selectively engage in cultural exchanges, their comfort zone is biased towards integration with other minority cultures. Is this a positive acculturation?

In addition, I chose the Collier's Sociocultural Checklist to assess Qingyi's socio-cultural development in terms of acculturation level, cognitive learning style, culture and language, experiential background, and sociolinguistic development (see appendix 5). According to the Percentile table for the Sociocultural Checklist, Qingyi got 33%, 0%, 67%, 0%, and 13%, in these five dimensions, respectively. According to Collier, more than 40% of the areas needed extra attention and help from the teachers. For Qingyi, they have adapted to the new environment in their way; however, as I mentioned above, there is still a need to explore further whether they have truly achieved acculturation.

From the interview, I find that Qingyi have abundant language learning resources in daily life. In addition, they have a good command of vocabulary in their professional and work fields. They have great pragmatic skills and can use their character strengths in work and study situations to communicate effectively using tools, body language, etc. When encountering a large amount of reading and writing content, they habitually seek the help of translation software in an attempt to cross the language barrier and achieve a quick understanding of the content. However, they unconsciously ignore the importance of language learning in such an environment and let

their language learning stagnate. To help Qingyi, I will first find out their main difficulties in learning English, combine their actual needs and IELTS rubrics to determine clear learning goals, and fully utilize the resources around them to help them get out of their comfort zone and reach out to their goals.

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Artifact B: Mini Analysis of Phonology and Grammar

Mini Analysis Phonology

To analyze Qingyi's English proficiency from the phonological perspective, I invited her to read a short paragraph (table1) and a list of words (table2). While reading, Qingyi hesitated for several times when some unfamiliar words showed up. She mentioned that when she first learned English, her teacher asked them to imitate the pronunciation rather than decoding it; thus, she could not sound out unfamiliar words. Lacking phonological awareness (lecture, October 2019), Qingyi paused many times when she was reading or speaking, which hinders the fluency. At the phoneme level, Qingyi was confused about how the sound is produced. She has difficulties in distinguishing the long vowels with short vowels; for instance, she sounded snake and snack in the same way: /sneɪk/, and mispronounced plane /plæn/. In addition, she unconsciously substituted some sounds with similar sounds in Chinese. For example, she tended to pronounce /i:/ and /i/ to the similar Chinese /i/(衣), which is longer and less tense. In terms of consonants, mistakes were common in /θ/, /ð/, /z/, and /s/. For example, she pronounced *this* /ðɪz/ as /θɪz/, *with* /wɪð/ as /wɪz/, and *bags* /bægz/ as /bægs/. Since there are no such phonemes in Chinese, it would be harder for Chinese speakers to notice the differences between these sounds (Jiang, 2010). Similarly, it seems difficult for Qingyi to perceive the differences between voiceless phonemes with voiced ones, such as /v/ and /f/. Due to the insufficient recognition of phonemes in the English language, Qingyi could not count the number of syllables in a word accurately, and the way she counted syllables was based on the rules used in mandarin. For example, she thought there were three syllables (s-poo-n) in the word "spoon", which has one syllable. When it comes to the word and prosody level, Qingyi has trouble finding proper words as well as

matching the pronunciation to the words, which might be the reason that her intonation was quite flat, and her speaking speed was relatively slow.

Though Qingyi's pronunciations are not accurate, she can express herself clearly with limited words stored in her working memory. In addition, she can map non-native sounds to assimilated sounds in her native language to help herself remember the words quickly and correctly. Moreover, Qingyi has the "ability to understand and use language effectively to communicate (Lecture, 2019)", which is also her ultimate goal of learning English.

Instructional Recommendations

"English orthography is a morphophonemic system in which spellings have evolved to represent sound, meaning, and history in an orderly way" (Bowers & Bowers, 2018, p. 122). It is important to cultivate the awareness of the English sound structure and the logic behind it. The amount of the English words is numerous and still growing; therefore, it would be unrealistic to use working memory to build the foundation of English language learning. To scaffold L2 learning, we should make full use of the native language. Qingyi's teachers can first make a comparison between Chinese phonemes and English phonemes with the assistance of IPA, to dig out the hard-to-pronounce sounds for her and explicate the similarities as well as the differences between these two language systems. By introducing the manner and the place of articulation systematically, teachers could correct mispronounced words to avoid some misunderstandings. After overcoming specifically difficult sounds, teachers could explain the spelling system from both the pronunciation and meaning of words (Lecture, 2019). It is significant to think phonology, morphology, and etymology as a whole to help students consolidate the foundation: vocabulary, speaking, and reading comprehension (Bowers & Bowers, 2018). In addition, it would be necessary to increase the quantity and quality of input

while learning English (Lecture, 2019). Poems and songs can be used to improve the sensitivity of rhythms and prosody, to develop fluency.

Appendix

Table 1 is the test paragraph, and the highlighted phonemes are mispronounced sounds.

Elicitation Paragraph	IPA Transcription	Qingyi's Phonetic Transcription
Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.	plɪz kɔl 'stɛlə. æsk hɜr tu brɪŋ ðɪz θɪŋz wɪð hɜr frʌm ðə stɔːr: sɪks spʊnz ʌv frɛʃ snəʊ piːz, faɪv θɪk slæbz ʌv blu tʃiːz, ænd 'meɪ bɪ ə snæk fɔr hɜr 'brʌðər bʌb. wɪ 'ɔlsəʊ nɪd ə smɔl 'plæstɪk sneɪk ænd ə bɪg tɔɪ fræg fɔr ðə kɪdz.ʃɪ kæn skuːp ðɪz θɪŋz 'ɪntu θri rɛd bægz, ænd wɪ wɪl ɡoʊ mɪt hɜr 'wenzdi æt ðə treɪn 'steɪʃən.	plɪz kɔl 'stɛlə. æsk hɜr tu brɪŋ θɪz sɪŋz wɪz hɜ: frʌm ðə stɔːr: sɪks spʊnz ʌv frɛʃ snəʊ piːz, faɪf θɪk slæbz ʌv blu tʃiːz, ænd 'meɪ bɪ ə sneɪk fɔr hɜr 'brʌðər bʌ b. wɪ 'ɔlsəʊ nɪd ə smɔl 'plæstɪk sneɪk ænd ə bɪg tɔɪ fræg fɔr ðə kɪdz. ʃɪ kæn skuːp θɪz θɪŋz 'ɪntu sri rɛd bægs, ænd wɪ wɪl ɡoʊ mɪt hɜr 'wenzdi æt ðə treɪn 'steɪʃən.

Table 2 is a word list used to test Qingyi's ability of pronouncing vowel sounds in English.

Short vowel /æ/	Long vowel /eɪ/	Short vowel /æ/	Long vowel /eɪ/
back	bake	can	cane
snack	snake	plan	plain/plane
fad	fade	tap	tape
mad	made/maid	cat	Kate
Sam	same	rat	rate
Short vowel /ɛ/	Long vowel /i:/	Short vowel /ɛ/	Long vowel /i:/
bed	bead	bet	beat/beet
Ben	bean	met	mete/meat/meet
men	mean	pet	Pete
ten	teen	set	seat

Short vowel /ɪ/	Long vowel /aɪ/	Short vowel /ɪ/	Long vowel /aɪ/
lick	like	fin	fine
hid	hide	shin	shine
slid	slide	bit	bite
dim	dime	lit	light
Tim	time	sit	sight
Short vowel /ɒ/	Long vowel /oʊ/	Short vowel /ɒ/	Long vowel /oʊ/
rob	robe	cot	coat
hop	hope	not	note
mop	mope	rot	rote
Short vowel /ʌ/	Long vowel /ju:/	Short vowel /ʌ/	Long vowel /ju:/
cub	cube	cut	cute
tub	tube	flutter	flute
hug	huge	mutter	mute

Mini-Analysis Grammar

To analyze the participant's grammatical knowledge comprehensively, I collected one academic writing regarding the topic of education, one personal diary about her daily life, transcribed academic conversations about the user interface, as well as some daily conversations. The analysis focuses on the participant's grammatical knowledge based on the examinations of her morphological ability and syntactic ability.

Morphological Ability

To examine Qingyi's morphological ability, I first directly asked her several questions through a questionnaire with some morpheme tests. According to Qingyi, she had little knowledge about English morphology, but she did hear of root words and suffixes from her teachers. However, when I showed her a list of common suffixes, she only knew five out of

forty, and three of them are inflectional suffixes/functional morphemes (-ed, - 's, -s). After I explained the notion of morpheme, I asked her about her understanding of morphemes in Mandarin. She said she knew radicals, meaningful segments of Chinese characters; however, she never heard of the term “morpheme” in the class. It is fascinating that she said radicals right after I explained what English morpheme is since it indicated that she was trying to make connections between two different languages. Therefore, I assume that the missing concept of morphology in her first language results in her lack of morphological awareness in English language learning.

Then I collected the MLU-like data based on different types of materials (Table 1). After comparing her writing and speaking samples, I found that the number of morphemes in her writings is slightly more than that in the speaking samples; however, the difference is not conspicuous. The reasons behind that might be the examination-centered English learning culture in China, which focuses more on writing practice, fewer opportunities to revise mistakes in speaking, and insufficient vocabularies, which leads to the high similarity in vocabulary choosing in speaking and writing.

Because Qingyi does not have a solid foundation of morphology, she considers each word as a whole rather than a combination of different units. In other words, she memorized words mechanically with her working memory, which makes it even harder for her to enrich her vocabulary glossary. In Mandarin, morphemes (radicals) only carry meanings without grammatical functions like indicating tense or changing the part of speech (Ding, 2013). Therefore, inflectional and derivational suffixes are often ignored or misused by Qingyi.

Syntactical Ability

In Qingyi's writings, she used a mix of simple and complex sentences with grammatical linking devices as well as logical connectives to make the sentences fluid and plausible. Take the following sentence as an example:

“However, if we can use rewards to encourage students to achieve a goal step by step, I believe it will not only improve their academic performance but also help them understand the rules of society to develop and maintain healthy habits which are useful for them to succeed in their future careers and life.”

In this complex sentence, she used the conjunctive adverb “However” at the beginning to show the contrast with the idea mentioned before, by which she successfully informed readers of the logic connection behind these two sentences. What's more, she used a conditional clause “if...” with the correlative conjunction “not only...but also” to enrich the expressions and used the relative pronoun “which” to construct her ideas further.

Different from her writings, the sentences in her speaking are mostly short and simple. The average length of her utterance is about 8 words, which is tremendously shorter than that of her writing sentences, which is 17. The logical connectives she used in speaking were also less in number and type. Though she used anaphors as lexical links in her speaking, she often misused “she” and “he” unconsciously.

General Grammatical Ability and Teaching Recommendations

As the CUP concept pointed, metalinguistic skills are interdependent (Lecture, October 2019). Since Qingyi's morphological awareness is relatively weak, it blocks her vocabulary building and reading comprehension. However, when we talked about morphemes and radicals, she could quickly transfer previous knowledge she had acquired in first language learning to English learning. It is her strength that teachers can make use of. Although Mandarin and English differ in many aspects, bilingual learners' skills in their first language help language and literacy skills acquisition in their second language (Lecture, October 2019) Therefore, to increase

Qingyi' morphological awareness, it would be helpful to find the same features of morphemes in English and morpheme characters in Chinese. It would also be helpful to teach phonology, morphology and etymology at the same time, since it can help with Qingyi's spelling, comprehension and pronunciation (Lems et.al., 2017).

As for syntactical ability, her syntactical ability in writing exceeds that in speaking. Qingyi said she felt herself being stopped by the translation process in her mind while speaking English. It would be helpful to orally practice sentence combining since she knows how to use connective devices in writing means that she can understand the function of these devices, the reason that she seldom uses them in speaking is that she does not have sufficient oral practices. Besides, she understands that there are some rules she needs to follow; however, the stiff Mandarin usage habits and the unsystematic English language rules in her mind are two hurdles in front of her. According to the common grammar mistakes I collected from Qingyi's writing and speaking samples, I found that the results coordinate with the typical errors Xie listed, such as the misuse of articles, tense errors, and subjective-verb agreement errors, etc. (2018). Xie mentioned that these typical errors appear because of the missing concept in language learners' L1 or the different interpretations about the same concept in different languages. Therefore, it is significant for teachers to build the connections between L1 and L2 in order to achieve knowledge transfer.

Appendix: Table 1

	Communicative Speaking	Academic Speaking	Informal Writing	Academic Writing
The number of morphemes/ 200 words	1.04	1.1	1.2	1.26

Table 2 Common grammar mistakes in 400-words writing sample

Types of grammar mistake	Amount	Rank
Subject-Verb Agreement errors	2	5
Wrong collocation	3	3
Single and plural confusion	5	2
Missing/wrong article	6	1
Punctuation error	3	3
Part of speech errors	1	6

Table 3 Common grammar mistakes in 400-words speaking sample

Types of grammar mistake	Amount	Rank
Subject-Verb Agreement Errors	10	1
Wrong collocation	2	6
Single and plural confusion	8	2
Missing/wrong article	5	4
Tense errors	8	2
Preposition errors	5	4

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Artifact C: Classroom Entries**Classroom Entry****Basic Information about Jere Baxter Middle School**

Jere Baxter middle school has 297 students, within which 55% of students are black, 23% are Hispanic, and white represents 14%. Compared with the state data about ethnic groups that white students occupy 64%, the ethnic composition structure can be considered as a distinct feature of Jere Baxter school (Jere Baxter Middle School Profile, 2020). During the school trip, Mr. George said that more than 70% of students in Jere Baxter are considered economically disadvantaged, and some of them are even homeless. The student to teacher ratio is 12:1, which is lower than the average student attention rate in the Tennessee (Jere Baxter Middle School Profile, 2020); however, according to the classroom teacher, the staff turnover is frequent and all the staff this year is new. According to the data collected by School Digger from the U.S. Census Bureau and the Tennessee Department of Education, the enrollment rate of the school has been fluctuant, decreasing in the recent decade, dropping from about 500 to about 250. Besides, its average test score is sustainably lagging behind most of the middle schools in the Davidson District (Jere Baxter Middle, 2019).

Three Main Observations in the Jere Middle School Tour

On the same day, when we arrived at the school, Mr. George, assistant principal, took us to a community classroom. There are washing machines and dryers in this room. There is a large wardrobe with clothes of different seasons neatly hanging in the inner position, and there are many pants stacked in the next cabinet. Mr. George said that this room is a community room. Considering that most of the children in the school are economically disadvantaged, and some families have no time or money to take care of their children's living. They provide this room to

these families and children so that they can change into clean clothes and avoid being ridiculed for the odor and shabby clothing. The community donates all the equipment and daily necessities. They also regularly invite the community barber to come to the school to help their children and parents cut their hair free of charge. I feel very touched by the existence of this room. The school observed the plight of children and parents, actively helped them, protected their self-esteem, and eliminated the distracting factors. Not only that, the setting of this room allows parents to go in and out of the school and pay close attention to their children's learning state at any time. It is not only supervision but also care. Especially for some children who lack a sense of security, the signal of "parents are in the next classroom" is a kind of spiritual support. It can be seen that the school is trying to create a warm learning environment like a family for children.

We observed two classes on that day, and the first one was an English class. The layout of that classroom was casual. It seems that someone has tried to create a delicate environment in the classroom with some students' artworks and posters but failed to continue. Besides, the seats were not assigned by the teacher since some students were sitting alone. During the class, the teacher used projectors as assistant and the PowerPoint slides are well designed containing titles, subtitles and clear highlights. However, the instructions were not fully delivered to all the students. I can feel the teacher was trying hard to grab students' attention since she has kept her voice louder enough to cover the sound made by students. Eventually, the teacher seemed to focus on students who were actively participating. The class ended with the teacher's long sigh.

The other class was social studies. The classroom was neat with varies of decorations in different functions on the wall, some are related to the subject, and some are encouraging words from Martin Luther King. When the class begins, all the students made a half-circle siting

surrounding the teacher, and the teacher was casually sitting on the table against the whiteboard. They read the article together and figured out the questions that come out while reading. The pace of the class is comfortable, and the instructions were given effectively. When he noticed some students were distracted, he stopped by the student's desk and tapped the desk softly. While doing this, he did not pause for discipline and put the student in the spot. He has found a way to communicate with the students, and there were a tacit agreement and understanding among them. The two classes were different in many aspects: the layout of the room, the instruction styles, and the conversation between students and the classroom teacher. The observation inspires me that effective conversations between teachers and students are vital, and all these aspects are interrelated with each other. The layout and other decisions made in the class are part of the conversation carrying with the teacher's words and expectations. The information hidden behind that can unconsciously affect students' responses to teachers, their classmates, and their learning.

Analyzing the Classroom Ecology

Krip (2013) pointed out that it was the school's responsibility to find out each student's need to build a "pie" community. Looking at the Jere Baxter Middle from a macro lens, it has figured that families were suffered from poverty and students were distracted by stigma caused by their dirty cloth and odor. Finding these factors stopped from the construction of building a "pie" community, the school create a laundry room serving as a strong string connecting all the members in the community together.

Narrow the lens to the classroom level; in order to build a "pie" in the class, teachers, like the whole school, should dig out each student's needs. It's hard to figure out some individual needs since they are sensitive. Some are hiding in previous experiences of students, the interactions between students, the discourse that happened in the classroom, and the affinity

group the students belong to, which work in concert with the N-Identity, I-Identity, D-Identity, and A-Identity categorized by Gee (2000). Therefore, before answering the question of what students need best, we should first understand the different identities of students. Students' identities are fluid and they form and change their identities according to the external environment (Gee, 2000). As teachers, we can make use of these factors to have a positive effect on the formation of identities. For example, the Martin Luther King's quotations sticking up on the social studies' classroom affirm the N-Identity of the black children in the school and influence all students' I-Identity to make them believe that being a student is a "calling" rather than an "imposition" (Gee, 2000, p103). Take the English class as an example, students in that class were unconsciously divided into two groups according to the degree of their involvement in the class activities. In this case, the students were passively forming an A-Identity as "good" students and "bad" students without consciousness. During the observation, I saw the boy sitting next to me followed teachers' instruction silently but failed to get the teacher's attention since he was in the corner of the class, a place belongs to the "bad" students. When I asked him, "do you want to group with the girl over there?" He answered yes immediately, and grabbed his stuffs walking towards the girl. I regretted that I did not ask him at the beginning of the class since he was anticipating someone's attention. This boy reminds me of the significance of building an affinity group in the classroom and let them realize every member is responsible for each other's learning. To construct a "pie," we should provide them the freedom to be faithful to their own identities, keep track of the shifting of their identity, and take all the factors that may lead to the formation of their identities into consideration while deciding on the class.

Then, how can we track students' changes in identities and needs? I believe caring-for is a useful tool. Nodding (2013) distinguishes the caring-for and caring-about and says the former

requires the establishment of caring relationships, while the latter does not. As teachers, we care about our students in different ways. However, the caring can be troublesome if we forget to ask the one we cared. In the observation, I noticed a girl who was happened to be in both classes I observed, but her performance in the two classes is quite different. In English class, she sometimes lied on the chair or laughed loudly with students nearby. I noticed that she was rummaging in her schoolbag all the time and take out of a paper tried to grab the teacher's attention. However, she only received a gesture from the teacher, reminding her to be quiet. In the social studies class, she initially performed as same as in the English class, taking off her clothes, rummaging in her schoolbag, and taking out of the paper frequently. At that time, I found the paper was an award. The social studies teacher did not stop her waving the paper; instead, he thumbed up to the student and walked by her desk to guide her reading with others. After that, the girl was well behaved and engaged herself in the class. There is no doubt that both of them care about their student; however, the social studies teacher caught what the girl wants. The big thumb gesture has helped the establishment of the relation of caring and make the conversation between them more effective. Nodding also points out that consistency makes caring more effective (Nodding, 2013). While talking with the English teacher after class, she told me that the time being with the students is limited since she is a resident of Vanderbilt University. She told me that she was still finding opportunities to have open dialogues with the students and know more about them. Polishing the tool of caring needs time and patience.

In conclusion, in order to build a "pie" community where everyone counts, we should have open conversations with other students to talk about their thinking and establish a relationship to apply authentic caring. Then, caring can be served as an effective tool for us to

find out students' identities, which are directly related to their needs. During this process, we should also consider the external factors that can influence the environment of the classroom.

Wondering about What's Possible

After the observation, I emailed a teacher, and she told me that she was surprised that the biggest challenge for her so far was not about teaching; instead, it is about dealing with the relationship among the adults since there was a fierce and unhealthy competition among the new staffs. Therefore, I am thinking while constructing a community, all the participants in the education process, including students, teachers, school administrators, parents as well as local and state education department should all be included. Teachers cannot complete the job without a supportive administration; thus, it is significant to create a cooperative atmosphere and clear air allowing teachers to focus on students.

Besides, the ideas behind the MTSS program are creative and can benefit students a lot. However, we cannot deny that it increases the workload of teachers. I wonder whether it is possible to receive some help from higher grade kids or peers to reduce teachers' pressure and, at the same time, let the program run as it is supposed to be. The volunteers who offer helps can have some rewards. It also plays the function of the "pie": everyone is responsible for each other's learning.

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Artifact D: Curriculum Adaptation**Curriculum Overview**


This adapted curriculum is based on the curriculum published by People's Education Press, which is the official curriculum used in Zhejiang province. The example contents used here are elected from the book for the 2nd semester of Grade 5.



Goals for the curriculum:

1. **Communication.** Encourage students to interact and negotiate meaning in English on diverse topics.
2. **Connections.** Encourage students to connect prior knowledge in L1 system to L2 learning contexts and apply efficient learning strategies in all disciplines.
3. **Culture.** Encourage students to use English as a tool to investigate different cultures. To increase students' cultural awareness and prepare them to participate in a multilingual/multicultural community around the world.
4. **Social-emotional Development.** Guiding students to learn by internal motivation. Provide them more opportunities to express their feelings.
5. **Cooperation.** Encourage students to learn together and cultivate their cooperative learning skills.

Major adaptations:

1. Add more authentic materials to provide more input.
2. Encourage more output.
3. Change the assessment methods.
4. Add more life-relevant topics/tasks.
5. Provide social-emotional learning.
6. Encourage cooperative learning.

Unit 1			
		Grade level: Grade 5	
		Time frame: 6 class hours	
		Unit title: My Day	
		Topics: School life and weekend activities	
Desired results			
<p>Established goals</p> <ul style="list-style-type: none"> • Students are able to talk about their daily routines in English; meanwhile they can make an effective daily schedule for themselves to form a healthy lifestyle and an efficient study style. • Students can transfer what they have learned in other classes to English classes. • Students can acquire the key knowledge and implement it in writing, speaking, reading, and reading. • Students can cooperate with peers during the learning process. 			
<p>Essential questions</p> <ul style="list-style-type: none"> • How to design a daily plan? • How do you usually spend your day? • What are the daily routines of people from different walks of life? • How do school schedules differ in other countries? 		<p>Desired understandings</p> <ul style="list-style-type: none"> • Students are able to understand the benefits of making a daily plan. • Students are able to understand different schedules for all walks of people and cherish their contribution. • Students are able to understand some cultural differences according to school schedules in different countries. 	
Key knowledge and skills			
Lexis		Phonology	Grammar
do morning exercises, eat breakfast, have... class, play sports, eat dinner, clean my room, go for a walk, go shopping, take a dancing class Learn at least three new words/expressions from story book reading		cl:/kl/ pl: /pl/	1. "when" and "what" questions 2. Prepositional phrases <u>in</u> the morning, <u>at</u> noon, <u>at</u> 8:30 3. Adverbs of frequency: often, usually, never
Listening	Speaking	Writing	Reading
Students are able to understand the dialogues and complete listening exercises.	Students are able to ask questions and respond to others about school schedules and weekend activities.	Students are able to write a letter in a right format.	Students are able to read the article, answer the responding questions.

Assessment			
In-class tasks			
	Task Overview	Goals/understandings/skills/knowledge will be assessed	Criteria
#1	P6 let's spell	Phonology	Peer check/self-check
#2	P10 let's check	Listening	Peer check/self-check
#3	P10 let's wrap it up	Lexis - Verb phrase	Peer check/self-check
After-class tasks			
	Task Overview	Goals/understandings/skills/knowledge will be assessed	Criteria
#1	Write a letter to someone who you want to thank.	Letter format. Spelling and grammar.	Writing Rubrics.
#2	Review the Chinese version of Robinson Crusoe (since the one of the reading in the textbook is about Robinson)	Connect the knowledge stored in different language systems.	-
Self-assessment			
<ul style="list-style-type: none"> Use the self- assessment sheet. 			
Learning Plan			
Activities			
<ul style="list-style-type: none"> Role Play <ol style="list-style-type: none"> Divide students into several groups and each group will get a daily schedule of a certain profession. (e.g. policeman, doctor, teacher, salesman, accountant...) They are going to complete the schedule chart with group members. (5-8mins) 			
Sample: A Policeman's Daily Schedule			
		E.g. I get up at 8:00 in the morning.	
...	
<ol style="list-style-type: none"> After finishing the chart, students will get another sheet. They are going to walk around the classroom and ask people doing different jobs questions and complete the sheet. 			
Professions	Get up	Eat breakfast	...
Policeman	e.g. 8:00	9:00	...
...			
<ul style="list-style-type: none"> Story Book Reading <i>Fireman Small</i> by Wong Herbert Yee Topics to talk: <ol style="list-style-type: none"> Fireman small's day: when did he get up? What did he do? (to practice the core sentence structures in this unit) Fireman small's profession and his contributions to the community 			

3. Other topics to support social-emotional development.
Suggested materials
<ul style="list-style-type: none"> Police Officer - Kid's Dream Job - Can You Imagine That? https://www.youtube.com/watch?v=R-fOWq1-w4E (There is a series of videos about different jobs. Fun to watch!)

Unit 2	
	Grade level: Grade 5
	Time frame: 6 class hours
	Unit title: My Favorite Season
	Topics: Four seasons
Desired results	
<p>Established goals</p> <ul style="list-style-type: none"> Students can describe the characteristics of the four seasons and the activities they do in different seasons in English according to their own life experience. Students can acquire the key knowledge and implement it in writing, speaking, reading, and reading. Students are able to do simple research with peers and complete a project within a group. 	
<p>Essential questions</p> <ul style="list-style-type: none"> What are some fun activities for each season? What months are in each season? What types of weather are typical for each season? How are the seasons different where you live compared to other places in the world? 	<p>Desired understandings</p> <ul style="list-style-type: none"> Students are able to understand the typical features of each season. Students can understand that different regions have different climates. Students are able to understand how the season effect their daily life (clothing, job, food, recreation...)

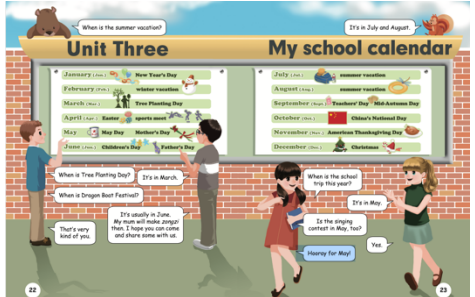
Key knowledge and skills			
Lexis		Phonology	Grammar
spring, summer, autumn, winter, season, go on a picnic, go swimming, pick apples, make a snowman Review lexis in Unit 1 and learn at least three new words/expressions from story book reading.		br: /br/ gr: /gr/	"which" and "why" questions
Listening	Speaking	Writing	Reading
Students are able to understand season-related words, dialogues and texts, and complete some listening exercises.	Students are able to talk to people about the characteristics of seasons, express their preferences and simply state the reason for enjoying the season.	Students are able to write a paragraph about their favorite season with the key knowledge of this unit.	Students are able to understand short essays and complete the corresponding exercises.
Assessment			
In-class tasks			
	Task Overview	Goals/understandings/skills/knowledge will be assessed	Criteria
#1	P16 Let's spell	Phonology	Peer check/self-check
#2	P20 Let's check	Listening and writing	Peer check/self-check
#3	P20 Let's wrap it up	Grammar	Peer check/self-check
After-class tasks			
	Task Overview	Goals/understandings/skills/knowledge will be assessed	Criteria
#1	Work with a team to investigate the seasonal characteristics of an area and make a poster. (The poster can be put up in classroom for sharing. If time allows, teachers can try a gallery walk)	Four skills Key knowledge of this unit Cooperative learning	Presentation rubrics
Self-assessment			
<ul style="list-style-type: none"> Use the self- assessment sheet. 			
Learning Plan			
Activities			
<ul style="list-style-type: none"> Hot seat <ol style="list-style-type: none"> Divide the whole class into several groups (depends on the class size). Select one student in each group to sit on the HOT SEAT against the whiteboard and face the rest group members. Teacher writes a word in this unit (e.g. Spring) on the whiteboard. 			

4. Each member has 30 seconds to describe the word in English with some gestures and actions to help. But they cannot spell or say the word directly.
 5. After the student on the hot seat guesses right, the teacher can change another one.
 6. The game ends when every group member has described the word once.
(To encourage students to be more engaged in this activity, teachers can encourage a group competition. The group guesses the most words right will win.)
- Story Book Reading
When Green Becomes Tomatoes Poems for All Seasons by Julie Fogliano
Topics to talk:
 1. Which season is it? What does it look like? (to practice the key sentence structures and vocabularies in this unit)
 2. What activities did she do in different seasons?
 3. Other topics to support social-emotional development.
(This book has many beautiful poems about seasons, and each poem starts with the name of a month. therefore, it can also be used for pre-learning for the next unit.)
(This book is quite long and matches with learning goals of both unit 2 and 3. Therefore, if teachers cannot finish the book in one reading, it can remain half to unit3.)

Suggested materials

- Rain Rain Go Away <https://www.youtube.com/watch?v=LFrKYjrIDs8>
- The Four Seasons <https://www.youtube.com/watch?v=K2tV69N0X8k>

Unit 3

	<p>Grade level: Grade 5</p> <p>Time frame: 6 class hours</p> <p>Unit title: My School Calendar</p> <p>Topics: Festivals and cultures</p>
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Desired results

<p>Established goals</p> <ul style="list-style-type: none"> • Students are able to ask and respond to questions about an exact date in English. • Students can acquire the key knowledge and implement it in writing, speaking, reading, and reading. • Students are able to write a short essay about a festival they are interested in and deliver a speech in a group/to the whole class. 	
<p>Essential questions</p> <ul style="list-style-type: none"> • What holidays and festivals are important parts of Chinese culture? 	<p>Desired understandings</p> <ul style="list-style-type: none"> • Students are able to understand the origin, date, symbol, and celebrating activities of traditional/foreign festivals.

<ul style="list-style-type: none"> • What holidays and festivals are important in foreign cultures? • How do people celebrate different festivals? 	<ul style="list-style-type: none"> • Students are able to understand the meaning of the holidays. • Students are able to gather a deeper understanding about diverse cultures. 		
Key knowledge and skills			
Lexis	Phonology	Grammar	
January, February, March, April, May, June, July, August, September, October, November, December	ch: /tʃ/ sh: /ʃ/	Preposition in: It's <u>in</u> March.	
Listening	Speaking	Writing	Reading
Students are able to understand the words, dialogues and texts related to the month, and complete listening exercises.	Students are able to pronounce vocabularies about month and introduce Chinese and Western festivals.	Students are able to spell the key words right and write several sentences to describe the dates and activities of festivals and holidays.	Students are able to understand divide sentences according to meaning groups to help with understanding.
Assessment			
In-class tasks			
	Task Overview	Goals/understandings/skills/knowledge will be assessed	Criteria
#1	P26 let's spell	phonology	Peer check/self-check
#2	P30 let's check	Listening, writing, lexis	Peer check/self-check
#3	P30 let's warp it up	Grammar-Preposition	Peer check/self-check
After-class tasks			
	Task Overview	Goals/understandings/skills/knowledge will be assessed	Criteria
#1	Interview family members about how they spend a holiday/festival in their childhood. Prepare to do a short presentation in a group.	Four skills Presentation skills	Presentation rubrics
Self-assessment			
<ul style="list-style-type: none"> • Use the self- assessment sheet. 			
Learning Plan			
Activities			

- Graffiti
 1. The Teacher need to prepare some posters with a festival name on that and put them up around the classroom.
 2. Every student will get three sticky notes with some information about a certain festival, two blank sticky notes.
 3. Students are going to walk around the classroom and stick the notes on the right poster. (5mins)
 4. After they finish the step3, students should go back to their seat. Each group (if students do not sit in groups, then teachers should divide them into several groups) should choose one poster and check the notes on that poster. Take away unmatched notes and write the correct information on the blank sticky notes. They are also welcomed to supplement additional information to that.
 5. Share with classmates about the features of this festival.

(This activity requires students to have some knowledge about the festivals, therefore, it would be better to play it after students complete in-class task 2.)
















Suggested materials

- Mid-Autumn Festival: <https://www.youtube.com/watch?v=EMMU1YJadzE>
- Independence Day: <https://www.youtube.com/watch?v=XoNIsoqT5s0>
- Halloween Song: <https://www.youtube.com/watch?v=4jxcWlq3CBg>

Presentation Rubrics

Class Number: _____ Name: _____

Unit # _____ Date: _____

			Self-Assessment	Peer's Assessment	Teacher's assessment
I do many preparations.		Great!			√
		Good.			
		Need more efforts.			
I use pictures/drawings/ visuals to support my presentation.		Great!			
		Good.			
		Need more efforts.			
My voice is loud and clear.		Great!			
		Good.			
		Need more efforts.			
I have eye contacts with audiences.		Great!			
		Good.			
		Need more efforts.			
I answer audiences' questions.		Great!			
		Good.			
		Need more efforts.			

Writing Rubrics



Class Number: _____ Name: _____

Unit # _____ Date: _____

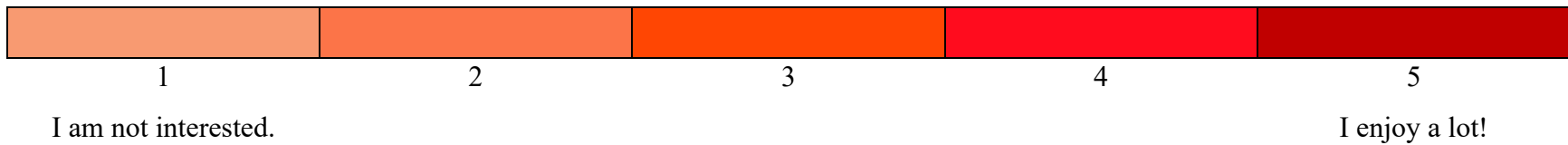
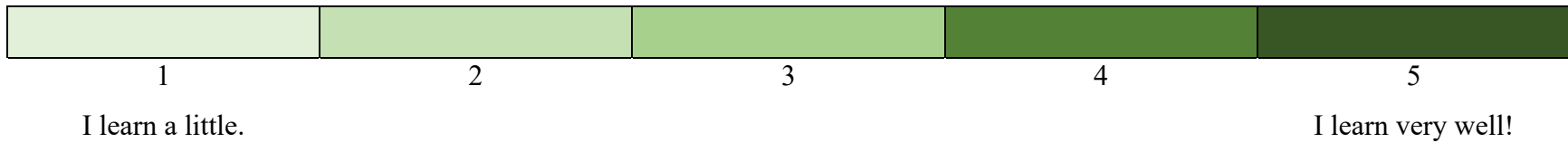
Score	4	3	2	1	Self-Assessment	Teacher's assessment
Handwriting	I write ALL the letters neatly and correctly!	I write MOST of the letters neatly and correctly.	I make SOME mistakes, but my writing is easy to read.	I make some mistakes and need to make my writing more beautiful.		4
Capitalization	I capitalize ALL the letter that should be capitalized!	I capitalize MOST of the letter that should be capitalized!	I capitalize SOME the letter that should be capitalized!	I have no letter capitalized, but I will not forget next time!		
Punctuation	I have ALL my punctuations.	I have MOST of my punctuations.	I have SOME of my punctuations.	I have no punctuation, but I will remember next time!		
Spelling	I spell ALL the words correctly.	I spell MOST words correctly.	I spell SOME words correctly.	I spell FEW words correctly.		
Complete Paragraphs	I have ALL parts required in my writing.	I have MOST parts required in my writing.	I have SOME parts required in my writing.	I have FEW parts required in my writing.		
Total Score						

Other Comments: _____

Self-Assessment Sheet

Class Number: _____ Name: _____

Unit # _____ Date: _____



Your expectations for yourself or for teachers: _____

Artifact E: Complex Text Video Rationale

Focal language of the complex text and rationale:

<p>Share the focal language (important contextual terms) for your complex text. (Focal Vocabulary- terms important to specific groups of people. Focal vocabulary is ever changing and heavily influenced by practices and cultural norms)</p>	<p>Functional Language (Linking expressions): Adding information: - and - also - furthermore - as well as Cause, reason, result: - thereby - because - as a result - in order to Contrasting: - adverbials: however - even though Giving examples: - for instance - for example Domain specific vocabulary: - Bilingual - Multilingual - Bilingualism - Neurological - Auditory - Sensory</p>
<p>Why is this form essential for students to engage with the text and achieve the lesson objectives? UNPACK: Form- Persuasive story, Informative text, Narrative writing (see more below). How does this form of writing help students engage in the topic?</p>	<p>Functional language: Teaching functional language is the basis to foster functional language skills, which is critical for students to engage in class interactions and learning (SIOP, Chapter1). Linking expressions link sentence components to enrich the sentence make it logical; they exist between sentences to indicate the relationship between the preceding and the following content; they can also be used to link different paragraphs to make the structure of the text clearer. In reading, linking expressions are the signals that the author leaves to the reader, suggesting the direction of the idea. With those expressions, students can find out how the author organizes his/her thoughts and track the ideas across the text. Besides, these linking expressions can be a hint for students to predict or infer the coming content, serving as the trigger for me to ask higher-order questions.</p>

	<p>Domain specific language: Reading for meaning is one of the core ideas in my class since engagement will only appear when the meaning is there. This article focuses on the benefits of bilingualism, so it is important for students to be clear about the meaning of the words like bilingual, monolingual, and multilingual for us to have effective conversations in the classroom. After clarifying these keywords throughout the text, we can have more life-relevant discussions on how students learn a language and what language learning brings to them.</p>
<p>How is this/are these form(s) going to be helpful to learners across contexts?</p> <p>UNPACK:</p> <p>Form- Persuasive story, Informative text, Narrative writing (see more below). How might the use of this text apply to different subject areas? For example, if we read a text about deforestation, could this text apply to science, social studies, as well as reading and writing?</p>	<p>Students who attend my class want to achieve a high score on the IELTS test. As most of them are grown in a test-orientated environment, they expect teachers to teach some test-taking strategies. However, I hope they can focus on long-term learning goals and everlasting learning strategies and hope my students can gain more while preparing for the test. Therefore, I choose the general academic language (transition words and logical connectors) to prepare them for their future academic learning. Also, because of the function of these words, learning them can help students accomplish their short-term goals since most IELTS reading articles are informative tests that contain highly packed ideas. Linking words is keys for readers to decode compact thoughts quickly. Learning about linking expressions is not only helpful for students' reading but also for their speaking and writing. For example, there is a domain of cohesion and cohesion in the IELTS scoring criteria for speaking and writing, requiring using connectors and transition words.</p> <p>In addition, I hope I can teach students strategies for learning vocabulary. Many of the domain-specific focal vocabularies I choose can be broken down based on word formation. For example, prefix <i>multi-</i> indicates many, <i>bi-</i> indicates double, <i>mono-</i> indicates single, etc. Understanding word formation can help students learn vocabulary on their own and expand their vocabulary, rather than limiting themselves to new words that appear in the text. Proper supplementation of this knowledge of morphology can also help students form their metalanguage and lay the foundation for long-term language learning (Phillips-Galloway et al., 2019).</p>

Which focal vocabulary are you choosing? How are these choices supporting students in building associations across words? How essential are these words for this lesson and text? How are these words relevant and useful across contexts?

UNPACK:

Which focal vocabulary will you zoom in on? How will you help students to understand word use/meaning in meaningful ways?

Focal Vocabulary for Hockey <small>Insiders have special terms for the major elements</small>	
Elements of Hockey	Insiders' Term
Puck	Biscuit
Goal/net	Pipes
Penalty box	Sin bin
Hockey stick	Twig
Helmet	Bucket
Space between a goalie's leg pads	Five holes

***Hockey Goals are called Pipes. This is because the goal/net is made using steel pipes.

For the focal vocabulary I chose, I have two main ways to help students learn. One is to use the text, and the other is to split it into word parts.

Because IELTS is a language proficiency test, it explains the terminologies or culturally relevant words that appear in the text to ensure the validity of the test and avoid bias. For example:

According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages.

There are two proper nouns in this sentence: *bilingual* and *multilingual*, which are explained by the clause led by *having*. Therefore, finding the explanatory sentences or alternative words for the new words in the text is a very effective way of learning vocabulary.

As for learning with word parts, as I mentioned above, I want to teach vocabulary beyond a particular text or a limited number of vocabulary words and make vocabulary learning more extendable by adding word study strategies (SIOP, Chapter 3).

Artifact F: Lesson Plan - *A Sunday Afternoon on the Island of La Grande Jatte*

Teacher: Huichao Pan	Date: November 8, 2021
Students in Small Group:	Group WIDA Rubric Levels: CIRCLE Speaking: 1. 2. 3. 4. 5. Writing: 1. 2. 3. 4. 5. 6.
Unit of Study: Unit 9&10 Review	WIDA STANDARD(S):
Main Objective of Lesson: 1. Students are able to appreciate and describe artworks. 2. Students are able to express their feelings and understandings on a painting.	Language Objective of Lesson: 1. Students are able to use descriptive languages to describe people and scenery. 2. Students are able to write an introductory article about their favorite art piece.
KEY VOCABULARY: figures, calm, content, peaceful, relaxed, tranquil, a mirror impression, are doused in light, be cast in shadow, ordinary, on a stroll, close inspection, prostitution, be well-known for back, robbed of their identities	Materials Needed: 1. <i>How to look at an Artwork</i> https://www.youtube.com/watch?v=AZoKElBwKCs 2. <i>Interpreting the Popular Figures of Georges Seurat's Masterpiece</i> (An excerpt from <i>A Sunday Afternoon on the Island of La Grande Jatte - A Study</i> , by Andrey V.) https://www.widewalls.ch/magazine/a-sunday-afternoon-on-the-island-of-la-grande-jatte-georges-seurat

SIOP FEATURES OF THIS LESSON. CHECK ALL THAT APPLY ✓

PREPARATION		SCAFFOLDING		GROUP OPTIONS	
✓	Adaptation of Content	✓	Modelling	✓	Whole Class
✓	Links to FUNDS	✓	Guided Practice		Small Group
✓	Connects to Prior Learning	✓	Independent Practice		Partner Work
✓	Strategies Taught and Incorporated in Learning	✓	Comprehensible Input (learner may not understand all words, but understands message)	✓	Solo Work

INTEGRATION OF PROCESS	APPLICATION	ASSESSMENT	PRIOR KNOWLEDGE
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✓	Reading	✓	Hands-On	✓	Individual	✓	KWL Chart
✓	Writing	✓	Meaningful		Group	✓	Video Refresher
✓	Speaking	✓	Linked to Objective(s)	✓	Written	✓	Questions
✓	Listening	✓	Promotes Engagement	✓	Oral		Book
		✓	Technology		Project	✓	Class Brainstorm

Hook: How will you capture the attention of the students and share what you will be learning/doing that day?

1. Watch the first two minutes of the video ---“How to look at an Artwork”
2. Fill in the blanks (Pay attention to the common mistakes, such as missing article, misusing of gerund and infinitive, and the singular or plural form)

People usually spend less than a minute looking at a single artwork. Most spend no more than five seconds. That was five seconds. Do you remember much of that painting? How would you describe it? Do you remember the details? It's absolutely fine to browse and wander through _____ art museum, but when you stop to spend five to ten _____ with one artwork to discuss it with someone. It can change how you see, how you think, and how you appreciate that object. Let something _____ your eye. It might be something you like. It might even be something you dislike. Stop to figure out what caught your eye. Start seeing. _____ requires you to use your brain to direct your eye to ask questions and to process information take in a full view. You don't need _____ at the label first. You don't really need that information right now. Just enjoy _____ your eyes around the artwork. Then pick a starting point. Here maybe it's the center group why does your eye move there try to figure it out.

3. Discuss the right way of appreciating an artwork and show the painting *A Sunday Afternoon on the Island of La Grande Jatte*.

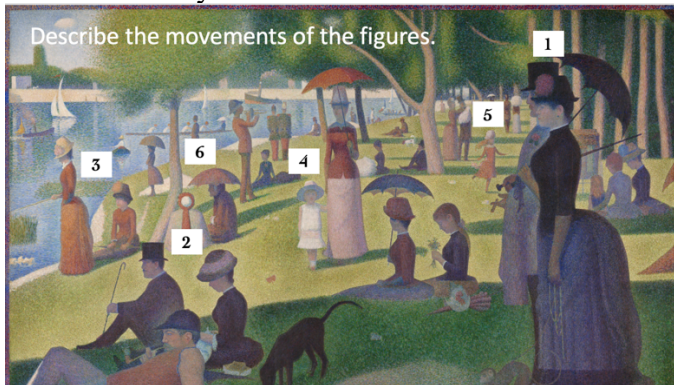


TIME: How much time will you spend on the hook?	15mins
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Meat: How will you sequence the learning so that the students are properly scaffolded for and challenged? What will you do to accomplish the objective? How will this lesson fit in with the other lessons you plan?

1. Students’ talk on the painting

- What do you notice first in this painting? (figures, scenery, color...)
- What is the mood or atmosphere of the painting? (Calm, content, peaceful, relaxed, tranquil)
 - scaffolding: brainstorm proper words and phrases to describe the mood of a painting together and share.
- What emotions do you experience looking at it? (relaxed, cozy, peaceful...)
- Choose a segment of the picture and describe the figures. Make reasonable guesses based on what you see.



Number	Observation	Inference
1 (model)	In the first segment, there is a woman wearing a strange, bell-shaped shirt and holding the leash of the monkey and a man with a walking stick in one hand and a cigar in the other hand.	They are wife and husband because they stand close. Besides, they are quite rich since they are well-dressed. * Because = porque... Because of + noun = por That’s (the reason) why = por eso ... As/since = como
2		
3		
4		
5		
6		

- Scaffolding: If students have difficulty in describing, encourage them to say it in L1. Then, invite the rest of the students to do the translation together.
- After looking at this picture carefully, do you find something strange? and why? (Hint: moving or still?)

2. Understand the painting with reading.

- Individual reading
- Read and discuss the meaning of the highlighted phrases.
- What tenses did the author use? (simple present and simple past)
- When did the author use simple present/simple past?

Interpreting the Popular Figures of Georges Seurat's Masterpiece

This Seurat's painting was actually **a mirror impression** of his own earlier painting created in 1884. Whereas the figures in the earlier painting **are doused in light**, everyone portrayed in *A Sunday Afternoon on the Island of La Grande Jatte* appears to **be cast in shadow**, either under trees or an umbrella, or from another person.

At first glance, the viewer sees many different people relaxing in a park by the river and nothing appears **out of the ordinary**. On the right, a fashionable couple is **on a stroll**. On the left, another well-dressed woman extends her fishing pole over the water. There is a small man with a black hat looking at the river, a white dog with a brown head, a man playing a horn, two soldiers standing at attention, a couple admiring their infant child, etc.

It is only after **close inspection** that the viewer sees some curious things happening. The lady on the right side has a monkey on a leash. The lady on the left that's fishing is a metaphor for **prostitution**, something this part of Paris was **well-known for back** in the day. In the painting's center stands a little girl dressed in white, the only figure that is not in a shadow. She stares directly at the viewer as if she's silently questioning the audience.

Other than the little girl, all of the figures in *A Sunday Afternoon on the Island of La Grande Jatte* are hidden in shadow, almost **robbed of their identities**.

3. What emotions do you experience now? (try to use “used to” to show the change in emotions)

TIME: How much time will you spend on the meat?	40 mins
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Reflection/Next Steps: How will you close this lesson and/or give the students something to think about until the next lesson?

- Homework: Choose a painting and write an introduction.
- Class routine: Reflection and share
 - I learned _____ in today's class.
 - I heard some great ideas from _____.
 - I hope I can _____ in the next class.
 - I heard a brilliant idea from _____.

TIME: How much time will you spend on the reflection/next steps?	5 mins
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Artifact G: Midterm Paper**Midterm****Question1: Evaluation of the Common European Framework of Reference****Introduction**

The Common European Framework of Reference (CEFR) was developed by the European Commission to provide a standard framework for the development of language syllabi, curriculum, examinations, textbooks, and other materials throughout Europe (Using CEFR principles of Good Practice, 2011). As an open and dynamic planning tool for language teaching and learning, it aims to promote "transparency and coherence" in language learning in a multilingual environment, fostering intercultural exchange and collaboration among European countries (CEFR, p5). The CEFR classifies language proficiency into three levels: Level A (Basic User), Level B (Independent User), and Level C (Proficient User), and each level is further divided into two levels. Thus, there are six language proficiency levels in the CEFR: A1, A2, B1, B2, C1, and C2, each of which has a specific can-do statement describing language proficiency in terms of speaking, reading, writing and listening. The CEFR contains three scales: the first scale is the global scale, which outlines assessment criteria that can be used as a common reference for all languages; the second scale is provided to language learners for self-assessment, and the third scale is designed to assess speaking proficiency specifically.

I choose to analyze the Common European Framework of Reference because my target students are Chinese graduates or undergrads who want to study in English-speaking countries. For those international candidates, universities have specific language proficiency requirements to escort students' academic journey. Therefore, my students need to take English language proficiency tests for the application, such as Cambridge ESOL Examinations, Duolingo, TOEFL, IELTS, etc. Some of these exams directly use the CEFR as a standard to measure students' language proficiency, while others have their own band score descriptors but have been aligned with the CEFR's criteria. Standing as a central reference that aligns various language proficiency tests, CEFR can be an essential tool for my teaching and a learning guiding tool for my students. I will analyze the CEFR from the perspective of both teachers and students by referring to Falk's description of "helpful" and "harmful" standards (2018).

For teacher

While talking about the effects of the standard on teaching, Falk claims that a helpful standard should improve teaching quality by guiding it toward valued goals such as meaningful problem solving, knowledge application, and the quest for greater understanding (2008).

Putting communicative language competence in the forefront, the CEFR encourages language learners to learn in authentic settings or classroom activities that stimulate various real communicating settings. The CEFR embraces the action-oriented approach, which points out that the social context gives full meaning to language activities (CEFR, p9); therefore, the ultimate goal of teaching should be to enable students to apply the language in real social life situations. Then, the CEFR considers necessary segments for curriculum design, such as the language context, communication themes, communicative tasks and purposes, communicative language activities and strategies, and texts (CEFR, pp. 44-100). With these overarching ideas in mind, the teacher can choose a proper domain of language learning from the student's needs. Considering that the application of language changes according to the social context, the CEFR divides the

language learning context into four domains according to language learning and teaching purposes: personal domain, public domain, occupational domain, and education domain (CEFR, p14). Subsequently, teachers can select the course themes, activities, learning strategies, and text responding to the appropriate domain.

Therefore, the CEFR allows teachers to understand the nature of language learning and the importance of giving it practical meaning in language teaching and presents the overarching idea that all the aspects of teaching should be student-centered.

Besides, Falk mentioned that a helpful standard "articulate core ideas and critical skills, in and across disciplines, in a way that is sufficiently pointed to be meaningful for guiding practice without being overly prescriptive" (2018).

The CEFR divides learners' competencies into two categories: general competencies and communicative language competencies. Communicative language competencies include linguistic competence, sociolinguistic competence, and pragmatic competence. In sociolinguistic competence, it lists many everyday life scenarios, such as how to greet and use address forms in different social relations, which embeds language learning into an authentic setting. These general competencies cover declarative knowledge, skills and know-how, existential competence, and the ability to learn. These skills don't just contribute to language learning; they are skills that cross disciplines and contribute more profoundly to students' development. In addition, according to the description for the proficiency users (C2) in the CEFR global scale:

"Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations."

It can be found that C2 level requires a variety of skills: "understand everything heard or read" is focused on linguistic competence, "summarize information," "reconstruct argument," "coherent presentation," and "express oneself spontaneously" integrate the linguistic competence and general competence. The CEFR reminds teachers that teaching should not be limited to language learning but should also consider the development of learning skills. In addition, when describing language proficiency, CEFR uses the Can-do statement, which focuses on what students can do, reflecting an emotional concern for students and valuing the progress students achieve.

Although the CEFR provides a general direction for instruction and a comprehensive list of competencies necessary for language learning, there is a potential problem. Because the standard is applicable to multiple languages, it does not describe different proficiency levels in a specific language (Using CEFR principles of Good Practice, 2011). Thus, teachers need to adapt it to make it suitable for specific languages and contexts.

For students

Falk pointed out that a helpful standard should treasure different ways of learning and presenting knowledge (2018).

Among the three scales provided by CEFR, the most detailed one is for self-assessment, which points out that language learning is a lifelong endeavor and encourages self-directed learning. It provides detailed descriptions of language learning content and competencies so that language learners can use the scales to self-diagnose, check for gaps, and adjust learning goals (CEFR, p3). In addition, CEFT defines the learning task as taking a wide range of actions to achieve a goal. Among the broad actions can be "moving a wardrobe, writing a book, obtaining

certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work" (CEFR, p10) .

Besides, the CEFR emphasizes that language learning should focus on skills and competencies rather than on scores. For some students who are preparing to take a language proficiency test, the CEFR is a useful tool for understanding their language skill since many language proficiency tests are already matched with the CEFR. Although many language tests also have their own scoring criteria, the CEFR can be used as a complementary criterion to get a more comprehensive understanding of your language skills. For example, in the IELTS speaking test, the focus is on expressive language, not on receptive language. Then the spoken interaction in the CEFR self-assessment grid can be used as supplementary material to provide additional information. However, there are some problems with using this self-measurement scale. For example, the listening domain says that level A1 can comprehend basic phrases, which means that there is no appropriate level to describe the language proficiency of some beginners who are still learning phonological knowledge. In addition, the span of competence between the two levels is relatively great; for example, the A2 level is still at the lexical level, but by B1, it is already possible to understand news and TV programs. If the span between the two levels is too large, it can also prevent students from corresponding their language proficiency to the self-assessment grid.

Overall, although the CEFR standard can be somewhat broad and confusing to use, there is no denying that it provides support for language learners in terms of learning content, learning strategies, and proficiency assessment.

Conclusion

Based on Falk's statement of helpful standards, the CEFR clearly articulates its core ideas in language application and provides content, skills, and strategies to help language learners use language. It also provides scales for self-diagnosis more rational planning for learning. In addition, the CEFR emphasizes the importance of general competence and language proficiency for long-term learning.

In addition, the CEFR provides significant support to teachers' teaching. It adopts an action-oriented approach, emphasizing the importance of language application in social situations. Like communicative language teaching, the CEFR believes that language learning takes place in interaction, takes into account socio-cultural factors, and amplifies the definition of language skills to include other skills such as cognitive skills and emotional skills. For me, the CEFR provides good inspiration for lesson planning and guide me to applying CLT and sociocultural and socioemotional teaching in my class.

Question 2: Analysis of the Bilingual Verbal Ability Test

Introduction

The Bilingual Verbal Ability Test (BVAT) is a test that combines bilingual language and cognitive skills. The theoretical underpinnings of the BVAT include: 1) bilinguals' language competence includes cognitive skills and conceptual knowledge in both languages, 2) Cummins' observation of "common underlying proficiency," and 3) bilingual language development (Gindis, n.d.). The BVAT contains three parts, Picture Vocabulary, Oral vocabulary, and Verbal analogies, assessing expressive and receptive language and cognitive abilities. The test is administered first in English and then again in the first language for any unanswered or incorrect questions. The test results can be used as a reference for educational decision-making, such as special education intervention and placement.

In this article, I mainly refer to Brown's explanation of bias, reliability, and validity in assessment to analyze BVAT in these three aspects.

Bias

Brown mentioned that bias could occur in many forms, such as language, culture, ethnicity, gender, and learning style. In BVAT, the bias was mainly in culture, gender, and learning style (2019).

As a bilingual testing tool, BVAT has 17 different languages. Although BVAT omitted some untranslatable questions, all the items remain the same for some languages. However, after comparing the English and Chinese versions, I found that although the language for certain objects is translatable, these items are presented differently in different cultures. For example, in Question 21 of the picture vocabulary test, the test taker is asked to point out the stove, but the given picture of the stove is not commonly seen in China. In addition, some of the pictures in the picture vocabulary test depict content that is very culturally relevant, such as panning gold, pillory, and toga. The test taker's inability to answer this question does not indicate that they are not proficient in English or have limited cognitive ability.

In the verbal antonymy test, the first question asks, "*Tell me what is the opposite of boy.*" The implicit premise of this question is that gender is binary. However, according to current theories about gender, it is diverse. Thus, the bias of gender arises when a test taker gives an alternative answer that is judged to be incorrect.

Brown points out that we need to recognize multiple intelligence and take into account different cognitive styles in the assessment (2019). Bias occurs when test-takers make errors because the cognitive styles are not amenable to what the test expected. On the verbal analogies test, although some students give answers that are not in the standard answer, they may be able to justify the answers they give. For example, in the Verbal Analogies test, it asks that "Mitten is to glove, as shirt is to..." Some people will think about the function and conclude that they are both used to warm the hands. Some people think in terms of appearance, thinking that the glove separates each finger, while the mitten only separates the thumb. According to these two different perspectives, some people come up with the answer dress, and some come up with the answer pants. Each of them has a point. So, when there are multiple possible logics in the prompt, but the list of correct answers does not fully contain the conclusions drawn from the possible logics, then bias comes into play, thus affecting the fairness of the test.

Reliability

To assess the reliability of BVAT, I will analyze it from four aspects: test administration, student, score, and test itself (Brown, 2019, p28) .

Test Administration reliability:

The Manual mentions the setting of the exam environment: the room should be tranquil, comfortable, and well ventilated with adequate lighting (Manual, p13). It also describes the seating arrangement for the examinee and the examiner and what extra accessories are needed for students with special needs. Although there are still uncontrollable factors in the real test setting, I think that the detailed descriptions can make each test center as consistent as possible in terms of setup, effectively improving test administration reliability.

Student-related reliability:

The good test administration also helps to improve student-relevant reliability, a comfortable environment, and considerate service, such as choosing the right chair according to the test taker's height, will make the test taker feel safe and ease the tension. In addition, the preamble of the test mentions explicitly that "talk with the subject in a casual manner during this process to help establish rapport (BVAT, p. Envii)." These settings objectively minimize the possibility of students' nervousness and anxiety affecting the test results.

Test Reliability:

The BVAT instructions are clear, and there are sample questions for test-takers to understand the test procedures. Meanwhile, the test takes into account language varieties, covering multiple language versions in the test design, and specifically mentions in the Manual that no variations in dialects or formal-informal languages should be allowed to affect the test results. This requirement brings back the essence of language learning and makes the test fairer. However, this flexibility also raises some questions. For example, Manual mentions that "if a student speaks a variety of the language that differs significantly from that in me BVAT, the examiner can rephrase the question to account for this variation (Manual, p26)." As Brown mentions, the examiner's subjective judgment can affect the reliability of the test (2019). If the examiner can rephrase the question, it allows for subjective factors to intervene, making the amount of information provided by the examiner after the rephrase and the amount of information provided by the original question stem mismatch, which can affect the consistency of the exam. The same problem is reflected in the time setting. When Manual introduces the time requirement, it mentions that the total time is about 30 minutes, and the examiner can decide what kind of waiting time is reasonable according to the test taker's particular situation (Manual, p14). This vague description also allows subjective factors to creep in, as the definition of reasonable time varies from examiner to examiner; some might think 15 seconds is reasonable, some may think 25 is acceptable. In this case, if students need 20 seconds to come up with the answer, they will get different results.

In addition, The BVAT tests are translated into 17 different languages, and the content of the different language versions is comparable. Having two bilingual tests for comparison and retesting students in their native language does help the examiner to detect whether the test taker's no response or incorrect response is due to English language proficiency or cognitive problems. However, after comparing the English and Chinese versions, the concept of translation is not equivalent. For example, in the English test of Verbal Vocabulary, happy corresponds to sad, angry, gloomy, grouchy, mad, unhappy; however, the Chinese version gives two answers: 悲哀的 (sad) and 不开心的 (unhappy). Angry or mad does not appear in the Chinese version. From this example, I question whether we can genuinely measure cognitive ability in this way

when different cultures perceive a thing differently. Besides, the bias observed in gender, culture, and learning styles can also affect the reliability of the test itself.

Rater reliability:

The BVAT has a rigorous training process for examiners, who need to go through eight steps to become an examiner and go through a series of training to participate in the official exam. The strict requirements of the examiners enhance the inter-rater reliability of the test, and to a certain extent, ensure the consistency of the scoring. In addition, the BVAT's scoring system allows the examiner to record the test taker's behavior during the test to provide additional information. The trained ancillary examiner is also responsible for giving inherent knowledge of the student's language and culture. Although the final decision is still in the hands of the primary examiner, having two examiners involved in the test or having a qualified bilingual examiner who shares the same culture and first language with the test taker in the test overcomes the influential cultural factors and helps to improve rater reliability (Brown, 2019). However, as with the test administration, there is also a risk of having subjectivity intervened during the BVAT scoring process. Suppose a student gives an answer that is not listed during the test. In that case, the examiner should record the student's answer and use some judgment in querying responses that have not been listed in the correct answer list until all tests are completed. If the examinee still cannot decide, then balance the scores given to those responses (Manual, pp 21-22). However, the Manual fails to mention the judgment criteria and procedure, leading to subjectivity and reducing the rater reliability.

In summary, the BVAT performed well in test administration as well as student-related reliability. Although there is a possibility that subjective factors may interfere with the test administration and test scoring procedures, which may weaken the reliability of the rate and test reliability, overall, it is designed to maximize the consistency and independence of the test results. Using 0.8 as the standard line to judge the reliability of the BVAT, I found that except for the 5-, 6-, and 7-year-old test groups whose statistics in the picture vocabulary were below 0.8, all other test takers of all ages exceeded 0.8 in all clusters of test reliability, and most of them exceeded (Manual, pp. 66-68). Therefore, I think that the BVAT's reliability is quite strong.

Validity

To test the validity of BVAT, I will mainly focus on the content-related validity and the criteria validity.

Content-related validity

Content-related validity refers to the extent to which the content of the test meets the assessing objectives. The BVAT has a scoring mechanism of six or eight consecutive corrects to determine a student's basal level and ceiling level. This scoring mechanism avoids the "irrelevant or "contaminating" variable (Brown, 2019, p30) in the test, reducing distraction and making the test more valid. In addition, each of the three sections of the BVAT has its own focus; for example, the Picture vocabulary is an expressive language task that involves vocabulary retrieval skills at the single-word level (Manual, p2), which is the only one of the three tests that focuses purely on English language proficiency (Stansfield, 2001). However, English language proficiency has multiple dimensions. Thinking only in terms of the language structure, it includes phonology, morphology, syntax, semantics, lexical, and pragmatics. In the picture vocabulary section, only the lexical level is assessed, with minor phonological components involved. The same problem exists with the other two parts. In addition, there are listening, speaking, reading, and writing skills in terms of English skills. However, this test was

administered primarily from a vocabulary perspective with the addition of cognitive skills. I questioned how an assessment of students' reading and writing skills could be derived from such a perspective. In addition, the Manual does not provide the rationale on why and how they select testing items, so the correlation between the test content and the test purpose is not clear.

Criteria validity

The criteria validity includes two categories: concurrent validity and predictive validity (Brown, 2019). Concurrent validity is often expressed as a correlation coefficient between a test and a criteria measure. According to Stansfield, the BVAT ELP score correlates with measures of English language proficiency in the high.80s, and the correlations with other verbal measures and with achievement test scores are in the mid .80s, supporting the educational relevance and the validity (2001).

The predictive validity focuses on whether the test is likely to test for future academic success and whether it provides valid information to educators (Brown, 2019). The Manual provides a correlation between language proficiency on the BVAT and students' achievement from year one through college in five dimensions: *reading, math, writing, content knowledge, and total achievement*. The medians for these five dimensions were .73, .66, .65, .85, and .80, respectively, which indicates that the BVAT is relatively accurate in predicting students' abilities. In addition, the sample report given in the Manual gives the results of the student's basic reading, writing, and written expressions skills relative to their peers and gives the grade level at which the student is currently proficient in each of these skills, which I think will be very helpful for future teaching.

Although the content-related validity of BVAT is not so strong because the test content is too narrow and the test skills and conclusions do not exactly match, the criterion validity of BVAT is relatively good, as evidenced by the data. In addition, Manual also explains the theoretical basis of the test and its rationale in detail, which shows that BVAT has a very strong theoretical support, so I think that as a pioneer of bilingual testing, the validity of this test is pretty good.

Conclusion

Although the BVAT was found to have some bias in the analysis and deficiencies in reliability and validity, none of the tests were perfect. As the Manual reminds that "when combined with behavioral observations, work samples, and other pertinent information, results from the BVAT will assist in making decisions regarding the appropriateness of the student's current placement (p5)." We need to supplement other assessments to get a more holistic picture of a student's abilities. Only then will we be able to provide more effective support.

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