

**English language Learners Capstone**

**Wenyun Jia**

**Peabody College, Vanderbilt University**

**Abstract**

This paper reflects my view of education and English teaching shaped through the English Language Learners Master's program at Vanderbilt University. I begin with my teaching philosophy, which demonstrates what is important to me in English education and provides a framework of my teaching practice from three aspects: teacher as a facilitator, warm demander, and bridge to the world. Then, based on four professional knowledge areas (i.e., learner, learning context, curriculum, and assessment), I analyze how my teaching philosophies and my professional knowledge of the six TESOL domains are shown in my artifacts from my work at Peabody. Finally, I reflect on where I need further improvement and how to continue my professional growth as an English teacher and a teacher-researcher.

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## Teaching Philosophy

“I like you, Miss. Jia!” My 3<sup>rd</sup>-grade student Zoey suddenly said to me with a sweet smile. She was very resistant to speaking English at first, believing it was boring and not her forte. To motivate her, I adapted the content related to her interests and life, designed activities interesting to her, invited her to use body movement in sense-making and encouraged her not to be afraid of making mistakes. One day when we were reading a picture book, I surprisingly found that she actively read in English by inviting me in a role-play and guessing the word meaning instead of giving up or asking for help as she usually did. I think it is where my teaching philosophy stands upon. It comes from the belief of being able to help students enjoy learning English, the wish of seeing their happy faces, and the pursuit of facilitating their growth. In the following, I presented three important aspects for me as an English teacher. Parenthetically, the statements and views expressed herein represent my current stage which is valuable for scrutiny and critical reflection as time goes by.

### Teacher as a Facilitator

**ZPD and scaffolding.** Informed by Vygotsky's sociocultural theory (1978), ZPD refers to the gap between what a learner can do on his or her own and what a learner can achieve with help from others (Hammond & Gilbbons, 2005). It is within ZPD that learning and teaching happen. It also emphasized the necessity of productive interaction that ensures learners independently complete similar tasks in the real world after learning and receiving support in ZPD. These notions about ZPD inform me to assess and identify learners' needs, emerging abilities continuously and provide subsequent

help in order to nurture their competence to tackle problems on their own (Lantolf & Thorne, 2006).

To be more specific, ZPD requires me to provide scaffoldings in English teaching. Hammond and Gilbbons (2005)'s designed-in features and interactional contingents framework acts as a guidance, reminds me that supporting English learners means not only valuing students' prior knowledge and using different ways of corrective feedback, but also emphasizing the support that happens in planning, such as learning students' funds of knowledge, careful selecting and sequencing tasks, designing semiotic systems, and deliberately facilitating their metalinguistic and metacognitive awareness (Hammond & Gilbbons, 2005). With this notion in mind, I started to notice that I no longer treated the textbook and the teaching plan regulated by a school administrator as a limitation. Instead, I planned from negotiating national standards and objectives with students' needs and abilities, and then incorporated tasks and materials, including textbooks, that were all functioning as scaffoldings. Although it took much time at first, it was rewarding when my students were engaged in a comfortable and supportive learning environment.

**Differentiated instruction** (DI) builds upon the idea that students learn in many different ways (Smith & Throne, 2009). Lantolf and Thorne (2006) mentioned that depending on the types of meditation that learners receive and their learning goals, they acquire different L2 abilities. Piaget stated that cognitive development stems mainly from independent explorations. From this point of view, each student has a unique way of knowledge construction. Together, these theories reflect the importance of DI.

In the Chinese context, however, such a rudimentary view has been widely considered as impossible with so many students in one class. I once interviewed a teacher from one Chinese elementary school. She confessed that it was challenging to implement in her sixty-student class. However, Tomlinson's word (2003) enlightened me: it is better for a teacher to pursue an elusive goal rather than abandon it due to intent or default. With reference to the designed-in feature of scaffolding mentioned above, I believe that DI should not end with the lesson plan stage but should happen in interactions in order to "continue as teachers adapt their instruction during lessons" (Parsons et al., 2013).

Moreover, DI is by no means labeling students. Take English literacy class for instance, while some students require more intervention of reading strategies and/or focused instruction in English, all students need and deserve an active literacy life fueled by caring teachers (Harvey et al., 2017). Admittedly, less research has provided in-depth details and considered the applicability of DI in Chinese settings. Thus, one of my goals as a teacher-researcher is to advocate for and find practical ways of DI to improve equitable learning in Chinese English education (Smith & Throne, 2009).

### **Teacher as a Warm Demander**

**Culturally responsive pedagogy** (CRP) is defined as "using cultural characteristics, experiences, perspectives of ethnically diverse students as conduits for teaching them more effectively" (Gay, 2001. p. 106). That is to say, when teaching English to emergent bilinguals, it is important to teach through their own cultural and experiential filters. For me, it centers on three keywords: understanding, caring, and

expecting.

Understanding the cultures represented in my classroom is crucial, especially in the Chinese context, where there is a large classroom size, and students bring all kinds of cultures and experiences to the class that could be difficult to discern and notice due to the majority of the same color of skin. Therefore, it is more critical for me to get to know the students by listening to their talks about their lives, understanding what and whom they care about, and engaging in their conversations.

Caring for students encompasses a combination of concern, compassion, commitment, responsibility, and action (Gay, 2010). It is vital for me because this view celebrates students' humanity and esteem, which dispels the deficient view toward them, especially emergent bilinguals in China, who are in the danger of being viewed as outsiders of a target language once their English is not "standard." This is what I experienced in my school times. I seldom feel that learning English was related to my life and culture. Even worse, my English teachers tended to prefer and feel proud of the students who could speak "standard English." Such a sense of inferiority caused my lack of confidence when speaking English aloud. Therefore, in the future, I will provide warm and safe spaces where all the students can feel respected, valued, seen, and heard (Gay, 2010). I will also pay attention to providing personally relevant learning experiences for Chinese students by, for example, bridging their Chinese culture and home languages into English learning.

Last but not least, expecting means that I need to let my students know that I expect them to engage, perform, and achieve at a high level. In my own experience, I was



always inspired when I noticed my teachers' expectations of me. On the contrary, as Holliday mentioned (1985), low expectations can produce learned helplessness. Therefore, this idea is meaningful to me because I hope to create a supportive and demanding environment where my students can bravely chase their dreams.

**Funds of Knowledge** (FoK) represents a positive and realistic view of household and local communities as containing ample cultural and cognitive resources with great potential utility for classroom instruction (Moll et al., 1992). This idea is essential for me since it gives me a wider vision of the richness of students' lifeworld experience, which is not limited to their school experiences. For me, it is also a strong rebuttal of the prevalent deficit model toward students (Hogg, 2011). In my past teaching experience, it was easy to focus on what students did not know instead of what they already knew. Although I invited my students to share their outside-of-school life, it was only meant to bond with them. Now, I have learned that consistently learning about students, and activating, incorporating, and leveraging their existing knowledge and schema in different stages should permeate my teaching process. I will ask myself: how can I look beyond assessment data to identify their prior knowledge (e.g., home visits and social media)? How can I use their natural and intuitive knowledge to help them learn English? And how can English activities and learning content relate to students' life experiences?

### **Teacher as a Bridge to the World**

**Communicative language teaching** (CLT) highlights a student-centered teaching approach that the classroom should maximize opportunities for learners to use the target

language in a communicative way for meaningful activities (Banciu & Jireghie, 2012). This idea is important to me because I want my students to be able to communicate and solve real-world problems with the help of English. When I was in America at the age of 15, I felt difficult to order food in English in a Taco restaurant. It was surprising because I had learned many vocabularies and grammar in China but could barely communicate well in a particular context. On the other hand, it was not surprising because I never had a similar exercise back in school. I do not want my experience to happen to my students.

However, in the Chinese context, teachers reported tensions in struggling to implement CLT (Yan & He, 2015) partly due to the apprenticed Confucian practices favoring grammar-translation for exam preparation (Fagan, 2019). For me, teaching English using CLT approaches does not mean students will not be prepared for exams. On the contrary, the potential of elevating their interests, motivation, and positive emotion in learning English through interactive and meaning-based activities is highly able to promote their academic achievement. Therefore, in the future, I will strike a balance between the CLT approach and the exam-focused backdrop by adapting lesson objectives related to students' life, designing interactive and meaning-based activities, using dialogical teaching methods to encourage classroom communication, and assessing students with a formative view and a purpose of enhancing their communicative competence.

## **Conclusion**

Holding a belief that every student is a gift and comes to me for a reason, while facing contextualized challenges, I will devote myself to be a facilitator, warm demander, and bridge to the world, creating a safe, communicative, and appropriate challenging English-learning condition where students' English abilities are improved in a loving, caring, supportive and differentiated manner. Only by achieving this can I define myself as a qualified EFL teacher. The next section analyzes how I applied my ideas on qualified teachers and my teaching philosophy to my teaching practices and artifacts, which will also be examined with the professional knowledge of the TESOL Domains.

### **Artifact Analysis**

#### **Professional Knowledge Area 1: Learner**

As one main stakeholder of a classroom, learners do not come here empty but with diverse backgrounds and ample linguistic, social, and cultural assets that play critical roles in their learning. For teachers, the process of scaffolding is recognizing, respecting, and capitalizing on who they are and what resources they bring in.

#### **TESOL Domains 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, understanding, respecting, and using students' identities and contexts are the foundation of building a warm and comfortable environment, the catalyst of engagement and learning efficacy, and the tenet that runs through the entire instruction process. A good teacher always starts by thoroughly and continuously learning about his or her students by inquiring into their in their households, local communities, and multimodal ways of communication (Moll et al., 1992; Jimenez, 2009; Stewart, 2014).

Such a view on students' identity and context echo my philosophy of teaching. First, understanding the influence of students' background on their learning and tapping into their funds of knowledge is associated with the idea of *scaffolding*. Scaffolds need to be adapted according to their different backgrounds and evolving needs (de Oliveira & Athanases, 2017). In addition, this notion is related to *Culturally Responsive Pedagogy (CPR)* (Gay, 2002), which informs language and content teachers to recognize and respect students' identities, give them choices in language use, allow time to pursue various activities, shape personal purposes according to each one's needs, and build a safe classroom environment that embraces confusion and risks (Townsend et al., 1998). Taken together, the core elements of my teaching philosophy depend entirely on teachers' deep understandings of their students. In the following, I will analyze how the artifacts from my coursework highlights this TESOL domain.

### **Artifact A**

One course paper, *Looking into Adult ELL's Background – Interview with Liu*, describes how and what I understand about the identity and background of my student,

Liu. Such understanding further guided my lesson planning and instruction methods.

An instance of how I understand the importance of Liu's identities can be seen from what I wrote: "With many roles in her life, such as mother, wife, and English language learner, I am concerned about how she handles these challenges and how I might be able to help her." This shows my keenness toward her identities and acculturation experiences, which can strongly affect her English learning goals and teaching (Herrera, 2012). To understand her new identities and communities in America, I took the role as a listener to her stories. I asked her, "what is your happiest moment in the US?" She told me that there was no happy moment since she could not fit in, making her feel "very uncomfortable." I analyzed that Liu might be a social, helpful, and outgoing person from these words. I wrote, "If the teacher creates a warm and communicative environment that makes her feel at home, it can benefit both her English and emotion." This piece stands out to me because noticing emergent bilinguals' difficulties in a new community informs my instruction of her, which otherwise would damage her identity, self-worth, and potential if she fails to participate in the class (de Jong, 2011).

Additionally, I asked about her future imagined-self in order to learn from her language goals. This move can showcase my awareness of incorporating students' goals into lesson planning and instruction to make learning more meaningful. In our interviews, I learned that Liu wanted to do the makeup business in the future and was experienced at business and cooking in her home country. This knowledge suggests that I can design learning goals to improve her business communicative and writing competence. The materials and activities can involve topics such as food, cooking, and

business in China and America. As I wrote, "These competencies should be valued as assets and be tapped into for instructions." Adding on this reflection, I think her goals can also inform the assessments. For example, the content of assessments can be related to the business areas to align with her objectives, and the feedback after tests can be extended to the contexts of her interests. In this way, the materials, activities, and assessments all center her needs as a learner and coherently support her learning.

### **Artifact B**

Another artifact, *Final Unit Plan*, reflects the use of the knowledge of students' identities, interests, and goals in teaching. I conducted an environmental analysis (Macalister & Nation, 2019), where I learned my four students' goals, identities, and strengths through self-evaluations and individual meetings. Figure 1 is how the information is presented in my paper. Knowing their various goals and interests also inspires me to provide multiple choices that mesh their future identity and scaffold them in a differentiated way. For example, considering Elisa, Brynit, and Cythera preferred pop culture-related activities, I chose one storybook, *My Digital Tail*, which talked about a girl's experience of knowing how words said on the Internet can be either well-meaning or harmful. Using this book to learn English linguistic knowledge, they could also engage in a conversation about netiquette that was closely related to their everyday online experiences.

Additionally, I used to capitalize on students' interests in choosing content, only one episode of teaching. I would ask them to introduce themselves, for example, about their interests only at the beginning of a semester. Now, I realize that more than hobbies,

their life stories, skills outside of school, multiple identities, and cultures strongly affect their learning and should be carefully considered in planning, teaching, assessing, and scaffolding.

Figure 1: The analysis of the four students' backgrounds

	Elisa	Brynn	Sarah	Cythera
Age: 13	Constraint They are at the age of "transition, confusion, self-consciousness, growing, and changing bodies and minds." (Brown, )			
Effects	<ul style="list-style-type: none"> <li>✓ → The activities and lesson themes should tap into their interests.</li> <li>✓ → Keep their self-esteem high through teaching language and activities like designing rules together.</li> <li>✓ → Carefully consider age and disposition-appropriate activities.</li> </ul>			
Interests	<ul style="list-style-type: none"> <li>✓ → Drawing</li> <li>✓ → Cooking</li> <li>✓ → Swimming</li> <li>✓ → Writing novels</li> <li>✓ → Computer games</li> <li>✓ → Japanese comic book</li> </ul>	<ul style="list-style-type: none"> <li>✓ → Basketball</li> <li>✓ → Pop music singer — Xue Zhiqian</li> </ul>	<ul style="list-style-type: none"> <li>✓ → Dream career: diplomatist</li> <li>✓ → World issues: peace</li> <li>✓ → Music</li> <li>✓ → culture</li> </ul>	<ul style="list-style-type: none"> <li>✓ → Traditional Chinese instrument, Guzheng</li> <li>✓ → Handsome boys</li> </ul>
Constraint	✓ → There are various interests and experiences of each student			
Effects	<ul style="list-style-type: none"> <li>✓ → Be ready for different paths that come to the same conclusion because of students' different interests and life experience.</li> <li>✓ → Text choice, activities, and assessment can capitalize on their interests.</li> </ul>			

### TESOL Domains 6: Learning

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

For me, this standard is threefold. First, the teacher is required to know how one acquires a second language in terms of phonology, morphology, semantic, syntax etc., to support scientific and individualized instruction. Second, the teacher should be

familiar with the learner variable of age. Specific to adult language learners, although traditional beliefs contend that children are superior to adults in learning a second language (Scovel, 2000), studies have found that adults are not less successful considering their superior cognitive abilities (Brown, 2001). Last but not least, the teacher needs to attend to students' out-of-school experiences. Understanding how their language learning is related to their shifting identities and experiences in this ever-changing world, workplaces, and entertainment can help teachers identify students' specific needs, choose appropriate content and assessment, and provide helpful feedback (Stewart, 2014).

This notion is closely connected to my philosophy of teaching. For one thing, using the knowledge of language and adult language learning to support students relates to *scaffolding*. Understanding how a second language is acquired helps teachers make decisions about the sequencing of tasks by building them step-by-step, students can gradually reach challenging goals (Hammond & Gilbons, 2005). For another, understanding the process of second language acquisition in and out of classrooms is associated with *Funds of Knowledge* (Moll et al., 1992). Teachers should look beyond the classroom boundaries and link new knowledge to students' prior experiences and the knowledge learned in their homes and communities (González et al., 2005).

### **Artifact C**

*Final Report – Case Study of Tao* paper aims to synthesize and analyze the learner's oral English ability regarding pragmatics, phonology, grammar, and semantics, and according to which construct a specific instructional plan for this learner. The



participant in this paper is Tao, an adult English language learner whose native language is Chinese. The data were drawn from three one-hour interviews with him. This paper consists of five parts: first, introduction to the learner; which presents sociocultural factors that influence Tao's second language acquisition (SLA); second, description of Tao's oral language abilities, which compacts the understanding of Tao's SLA process analyzed by linguistic knowledge; third, assessment of Tao's SLA through SOLOM framework; fourth, specific instructional suggestions for Tao, which offers theoretically supported recommendations according to the analysis in part two; fifth, critical reflection about what I have learned from this case study. The processes of gathering and analyzing Tao's SLA and the use of this information for instructional planning are closely related to this standard and my teaching philosophy.

In the second section, for example, I found that Tao tended to centralize diphthongs. Such centralization may be influenced by the lack of diphthongs in his home language, the Wu dialect. In addition, his English education experience - his learning in secondary school emphasized writing than speaking - seemed to affect his written and oral grammar. As Yule (2017) notes, teaching methods can affect the SLA. Moreover, in our first meeting, Tao was frustrated in greeting me. Learning from my ways of greeting in our first meeting, he said, "nice to meet you too," which was similar to what I said previously. As I wrote, "this shows that he learns the English communicative abilities through social interaction." These findings can demonstrate that with the help of linguistic knowledge, I am able to examine adult learners' language use in a descriptive manner and analyze in and out of school factors that influence language learning.

Part five of this artifact exemplifies my teaching philosophy about *scaffolding*. For instance, to address his semantic English speaking skills, I first planned to investigate his word choice in academic writing to find his advantages. Then, building on his writing skills, I taught him the use of content-specific and general academic terms, which he frequently used, by inviting him to analyze his texts, recognize the bricks and mortars (Zwiers, 2008), and practice using them in both formal and informal speeches.

As to pragmatics, I analyzed our dialogue in terms of the Grice's Maxims and identified Tao's pragmatics issues in the Quantity maxim and the Relevant maxim (Yule, 2017). As I reflected, "I used to think that they were rules that everyone would consciously follow. However, I found through this case study that Tao and even myself unconsciously violate certain principles, leading to potential misunderstandings." This experience, therefore, made me realize that, as a teacher, I should not simply assume that Chinese students' English pragmatics skills will improve as they continue to learn English. Therefore, in my future teaching, especially for higher grade and adult students. I will teach pragmatics explicitly by providing appropriate language input, raising their pragmatic awareness, and providing authentic opportunities to practice and analyze their pragmatic usage in social interactions (Rueda, 2006).

Furthermore, through making teaching plans with the analysis of language usage and the understanding of Tao's learning experience, I found that differentiated analysis and instructions are vital as well because every learner has various features of language usage and in-and-out-of-school experiences that require different instruction methods and dynamically affect their learning. This finding is closely related to my teaching

philosophy of *scaffolding*, which concerns each student's experiences, resources, and evolving needs interpreted by teachers through their knowledge about students and language (de Oliveira & Athanases, 2017). In my future teaching, I will document students' language proficiency levels and descriptive language usages to devise flexible and individualized scaffoldings and assessments.

### **Professional Knowledge Area 2: Learning Context**

Learning context is the setting where learning takes place. A warm, safe, comfortable, and responsive learning context can significantly benefit student's engagement, emotion, creativity, critical thinking, and academic achievement. In building such an environment, teachers play a central role by respecting students' culture and background, providing emotional and academic support, and creating an inviting and risk-taking-friendly atmosphere. In this sense, this PKA also links to the "Learner" that paramount to create a safe and comfortable learning context is to know learners and their contexts.

### **TESOL Domain 2: Instructing**

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

From my perspective, this notion highlights three aspects. First, a learning environment, which is a heterogeneous setting, needs to be supportive for all learners. This requires differentiated instruction that respects and makes instructional decisions based on their divergent interests, needs, and strengths (Tomlinson, 2003), promotes scaffolded yet challenging tasks that meet curricular objectives via modification of

instruction (Smith & Throne, 2009), and adapts differentiated scaffoldings purposefully to respond to their evolving needs (de Oliveira & Athanases, 2017). Second, creating a supportive place for purposeful learning requires the teacher to analyze the learning environment (Nation & Macalister, 2010), plan with end results in mind (Wiggins et al., 2005), and provide scaffoldings that are contingent and responsive (Daniel et al., 2016). Last but not least, a supportive environment is also built through the micro-moment of classroom interactions, which are respectful, engaging, student-centered, collaborative, and communicative (Brown, 2001).

This notion meshes well with my teaching philosophy. Engaging all students in purposeful learning has connections with *scaffolding*. “Designed-in” scaffolding suggests English teachers create a supportive atmosphere by connecting and building on students’ prior knowledge, utilizing semiotic systems to facilitate understanding, and fostering metalinguistic and metacognitive awareness (Hammond & Gilbbons, 2005). “Point-of-need” scaffolding accentuates the micro-moment of support, such as eliciting high cognitive thinking by asking referential questions (McNeil, 2012) and adopting various corrective feedback, such as recasting and appropriation (Hammond, 2001). Moreover, promoting respectful classroom interactions relates to *communicative language teaching (CLT)*. This theory views teachers as facilitators and co-learners who design tasks mirroring the real world as much as possible (Cutshall, 2012), create an accepting environment for students to engage in language practice collaboratively (Lems et al., 2017), inspire high order thinking, and share responsibilities with them (Reznitskaya, 2012).

**Artifact D**

*SIOP-based lesson plan* aims to create a lesson plan that applies central pedagogical theories to the instructional practice. My lesson plan is based on my practicum with adult ELLs and involves four main parts: lesson objectives, activities, materials, and formative assessments.

Providing a supportive environment for purposeful learning is reflected in many aspects. For example, the whole lesson plan was backwards designed with content and linguistic objectives based on my students' needs (Wiggins et al., 2005). As I wrote, "I noticed that many students had confusion about the forms of past tense verbs and sentence patterns of wh-questions. They also showed some problems with pronunciation." At the beginning of the class, I explained the goals to my students. The activities were sequenced basically according to the Gradual Release of Responsibility model (Glass, 2015), including "I do it," "We do it," "You do it together," and "You do it alone." Such sequencing is *scaffolding* for each task serves as a building block (Hammond & Gibbons, 2005). I also designed higher order thinking questions (e.g., why you pronounce "ed" as /t/ in "helped?"). These questions can be seen as designed-in *scaffoldings* since they allow students to talk about language and enhance metalinguistic awareness (Hammond & Gibbons, 2005).

Moreover, multiple approaches were designed to engage all learners and implement differentiated instruction, which is closely related to this TESOL domain and my teaching philosophy. For instance, I chose a text about an immigrant success story in America, in which the author optimistically talks about her experience and changing

emotions. This text choice connects to PKA1, Learner, because by drawing on students' culture and background. They are all immigrants and suffer many difficulties in this new country, and this text could engage them both emotionally and academically (Schoenbach et al., 1999). In addition, I wrote and orally asked questions at various levels of difficulty, which ensured their comprehension (Echevarria et al., 2008).

This lesson also aligns with the TESOL domain about promoting respectful classroom interactions and *CLT*. Before class, I designed a warm-up activity to have students share what they did yesterday. This activity helps to create a warm and welcoming atmosphere and prepares them to join more communicative activities about the past tense. Furthermore, the whole class is meaning-focused, based on contexts and authentic input (Brown, 2001). For instance, after analyzing a related text, the Pair Work activity asks students to share a past story that influenced them a lot. This activity is based on real-world tasks and encourages them to communicate with their partners.

The teaching and learning are interactive because students were often orally engaged in meaningful interaction (Brown, 2001). For example, after reading aloud, I designed many inferential questions to support their comprehension: "Why do you think she stopped eating Haitian food?" These moves help elicit higher-order thinking and negotiations between teacher-students. Student-student interactions were also boosted through which students built off of other students' answers. Furthermore, I designed discussion activities, such as "Talk with your partner about one thing that taught you a lot," to create as many opportunities as possible for them to practice the content and English skills.

However, after having an actual class based on this SIOP lesson plan, there are several things I want to change that can better align with this TESOL domine and my teaching philosophy. First, to better involve all learners in communication, I need to refrain myself from telling right or wrong, even hearing a correct answer. A *CLT* classroom is less about a right answer but more about the student-centered sense-making process so that every student has opportunities and enough time to think and express (Brown, 2001). Next time, I will ask questions to elicit students' discussions, such as "do you agree with his/her answer? What do you think?" In addition, group discussion is a crucial element in a communicative class. However, I need to give more time for students in group discussions so that everyone is prepared and has opportunities to share in groups. As to differentiate instruction, I will jump into breakout rooms, which are variously designed, to facilitate their discussions and provide differentiated support (Tomlinson, 2003).

I also need to improve on the application of contingent scaffolding (Daniel et al., 2016). Although the lesson was planned, I met many moments during class when the planned scaffolding did not work. For example, I presented communication constructors on the slides to help them start the conversation. Although I modeled first, they did not follow my instruction, which might be related to the complex prompts that I did not explain clearly, or they were uncomfortable or confused since they had never engaged in such activities before. Therefore, I need to be more flexible about scaffoldings, adapt them according to class interactions, and model activities so that students are comfortable and confident to engage in (Daniel et al., 2016).

Finally, to create a supportive environment for purposeful learning, I need to be more explicit about teaching target vocabularies (Echevarria et al., 2008). Because as a crucial building block in English communication, the grasp of vocabulary largely determines if one student can fully participate in classroom interactions. In practice, I can introduce vocabulary through a minilesson that precedes a regular lesson (Rance-Roney, 2010). Pictures, videos, websites, and hand drawings can be used to provide visual support to emphasize target vocabularies. I will also design activities, such as highlighted texts (Echevarria et al., 2008), word wall, four corners vocabulary charts, concept definition map (Buehl, 2009), to have students use key vocabulary.

### **Professional Knowledge Area 3: Curriculum**

A curriculum is an encompassing guidebook that specifies what and how to be taught and combines thoughts, purposes, plans, and action. Designing a curriculum requires elaborative consideration among principles, environment, needs, content, format, and assessment (Macalister & Nation, 2019). Meanwhile, adapting a curriculum is also a frequent and critical job that empowers teachers to respond to the actual instructing environment and the features of students.

### **TESOL Domain 1: Planning**

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

To me, this standard unveils two aspects important in planning. First, the teaching plan needs to support students in meeting rigorous learning goals and their goals. This expects English teachers to start by defining clear linguistic and content objectives



aligning with curriculum and standards (Wiggins & McTighe, 2005) and identifying diverse students' goals and needs to make learning meaningful and relevant (Echevarria et al., 2008). Second, instructional plans are not static. Instead, they are flexible that can be modified according to changing environment, needs, students' dynamic interests, and motivation (Macalister & Nation, 2019).

This is closely connected to my teaching philosophy of *scaffolding*. Macro-scaffoldings include making plans that connect the goals to students' current knowledge and English language abilities, attending to sequencing tasks, designing different participant structures, and preparing visual and aural supports (Hammond & Gilbbons, 2005), which are all critical elements to be considered in lesson planning. Moreover, the idea that scaffolding should be responsive to and contingent on students' evolving experiences and needs is closely associated with this standard that the plans need to be modified based on continually learning students' diverse needs and language levels (de Oliveira & Athanases, 2017).

### **Artifact B**

*Final Unit Plan* has four lessons that I wrote for 16 Chinese 8<sup>th</sup>-grade EFLs in an online English book reading program. Since I had been their teacher for months, I had opportunities to learn their actual needs and interests when crafting this artifact. I also was able to apply and modify the designed plan in practice. These experiences prompted me to reflect on the gap between the lesson plan and the actual teaching.

I conducted a need analysis (Figure 1) before making plans. As can be seen in Figure 1, I examined the students' needs in terms of necessities, lacks, and wants. I used

*Figure 1, Methods of needs analysis*

<i>Type of need</i>	<i>Focus</i>	<i>Method and Examples</i>
<i>Necessities</i>	Proficiency	Impromptu English self-introduction Questioning (e.g., What parts in an English exam that you are good at?) Analyzing their precious English textbooks.
	Situation of use	Analyzing local and national high school entrance examination policies and situations.
<i>Lacks</i>	Proficiency	Descriptive language analysis of their English self-introduction after transcribing. Asking their previous teacher
	Situation of use	Questioning (e.g., What parts in an English exam that you are good at?) Questioning (e.g., In what out-of-school life you often use English?)
<i>Wants</i>	Wishes	Questioning (e.g., What are your expectations of this course?)
	Use	Questioning (e.g., How your dreams are related to English?)

this information to determine the goals of this unit, which connects to my first understanding of this TESOL domain. For example, by viewing their textbook and asking their school teachers, I found out that they had just learned the present perfect tense and needed more practice. Therefore, I designed one of the unit goals as "to apply the English present perfect tense in speaking." Guided by the idea of Understanding by Design (Wiggins & McTighe, 2005), I chose the texts (e.g., *The Coach Potato*) that entailed this tense and designed interactive activity (e.g., Discuss how have things changed) for them to apply this tense in speaking. To ensure that the goals could be achieved after the final lesson, I made a chart (Figure 2) that helped me

Figure 2, Unit goals in different lessons

Unit Goals <sup>↵</sup>	Lesson 1 <sup>↵</sup>	Lesson 2 <sup>↵</sup>	Lesson 3 <sup>↵</sup>	Lesson 4 <sup>↵</sup>
Identify English adjectives with word-formation knowledge <sup>↵</sup>	Define the adjectives in the text. <sup>↵</sup>	Use adjectives from the texts in English speaking. <sup>↵</sup>	↵	Identify suffixes and meanings of the adjectives; <sup>↵</sup> Compare adjectives in the text and compose adj-formation rules. <sup>↵</sup>
Apply present perfect tense in speaking <sup>↵</sup>	↵	Analyze the present perfect tense in <i>The Couch Potato</i> . <sup>↵</sup>	Apply present perfect tense in speaking. <sup>↵</sup>	↵
Apply vocabulary about technology in speaking <sup>↵</sup>	↵	Identify words about technology in the texts. <sup>↵</sup> Apply the words about technology and adjectives in speaking. <sup>↵</sup>	Identify the coding steps and problems that Pearl met in the text. <sup>↵</sup> Apply words about coding technology in speaking. <sup>↵</sup>	↵
Analyze the effects of technology in their life. <sup>↵</sup>	Connect students' life with the couch potato. <sup>↵</sup>	Investigate the technological inventions from the perspectives of American and Chinese cultures. <sup>↵</sup>	Analyze the technology in their out-of-class communities <sup>↵</sup>	↵
Summarize the pros and cons of technology in English <sup>↵</sup>	Analyze the consequences of the sitting-on-the-couch life of the couch potato. <sup>↵</sup>	Connect with their knowledge of historical discipline about technological inventions. <sup>↵</sup>	Summarize in English about pros and cons of technology. <sup>↵</sup>	Examine the cons of technology discussed in the precious three readings. <sup>↵</sup>
Present on a topic <sup>↵</sup>	↵		Connect with the scientific discipline and evaluate the artificial technology from a critical perspective. <sup>↵</sup>	Discuss roles of government, technology company, ourselves, schools etc. <sup>↵</sup> Reflect and think critically about technology to build a better community. <sup>↵</sup>

frequently check if students could receive enough support to achieve all objectives.

The organization of lesson objectives reflects this TESOL standard and my application of *scaffolding* by building the learning objectives step by step. Take the first row in Figure 2 as an example, to achieve the goal of being able to identify English adjective suffix rules, the first two lessons were set up to have students grasp the meaning and usage of target adjectives since, with the belief in *CLT*, the aim to learn English grammar is for communication and by no means for taking exams. After practicing the adjectives, students would feel more supported and comfortable identifying the suffixes and meaning of adjectives in lesson 4.

Another aspect that shows the application of macro-*scaffolding* in planning is the design of semiotic features in activities. For example, I put the links to videos and pictures of book covers in my lesson plans to open them in class quickly. I also created and adapted charts and worksheets (e.g., Reading Guide Chart in Figure 3) as scaffoldings at hand to help students be more engaged and make sense of readings.

Figure 3, Reading Guide Chart

Whose job?↵	Inventions↵	Inventors↵	Why the boy thinks it makes our lives much easier?↵	Agree/Disagree↵ And why?↵
Sarah↵	Clock↵	↵	↵	↵
Elisa↵	↵	John Standard↵	↵	↵
Cythera↵	↵	Fredrick Jones↵	↵	↵
Brynit↵	Gamma electric cell↵	↵	↵	↵

However, when teaching actual classes, what stands out to me is the importance of modifying plans according to students' engagement and achievement. For one, I need always to be prepared for students' interests and unexpected questions during class. In the lesson plan, I prepared over ten adjectives derived from the text for them to summarize suffix rules. In the actual class, however, my students showed great interest in the meaning and pronunciation of these words, which caused the digress of initial lesson goals and the extra cost of instructional time. Reflecting on this dilemma, I will take note of contingent *scaffolding*, which suggests responding to students' reactions, linking them to the new target knowledge, and providing ongoing feedback after class to meet their additional needs (Hammond & Gilbbons, 2005).

In addition, although planning based on Gradual Release of Responsibility can be helpful in the design phase to monitor that the responsibility is gradually passed to

students (Glass, 2015), this structure in part constrains the flexibility of instruction. It is possible that students need more modeling before "we do it together." Thanks to this experience, I became cognizant of the malleability of planned activities and task sequences. Scaffolding should go far beyond a structure but a process that involves dynamic interactional assessment (Daniel et al., 2016).

For another, I need to create a realistic timeline because otherwise, the planned scaffoldings are less effective when students do not get enough time to process the knowledge (Milkova, 2012). Also, although the teaching goals were made based on students' needs, there were too much goals that could hardly achieve all. In the future, I will plan some extra time for each activity.

### **TESOL Domain 7: Content**

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

To me, this standard comprises two aspects in terms of how to design content in language teaching. First of all, language is best learned when students use the language in an interactive environment that resembles the real world. Therefore, teachers should design goals to improve students' communicative competence and provide authentic input and ample communicative opportunities related to their life (Brown, 2001).

Secondly, teaching should meet students' academic needs. This requires teachers to connect linguistic objectives to content objectives and think about classroom language demands facing all students in terms of reading, listening, speaking, writing, and representing (Aguirre & Bunch, 2012).

This standard connects to my teaching philosophy. Using language for genuine communicative purposes reflects the requirement of *CLT*. This theory asks for meaning-focused and personal significant tasks, with student-centered as the tenet (Dörnyei, 2009). Meanwhile, effective *scaffolding* undergirds the acquisition of language that students need to use in subject areas. Scaffoldings, such as providing academic vocabulary support, adapting content to all levels of students, explicitly connecting concepts to students' background, using graphic organizers, designing group configurations, and talking about their own learning, can all serve to prepare students the linguistic, critical thinking, and metacognitive skills needs in subject learning (Hammond & Gilbbon, 2005; Echevarria et al., 2008).

### **Artifact E**

*SIOP Lesson Plan II* is a lesson plan for adult ELLs in a virtual setting. It consists of content objectives, language objectives, key vocabulary, activities, materials, and formative assessments. One major goal of this lesson is to use the present perfect tense with *ever* and *never* to talk about past events and ask for information. The related activities stand out to me because they can reflect my belief in *CLT* and how it is carried out in my class.

For example, in one review activity, I asked students, “Does your native language

have the present perfect tense? When you use it? How are they similar or different from English?” To make the activity more meaningful to the real world, I asked students to provide examples by making sentences related to them in both English and their home languages and to explain how these sentences differ between the two languages. For example, one Spanish-speaker student gave us an example of “I have not eaten lunch yet” in both English and Spanish and talked about the different places of “yet” in these two languages. This resonates with my understanding of this TESOL domine because by capitalizing on their home languages, this activity empowers students to use all of their linguistic repertoires in metalinguistic communication in a translanguaging, focus-on-form, and meaning-focused manner. This is also related to this standard because it is a natural way for emergent bilinguals to constantly translanguage and use their linguistic and semiotic repertoire to make sense of the world (García & Kleifgen, 2010) and create an environment that respects their ways of communication can help them acquire English and engage in classrooms.

However, I also met challenges when implementing this activity. Since most of my students were Spanish speakers, they were more engaged in the discussion, whereas students from Ukraine, China, and Ethiopia were nearly excluded from their conversation. Next time I use the translanguaging method in a diverse classroom, I will use some dialogical teaching tools to get all the students involved. For example, I can encourage them to explain their native languages to others in English, work with student answers to inspire further exploration, and make visible connections among students’ ideas (Reznitskaya, 2012).

**Artifact F**

*Focal Language of Complex Text* artifact aims to analyze the language in a complex text and make plans to scaffold students' comprehension. My target students are 4<sup>th</sup> to 6<sup>th</sup> Chinese EFLs and my chosen text is *Danbi Leads the School Parade*.

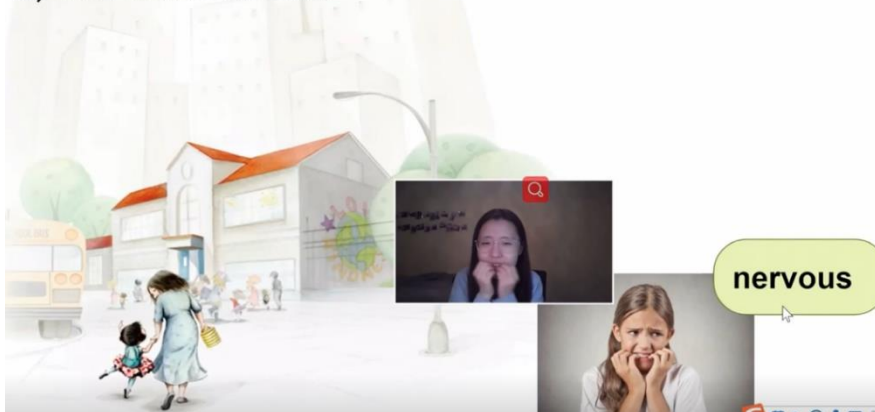
This artifact reflects my understanding of preparing students for the language they need in content learning. In this plan, the language and content objectives are interrelated. One content objective is to act out versions of the story from different perspectives using the target vocabulary, which concerns with social-emotional learning and social diversity. Students need to interpret one's emotions and dispositions from their facial expressions, words, body gestures, and different points of view. The related language objective is to understand and use the key vocabulary orally and in writing to act out their versions of this story in groups, which also reflects *CLT* that students are encouraged to apply target language in meaningful interactions.

Then, I chose the focal vocabulary from and beyond the text that is critical for understanding and can be used to achieve the content goal. In the actual teaching, I highlighted the vocabulary using pictures, bold font, and gestures, which could draw their attention to learning words and be encouraged to use the words in speech (Echevarria et al., 2008). Figure 5 is a screenshot from my teaching video when I was introducing one focal word, "nervous."



Figure 5, A screenshot of my teaching video

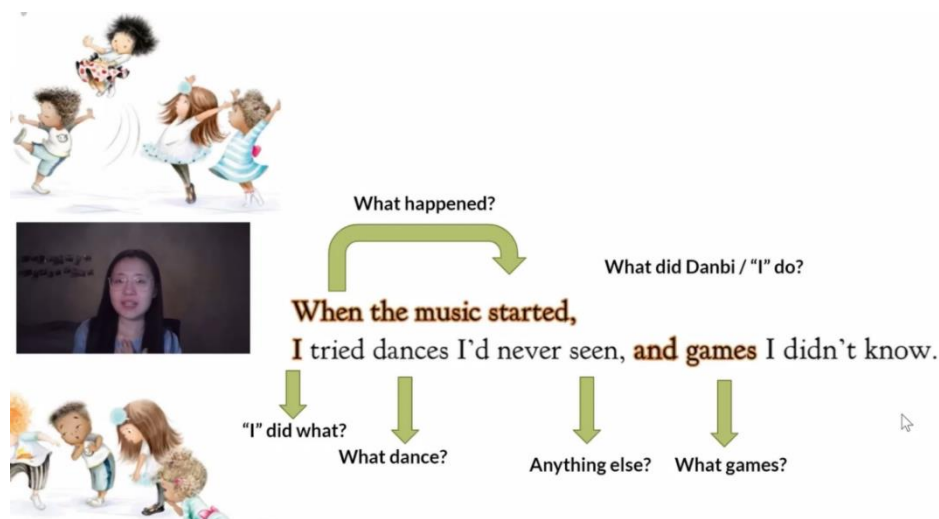
**On the first day of my new school** in America,  
my heart beat: *Boom. Boom.*



Another linguistic element I focused on is conjunctions "and," "but," and "so." They are the basic components in students' future writing and reading activities in any subject. Take one sentence from the text, "The teacher handed me a marker, but I wasn't sure why," as an example. In my artifact, I wrote, "after reading, the teacher can ask students: why but is used here... They will learn that besides using but to contrast ideas, it can also be used in an unexpected, uncertain, or unusual situation." This higher-order thinking question can improve students' metalinguistic awareness and extend the use of "but" in this text to other contexts.

The final example demonstrating my ability to promote students' language ability that will be used in the academic field is the analysis of the adverbial and attributive clauses. Such complex syntax structure is often seen in academic readings, and therefore it is vital for students to learn some comprehension strategies. In my teaching video, I used a way proposed by Fillmore L and Fillmore C (2012), which is to break a sentence into pieces (Figure 6).

Figure 6, A screenshot of my teaching video of the analysis of a complex sentence



Nonetheless, what I want to do differently next is to choose less academic vocabulary and give more time for students to practice the focal words. Moreover, in my future teaching, I will sustain to the selected words over several days to consolidate the learning, develop student-friendly explanations before class (Beck et al., 2013), and work with teachers from other subject areas to identify the academic language students need to learn.

#### **Professional Knowledge Area 4: Assessment**

Assessment is a process of collecting a behavior sample. It is important in educational practice because it is an ongoing process in which teachers and students appraise their performance to optimize learning. Gatekeepers use the result of assessments to make decisions. But more importantly, it serves as an integral part of the instructional process to help students learn.

#### **TESOL Domains 3: Assessment**

*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.*

For me, this standard encompasses the idea of why we assess, how to assess, and where it ends. It matters so much to language learning since it provides important information for teachers to improve instruction suitable to each of their students and for students to appreciate their strengths and weaknesses. Although summative assessments are prevailing, it is a formative assessment that is found to be superior in providing individualized information to classroom teachers (Bennett, 2011). It suggests teachers never cease assessing and gathering all crucial information about a student (Shea et al., 2005). Assessments are not the end of learning but are followed by plans and instructions (Guskey, 2003). In this process, teachers provide feedback that washes back to students (Brown, 2010), help them identify problems (Stiggins, 2002), accommodate their differences (Guskey, 2003), and adjust instructions.

These notions are closely connected to my philosophy of teaching. First, using knowledge of student performance to make decisions about planning and instruction relates to *scaffolding* under the theory of *ZPD* (Hammond & Gilbbons, 2005). Assessments help to know students’ strengths and needs, what teachers taught well, and what they need to work on, from which scaffolding can be designed (Guskey, 2003). Gathering information related to my belief in *CLT* which guides me to design the test that assesses students’ communicative competence to ensure the test validity (Brown,

2010). The information gathered from assessments can also be incorporated into *feedback*, increasing the beneficial washback, their confidence, and their willingness to take responsibility for learning (Brown, 2010; Shea et al., 2005). Being able to gather and interpret information about learning and performance is associated with *CRP* (Gay, 2002), which require teachers to be culturally responsive by knowing students thoroughly, personally, and academically (Gay, 2018), including multiple perspectives in testing, and interpreting data within a cultural context (Gottlieb, 2016).

### **Artifact A and G**

*Interview* and *Evaluate Student's Level of SLA* papers aim to learn the student's background, assess oral English level of proficiency (ELP) based on the SOLOM rubric, and critically evaluate this rubric. I interviewed is Lin (pseudonym), an adult English language learner (ELL). In the *Interview* paper, six aspects of her experiential, culture, academic, and linguistic background were illustrated based on the data from the interview. The *Evaluate Student's Level of SLA* paper is comprised of three parts: prompts, evaluation of Lin's ELA, and reflection of the prompts and rubric. These processes of gathering and interpreting information from assessments and informing instructional plans are closely related to TESOL Domain 2 and my teaching philosophy.

An instance of gathering information is when I used interview, survey, and classroom observation methods to learn Lin's cultural, linguistic, biopsychosocial, and academic background (Herrera et al., 2012). For example, I found that she felt challenging to fit into American society due to communication barriers and a lack of social relationships. As I wrote in the paper, this information told me to create a warm

and communicative environment that made her feel at home, which could benefit both her English and her emotions. This piece stands out to me because it shows that, from a *CRP* perspective, assessment can be used as a way to learn students' inherent strengths and resources regarding culture, language, and content knowledge (Herrera et al., 2012). Moreover, this information helps the design and interpretation of assessments that contain minimal bias (Gottlieb, 2016).

To evaluate her SLA, I first created a comfortable environment to ease her stress. Then, three tasks, self-introduction to partners, group decision making, and reflection, were designed based on the principle of authenticity and validity (Brown, 2010) by replicating a real classroom scenario, and eliciting their oral English expressions, which is related to my belief in *CLT*.

In addition, evaluating Lin's ELA based on the rubric revealed her current difficulties. For example, I found her major problem of consonant clusters. This guided me in designing appropriate strategies for differentiated planning and providing constructive feedback. However, there might be a deficit default when interpreting the test results. As Brown (2010) suggested, the feedback should include both constructive criticism of weakness and "good stuff." For my future teaching, I will add "strengths" sidebar when providing feedback. I will also consider students' out-of-school assets, including cultural knowledge and life competence when designing an assessment and evaluating the results.

Although adult ELLs are not my future target students, this artifact still teaches me a lot that can be transferred when teaching younger students. First, I found that

performance sometimes is not a good indicator of competence with students' emotional distractions. Informed by my teaching philosophy about *CRP* and *scaffolding*, I will conduct multiple assessments to evaluate students' ELP, especially formative ones, such as creating portfolios to record their learning process in terms of class performance, progress, questions, and artifacts (Brown, 2010), to draw an all-around picture of their English competence, emotional status, and evolving interests.

In addition, although this artifact mentions little about feedback, it is critical for my future teacher to provide constructive feedback to learners after assessments. In this process, I need to consider students' preference and emotional status. I can also create opportunities to have students give peer feedback in English writing tests, which has been proved to be socio-cognitive beneficial to L2 learners (Yu & Lee, 2016).

Furthermore, to better align with the standard, I need to be more attentive to involve students in determining what will be assessed. In this way, assessments can engage students in the teaching process, enhancing their metacognitive awareness by talking about their own learning (Hammond & Gilbbons, 2005).

Last but not least, in an English writing assessment, I asked Lin to choose either writing on a paper or typing on the phone. I think this way of incorporating elements of choice in assessment and accommodating differences in students' preferences can be used in my future teaching because this method can help their performance and empower them in their own learning (Guskey, 2003).

### **Discussion and Reflection**

*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.*

### **Implications**

Based on my teaching philosophy, the following reflects how I acted out the role of facilitator, warm demander, and bridge to the world in my teaching practices and artifacts.

To be a facilitator, I am guided by the idea of ZPD/scaffolding (Hammond & Gibbons, 2005). Through analyzing my artifacts, I found that I paid more attention to supporting students through learning their current levels, cultures, and background knowledge, and according to which lesson plans were made to scaffold students step by step than through my assumptions or limited understanding toward students. For example, in Artifact 2, before planning the unit, I interviewed my students to learn their interests and needs, which informed my construction of learning objectives and activities. Additionally, I carefully select and sequence the tasks as a way of scaffolding. In terms of DI, I used various group configuration methods in an online classroom. For example, in Artifact 5, I designed different groups named by different lesson goals so that students could choose the one they needed help with and join that group. Moreover, I used more inferential and fewer yes/no questions to elicit every student's thinking and engagement.

However, I need to be more attentive to the implementation of contingent

scaffolding in classroom instruction (Daniel et al., 2016). In Artifact 4 and 5, I noticed that students needed support in areas that I had not prepared in advance or did not fully engage in the designed activities. Realizing that lesson plans are flexible and scaffoldings are responsive, I will be more aware of modifying the set plans in response to students' reactions. Another challenge I faced was how to DI in one online environment, especially considering the trend of virtual classrooms worldwide. In my practicum, 7-12 adult English language learners with different English proficiency levels, cultures, and interests were in my online class held via ZOOM. During class, I observed that some of them were very active in answering questions, while others were reticent and less engaged. Therefore, I am motivated to investigate DI approaches, such as flexible grouping (Tomlinson, 2003) suitable for an online environment. Meanwhile, I need to slow down my speaking speed, give clear instructions with student-friendly languages, rephrase them for students of different levels, or model with videos or flowcharts etc. In online settings, I also need more exaggerated posture, teaching props, and eye contact to support comprehension and engagement.

To be a warm demander, I acted out the theory of CRP (Gay, 2001) and FoK (Moll et al., 1992) in my practice. For instance, in Artifact 1 and 7, I interviewed my student Liu regarding her acculturation process, competencies, and English learning experiences to gain insights into her identities, goals, and emotional states. In Artifact 2, I made the unit plan based on the understanding of students' existing knowledge, interests, and goals. Compared to my teaching before the guidance of CRP and FoK, I made an improvement in incorporating students' knowledge, culture, and experiences



into every stage of instruction, including lesson planning, activities, content, and assessment.

More importantly, I have increased awareness of critically reflecting on my potential misunderstanding and stereotypes toward students, valuing them, with a growing mindsets, as emergent bilinguals who are able to harness their ample linguistics and social resources to learn English. This view has been beneficial in my teaching practice. Once, my student, Zoey, said to me that she thought her English was not good, and hence, there was no need for her to continue learning it. Instead of telling her that this opinion was not helpful, I asked her why she thought this way and eased her anxiety by telling her that I was here to support her and make progress with her together. Later that day, she was motivated again and more engaged in participating in the class. A culturally responsive teacher is a personal confidant and advocate for students (Gay, 2010). In the future, I will continue to not only academically but also emotionally support students.

However, there are some weaknesses that I need to improve. First, the Motivational Framework of CRP to provide students' autonomy and self-directed learning (Ginsberg & Wlodkowski, 2009). In my teaching practice, however, I have not observed how students' autonomy could be enhanced in a long run. Secondly, respecting and capitalizing on student linguistic resources in sense-making, known as the translanguaging approach, is related to culturally responsive teaching. In Artifact 5, I designed a translanguaging activity where students were asked to introduce the similarities and differences of the present perfect tense between their home languages

and English. I found they were very engaged and explicitly identified the linguistic features. However, I have not tried this method with Chinese emergent bilinguals and explored the ways in which students use their Chinese language resources to learning English. Another challenge I faced was the time and effort spent to deeply learn about a student. In my future teaching, I plan to focus on a few students once or those who need support most at first.

To be a bridge to the world asks me to implement CLT in classrooms and it is woven into many of my artifacts. For example, in Artifact 2, 4, and 5, I designed many pair works and group discussions activities to have students practice English in a meaningful context (e.g., discuss how things have changed to practice the present perfect tense in English speaking). In my teaching practice, I also intentionally asked inferential questions to elicit students' negotiation and higher-order thinking and related their ideas to what has been said by others (Reznitskaya, 2012). However, I also noticed that sometimes my response, which contained the judgment of right or wrong, hindered students' further discussion. In the future, I need to shift my focus from correctness to the process of sense-making (Aukerman, 2008). For example, when reading with students, I will ask them to explain how they arrive at their thinking with textual evidence and highlight puzzlement about the text's meaning.

Meanwhile, I will hold back myself and not consistently respond after each student's turn. Instead, I can wait or facilitate to see how they respond to each other. In addition, I need more effort to promote students' critical thinking in CLT classrooms. For example, I can encourage them to discuss a text from different perspectives, explore

English resources from various media, and reflect on their opinions from an uncomfortable point of view (Borsheim et al., 2014).

### **Future considerations**

As this TESOL Domain pointed out, teachers need to use their understandings to inform and change themselves and these communities. I have mentioned what I want to improve in the former section. In this section, I would like to share the challenges I would meet in the future, the possible solutions, and ways to continue my development as a teacher.

The first challenge I would meet is the exam-oriented culture in the Chinese educational context. Many teachers assume that it is impossible to implement student-centered and CLT in such a stretched setting. To change this ideology, I will sell CLT to my future colleagues by presenting CLT classes, sharing students' views toward CLT, and discussing how CLT can help students use English in the real world and how CLT can also improve students' academic achievement. I would also like to be a teacher-researcher who adapts the school's curriculum and do action research to examine how CLT looks in Chinese English classrooms.

Another challenge is that some Chinese students tend to have low motivation and emotion toward English learning, which is partly due to the high-stake examination environment. Motivation is one of the pivotal factors influencing the success of second language acquisition since it serves as the primary impetus to initiate L2 learning and sustains the driving force (Dörnyei, 2005). The influence of positive emotion has been linked to better academic achievement (Li, 2020) and faster development of L2

comprehensibility (Saito et al., 2018). Therefore, it is pivotal to enhance Chinese students' English learning motivation. Informed by CRP, which is one of my teaching philosophies, I will create a risk-taking environment where students have more confidence to make mistakes. Meanwhile, I will nurture a growth mindset by viewing them as resources, providing helpful feedback, and treating assessments as a meaningful learning process instead of just scores.

Moreover, it is also challenging when implementing teaching philosophies, such as CLT, CRP, and DI, in classrooms with big sizes and diverse needs. To tackle this problem, I will learn about my students and adapt support according to their academic and emotional changes in an ongoing manner. In addition, I can cooperate with other subject teachers to share our information about a student.

Staying focused on my teaching philosophy is challenging too, and my idea toward teaching may be refined with the growing experiences. Nonetheless, I need to constantly reflect on myself by asking questions such as what instruction worked for this class and what did not, how my students reacted differently to activities and why, did I make decisions out of stereotypes or misunderstanding, and how I interpreted assessment results. Furthermore, I hope to take the role of teacher-researcher because this role empowers me to understand teaching and learning in my context, gain new ways of seeing children, and find solutions to my own teaching problems. This is also a way of continued self-development.

Besides being a teacher-researcher, there are several ways to develop myself to be a better English educator. For example, I will record some of my lessons. Viewing my

own teaching can help me capture micro-moments of interaction and students' feedback that I cannot notice during class. I will also regularly read educational journals, such as the TESOL Quarterly and The Reading Teacher to stay up on research and practice new approaches in my classes. Last but not least, talking with colleagues and alumni about challenges we face at school can be a great way to release our stress and be supported by each other.

I have experienced tremendous growth in this program. Now, I view myself not a teacher in the conventional sense but a learner, listener, and a facilitator who support students from a multilingual and strength-based lens, as well as a teacher-researcher who can treat real-world challenges with a tool box of courages, theories, and approaches. Meanwhile, I can anticipate potential changes toward language-learning when what I learned in this program meets the Chinese context. Being self-motivated, I am excited and ready to face and investigate these changes and discuss how theories and teaching approaches can be adopted in my future contexts with an overriding aim of helping emergent bilinguals to learn English in a warm, caring, comfortable, joyful, and resourceful environment where they can build their ways to success.

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## **Appendix A**

### **Looking into Adult ELL's Background – Interview with Liu**

Adult English language learners logging into Zoom classes bring ample history that influence their learning and instruction, which closely links to their success. Therefore, as Herrera put it, assessing their history is the key to supporting them. Liu is a Chinese female in my class. I choose her as my participant for three reasons.

First, she is the mother of one three-year-old girl and one eighteen-year-old boy. With many roles in her life, such as mother, wife, and English language learner, I am concerned about how she handles these challenges and how I might be able to help her. Second, though I am also Chinese, Liu and I may share different cultural backgrounds in view of different experiences and the wide-gap age range between us. Moreover, in the last decade, the domestic economy of China has grown rapidly and the spiritual and cultural identity of the people has changed dramatically from a decade ago. Therefore, I am curious about the acculturation process of today's Chinese adults after they come to America.

I launched my assessments on Liu to understand her cultural background, linguistic background, biopsychosocial history, and academic history (Herrera, 2012) by means of an interview, a language background survey, a preclass survey, Wechat Q&A, and classroom observation.

#### **1. Interview – Cultural, biopsychosocial, linguistic, and academic background**

The major data was collected from a one-hour interview with Liu. The interview

was recorded with her consent. Before the interview, I asked her preference for the language used in the interview. Her answer was Chinese in that she felt more “confident and comfortable.” Hence, the whole assessment process was conducted in Chinese. The questions were based around her culture and biopsychosocial background. Considering that it can be offensive to ask for relative information directly, a few life-story questions may elicit answers around these areas.

- What are some cultural beliefs that are important to you?
- When you first came to the U.S., how did you feel?
- How do you imagine yourself in the future? What are your short-term and long-term goals?
- What is the happiest moment you have after arriving in the US?
- What one event or person influenced you most in your life? Why and how?
- What is your job? What makes you competent?

According to Liu’s answers to some questions, I asked for more related stories or detailed information. The interview data was processed by Structural coding and In Vivo coding methods in order to have a thematic and authentic look into her backgrounds. Six categories were found and listed below.

### **1.1 Value the role of family**

In Liu’s cultural perception, the unity and happiness of the family are very important. She came to America four years ago because her husband is here, although in China, she had her own business and her standard of living was middle class. As she said, “...but he didn’t want to go back to China, so we had to come.”

When answering my question, “who influenced you most in your life?” she told me a story of her relative’s harmonious family with excellent children. She summarized, “It is the best education when there is a good relationship between the couple and a positive family atmosphere.” It can be found that in the process of negotiating between different roles, Liu prioritized the role of mother and wife over the role of worker.

### **1.2 Successful negotiation between her Buddhist belief and religion in America**

Liu mentioned in the interview that her whole family and she are Buddhists. She has a committed stance on her faith; even many people she knows who came to America changed their religion to Christian. However, she does not experience any emotional conflict regarding religion: “In fact, I think religion is universal. They all promote kindness and goodwill...I have no reason to discriminate against any other religions.” Such an inclusive mind can be a positive element in her acculturation process and socioemotional development (Herrera, 2012).

### **1.3 Positive identification with her own culture**

Cultural identity is closely related to acculturation and is a crucial precursor to academic success (Herrera, 2012). Liu’s positive identification with her Chinese culture is shown from her comparison between China and America and comments on racism. In her New York experience, she said, “I feel that Chinatown is so backward, not even as good as the most average town in my countryside (in China).” When commenting on the racism she experienced, she expressed her anger, “it’s not about the color of skin... What right do they have to look down on Chinese?” Her words show her pride in being Chinese and her respect and equality attitude toward other races. Herrera (2012)

proposed that it is likely for students who have a positive association with their own culture to develop positive relations with members of other groups. However, Liu confessed that it was difficult for her to fit into American society even though she had been here for years.

#### **1.4 Difficult to fit into American society**

I asked her, “what is your happiest moment in the US?” Liu’s answer was, “no happy moment.” She talked about two reasons for her difficulty to fit in.

In her narration of living in America, she mentioned many emotional words such as “fear” and “stressful.” The hidden factor of these feelings is, in her word, “cannot speak English well.” For example, her first job was as a server at a restaurant where she “broke down and felt exhausted because of communication barriers.” She felt “scary” when her little girl needed to see the doctor, where English was needed. The Bureau fined her due to her misunderstanding of emails. During the COVID-19 era, she lost her job. However, she failed to read the mail about her government dole being withdrawn, resulting in overdue payments and penalties. Just an iceberg of her stories reveals that the difficulties are present many parts of life and that English is indispensable in these troubles.

When I asked her about how she overcame these hardships, Liu put all the responsibility on herself: “That’s all because of me. I was too busy to learn... some working environments were devoid of opportunities to speak English.” Carrying many roles, it is difficult for Liu to have intensive time to study English as an adult English learner, which puts a strain on her finances, so she has to work harder but has less time



to study English. Liu's determined mental strength can help her in this possible vicious cycle, but teachers' linguistic and social supports are also imperative.

Another reason is from a social aspect. In China, Liu ran a business that needed to have many interpersonal relationships. She also liked to chat with her friends and family. However, she said that she felt "there was a more distant interpersonal relationship in America" where friends and relatives seemed "less willing to help." These experiences made her feel "very uncomfortable." It can be found that Liu might be a social, helpful, and outgoing person. If the teacher creates a warm and communicative environment that makes her feel at home, it can benefit both her English and emotion.

### **1.5 Positive future identity**

Liu expressed two ambitions: open a Chinese restaurant and a beauty store in America, in answer to my question, "how do you imagine yourself in the future?" Although she confessed that they could only be reached if she could learn English well, she was still positively trusting her ability in business, cooking, and doing beauty skills. These competencies should be valued as assets and be tapped into for instructions.

### **1.6 Better economic status**

Liu's English learning motivation changes with her economic status. In the interview, her economic difficulties pushed her to study English "very hard." Four years after her arrival, with the economic support from her husband, her son, and her family's house rent, she felt more "released" than before. As a result, she doesn't need to work for a whole week anymore now. It seems that she earns more time to learn. However, as she confessed in the interview, "I feel like I'm losing my power in learning English."

Although it cannot be concluded that her family's economic status determines her motivation for learning English, there can be a correlation, especially for adult ELLs who take family responsibilities, and when economic status is closely related to language abilities.

## **2. Preclass survey – Academic background**

I learned Liu's academic background from her pre-class survey provided by her teacher. She went to school in China until 10<sup>th</sup> grade. She also mentioned this information in our interview, where she added that "although my academic level is low, I have some experiences in doing business and cooking." Her words remind me the necessity of learning about a student from different sources.

## **3. Wechat Q&A – Language learning**

Due to Liu's time limit, I asked her, so far, one question about English language learning stories via Wechat so that she could respond asynchronously. The question is: What are your high point and low point of learning English? It aims to learn and make sense of her English learning experience.

Similar to her answers in the interview, she sent me voice messages me saying no happy moment presented when learning English. However, "there are no memories can be counted as sad memories either." Although she felt "frustrated" sometimes due to "poor pronunciation and vocabulary," she might have a good psychological endurance capability that helps her language learning and acculturation process. In the meantime, others' help means a lot to her. She said that an old lady in this school helped her and her daughter a lot. For example, "the old lady helped me apply the weekly free book

project for my daughter,” Liu said. It can be found that the support from school to her and her family can act as a warm power that could make Liu feel more involved, less alone, and less helpless.

#### **4. Language survey and classroom observation – Linguistic background**

In the first class, I noticed that Liu’s daughter was sometimes beside her. Liu asked her daughter to be quiet in both English and Chinese. A language survey (see Appendix 1), with one English and one Chinese version, was also emailed to Liu before our interview to learn about her use of language in different contexts.

It can be found that her L1 (Chinese) and L2 (English) play different roles in her life. Chinese is used to connect with family and the language that represents her identity. In the survey, she preferred to say Chinese in both home and community. English, on the other hand, primarily functions as a subsistence necessity. One interesting exception is that she speaks both Chinese and English with her daughter. Her desire to communicate with her kid, especially in the future when her kid grows up as a bilingual, as she said in one classroom activity, motivates her to learn English well.

#### **5. School and classroom context**

To understand the learning context and to what extent the Nashville Adult Literacy Council (NALC) supports students, I interviewed my mentor teacher Julie, and sent an email with written questions to the Online Classroom Manager Lisa (Questions see Appendix 2). I also researched complementary information on this school’s website. According to Herrera’s rubric about the level of performance of the sociocultural environment, the information below identifies and briefly explains views about culture,

language, academics, family, and community.

### **5.1 Family – Meets Criteria**

The school and classroom show respect and understanding for students' families, and they create a warm and welcoming atmosphere where families can join.

NACL also actively provides needed care. It is said on the school's website that their volunteers, before COVID-19, always get a chance to meet and work with learners' families. With the onset of COVID-19, as Lisa mentioned, the school and their one-on-one tutors reached out to "all the learners and tried to identify their needs," such as food, clothing, medicine, rent money, etc.

### **5.2 Community - Meets Criteria**

NACL is actively involved in communities that provide assistance and support to students and their families. According to Lisa, NALC is a part of a collective effort in Nashville (AECI - Adult Education Collective Impact) and gathers resources with many other agencies to meet the needs of learners. In this way, if the students' needs are beyond their realm, NALC can refer them to this bigger community for help.

### **5.3 Culture - Meets Criteria**

In our in-classroom discussion, I learned that some adult learners in this class had just come to America, some were separated from their families because of political issues, and some lost their jobs or tried to find a better job. Their teacher Julie is sensitive about and knows their dynamic situation and feelings. In class, she provides a positive and supportive environment where students can learn in a relaxed and joyful way. She said, "they love to talk about like children or kind of cooking. It's interesting

to hear like culturally... I try to ask them questions like talk about your hometown.”

Their culture is respected and valued as an asset that can benefit their learning.

After class, her support doesn't end. As she said in the interview, “they're dealing with a lot of different things. And sometimes, I just kind of been there to listen. They just need someone to talk to.” Being a warm helper in class and a listener outside of class, as her way of responding to learners' acculturation process, can help them academically and emotionally.

#### **5.4 Language - Meets Criteria**

Since the learning setting is online, it is not easy to look into how L1 is supported in the school environment. However, in the classroom observation, I noticed that there were times when learners talked in their native languages with their family members. It may indicate that they know their L1 is respected. In addition, the instruction is likely to be designed as communicative. As Julie said, “I'd like to create communicative opportunities for them.”

#### **5.5 Academics – Basic Needs**

In the first class, Julie asked the jobs of every learner. During the class, she tried to connect the activity with learners' jobs and their skills. She also made sentences with newly learned vocabulary in the context that learners were interested in. All of these instructional moves show that she is able to adapt tasks according to learners' social experiences flexibly. However, whether the school makes specific recommendations regarding assessment remains to be seen because Julie mentioned that the placement of these students is not according to some systematic assessments but through phone calls.

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Herrera, S. G., Murry, K. G., & Cabral, R. M. (2012). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Pearson Higher Ed.

## Appendix 1

### Language background survey

有中英两个版本，你可以任选一个版本

There are two versions. Please choose the one that you feel comfortable.  
How many languages and dialect can you speak? What are they?

	First language	Second Language	Third or more languages	or Not Applicable
<i>Example: With your family</i>	<i>Yes Chinese</i>	<i>English Sometimes</i>	<i>no</i>	
With your family				
With your children				
With your neighbors				
With your friends				
While working				
At shopping				
Outside, as in a park				
Preferred language at home				
Preferred language in the community				
Anything related or interesting information about your language you would like to tell me?				

## 语言背景调查

你会说几种语言和方言？都有哪些？ 中文 和 福建话

	母语	第二语言	方言或第三语言	不符合
例子：和你的家人	Yes Chinese	English Sometimes	no	
和你的家人	✓			
和你的孩子	✓	✓		
和你的邻居		✓		
和你的朋友	✓			
工作时		✓		
购物		✓		
外户外，比如公园		✓		
在家喜欢说什么语言	✓			
在社区喜欢说什么语言	✓			
还有什么关于你的语言的故事你觉得很有趣或者独特的？				

### Appendix 2 – Interview Questions with Teacher Julie and Manager Lisa

**For teacher Julie:**

1. What is your ELL teaching philosophy at present (Has it changed? How and why it changed?)
2. The moment that impresses you most when teaching adult ELLs.
3. How would you like to describe the environment of this school and your classroom (although the class is online this trimester)?
4. What supports are provided for ELLs (culture, language, academic, family, community)?
5. How do you connect with learners and their families?
6. What have you known about the learners you're going to teach (biopsychosocial, education, language)?
7. What are some challenges you met in teaching them?
8. What are the opportunities and challenges to you and the learners in online learning?

**For manager Lisa:**

1. How would you like to describe the school context?
2. What is the best part you like about your school? Why?
3. How does this school adapt from in-person to online instruction?
4. How does this school support ELLs in terms of language, culture, family, and community, especially after the COVID-19?



## Appendix B

### Final Unit Plan

(The changes I've made since the unit plan draft are highlighted in yellow.)

#### Research principles

##### A. The 5Cs of the World-Readiness Standards (Clementi & Terrill, 2017)

This principle informs the goals of my classes, the assessments, and instructions which always focus on communication, cultures, connections, comparisons, and communities. The table below shows how 5Cs are shown in the four lessons.

	communication			cultures	connections	comparisons	communities
	Interpersonal	Interpretive	Presentational				
Lesson 1	√	√			√		
Lesson 2	√		√	√	√		
Lesson 3	√	√	√		√		√
Lesson 4	√		√			√	√

##### B. Understanding by Design (Wiggins & McTighe, 2005)

This principle is one of the starting points of my curriculum design. Gia and Xiao's video talked about how they were informed by this principle and always checked the standards and goals they would like their kids to achieve in the end. Thanks to their suggestions, I reviewed the standards including "New English Curriculum for Chinese Primary Schools and Junior/Senior Middle Schools Experimental Version" (drafted by the Education Ministry of the PRC) and the

“Outline of Entrance Examination for Secondary School” to backwardly and purposefully design the curriculum from the outcomes I want my students to achieve. Another reason for prioritizing this principle is that the design process it guides can help to avoid the common tendency of treating the textbook as curriculum.

The objectives of this unit are backwardly crafted based on the need analysis and situation analysis. They are frequently checked throughout the unit plan process. The below chart helps me make sure that students can receive enough supports to achieve all objectives.

Unit Goals	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Identify English adjectives with word-formation knowledge	Define the adjectives in the text.	Use adjectives from the texts in English speaking.		Identify suffixes and meanings of the adjectives; Compare adjectives in the text and compose adj-formation rules.
Apply present perfect tense in speaking		Analyze the present perfect tense in <i>The Couch Potato</i> .	Apply present perfect tense in speaking.	
Apply vocabulary about technology in speaking		Identify words about technology in the texts. Apply the words about technology and adjectives in speaking.	Identify the coding steps and problems that Pearl met in the text. Apply words about coding technology in speaking.	
Analyze the effects of technology in their life.	Connect students' life with the couch potato.	Investigate the technological inventions from the perspectives of American and Chinese cultures.	Analyze the technology in their out-of-class communities	
Summarize the pros and cons of technology in English	Analyze the consequences of the sitting-on-the-couch life of the couch potato.	Connect with their knowledge of historical discipline about technological inventions.	Summarize in English about pros and cons of technology.	Examine the cons of technology discussed in the precious three readings.

Present on a topic			Connect with the scientific discipline and evaluate the artificial technology from a critical perspective.	Discuss roles of government, technology company, ourselves, schools etc. Reflect and think critically about technology to build a better community.
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C. Four principles from “the 20 Principles of language teaching” (Nation & Macalister, 2019): motivation, four strands, frequency, spaced retrieval.

Motivation: This principle plays a huge role in my designing and teaching processes, for example, text choice, classroom activities, and teacher-student dialogue. Students’ intrinsic and extrinsic motivation informs the unit design in the following major aspects: The text choice should be relevant for learners. Invite their existing culture and disciplinary knowledge in tasks and require them to investigate the situation happening in their life. Provide motivational feedback and opportunities for them to display and get rewarded (Dörnyei, 2001).

Four strands: students will have more time engaging in the meaning-focused output after the support from the input. Meanwhile, language-focused learning is integrated into meaning-focused tasks. Fluency activities are shown through the limited demand and quantity of language that the new language item is taught only if relevant to the unit goals and is set in a goal of time. Learners also have many opportunities in the repetition of knowledge.

Frequency: This principle reminds me to ask myself, which words should and which should not be taught. Before the class, I will list high-frequency, Tier 1 words

(i.e., everyday used words by kids), and Tier 2 words (i.e., words that are supportive for comprehension) (Schickedanz & Collins, 2013) of a text and the words that might be used in discussion. These words will be purposefully taught and substantially practiced.

Spaced retrieval: Spaced retrieval is paid attention to given the relatively long-time span of each class which is once a week. The time spent in the into phrase is longer for students to review and improve. The review time is also purposefully coherent with the new lessons. Also, repeated reading is used as one way of retrieving in that it can be beneficial for ELLs' vocabulary learning and reading comprehension development (Lems et al., 2017).

- D. Two Macrostrategies (Kumaravadivelu, 1994): Facilitate negotiated interaction; Integrate language skills.

Facilitate negotiated interaction. In my reading class, it is very important to give my students opportunities to involve in different types of interactions in order to make sense of the vocabulary, grammar, and text. This strategy helps me rethink my role in the class, which further influence my question types, ways of scaffolding, and activity design.

Integrate language skills shown in this unit are interwoven items between reading comprehension, vocabulary, grammar, and speaking skills. These skills are gradually developed with teachers' support, learner-learner, and learner-teacher interaction.

- E. Gradual Release of Responsibility (Glass, 2015)

The lesson sequence and activity sequence are basically in line with the gradual release of responsibility model. The teacher gradually passes responsibility to students from focused instruction and guided instruction to collaborative learning and independent practice. For example, in some activities, the teacher needs to model before students' collaborative or independent practice. The teacher also requires to monitor the class discussion, provide support, and assess their performance.

F. Empathy:

As Professor Shannon explained in the class, designing with empathy is embodied by developing “user-friendly tools.” In this unit plan, empathy for teachers is shown from detailed but less wordy lesson plans, worksheets, and other in-class materials for teachers to use. Empathy for students is shown by building coherence across lessons in terms of language knowledge and content, and by keeping the target needs analysis and situation analysis in mind.

**Context for the unit:**

The setting of this unit happens in an English book reading program. This semester, to help the students from an 8<sup>th</sup> grade class in Nanjing Foreign Language Middle School, I, with two other classmates (Zhongxing and Yuwen), organized this program. While we organized this program together, each of us has four to five different kids to teach.

Sixteen students have joined this course with their parents' consent. Coming from Jiangsu Province, China, they are native speakers of Mandarin and five of them speak local dialect as well. Aging from 13 to 15, they began learning English in primary

school. All lessons will be online via Tencent Meeting (a Chinese online meeting platform similar to ZOOM). There are five kids in my class, including Elisa, Brynit, Sarah, Cythera, and Boran. In addition to the fixed number of students, others would audit my class too. As a result, the activities I design should be ready for more than five students. The class frequency is one class per weekend. It is because these students live in school dorms during weekdays without access to phones or computers. The length of each class is 90 minutes.

### **Environment analysis**

The factors of environment in curriculum design contain learners, teachers, and situation (Nation & Macalister, 2010). The family factor is added because support from family and their perception about English influences learning and teaching. In light of their and our alumni's suggestions, I made a check list to help me cover important issues. Building on the general constraints summarized by Nation and Macalister, items like online platform operation and my teaching background are added considering the online setting (Table 1).

Table 1

<i>Learners</i>	<i>Family</i>	<i>Teacher (Me)</i>	<i>Situation</i>
Age & Interest	Support (emotional and financial)	Did I teach this part before?	Total class time and each class time
Devices used to have class	Expectations to students	Online teaching background	Online platform operation

The information for environment analysis was gathered from my self-evaluation

and the first getting-to-know-you meeting with students last weekend. Table 2 shows the environment analysis, with the constraints and effects, of these four learners (Nation & Macalister, 2010). Although Boran's situation hasn't been added yet in that he was a new comer to this class and I have not meet individually to know him better, I've planned to meet with him an learn about his interests.

The data for the family analysis shown in Table 3 was collected from asking the students about their parents' expectations towards their English learning. Evaluating my teaching experience helps to find my strengths and weaknesses. With little experience in teaching English storybook reading but five years of experience in online English teaching, I should devote more time to the planning and rehearsal of class content and activities. The limited class time indicates that there should be more effective teacher-parent communication and interests-provoking activities in class (Nation & Macalister, 2010).

Table 2.

		<i>Elisa</i>	Brynit	Sarah	Cythera
Age: 13	Constraint	They are at the age of "transition, confusion, self-consciousness, growing, and changing bodies and minds." (Brown, )			
	Effects	<ul style="list-style-type: none"> <li>✓ The activities and lesson themes should tap into their interests.</li> <li>✓ Keep their self-esteem high through teaching language and activities like designing rules together.</li> <li>✓ Carefully consider age and disposition-appropriate activities.</li> </ul>			
Interests		<ul style="list-style-type: none"> <li>✓ Drawing</li> <li>✓ Cooking</li> <li>✓ Swimming</li> <li>✓ Writing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Basketball</li> <li>✓ Pop music</li> <li>singer – Xue Zhiqian</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dream</li> <li>career:</li> <li>diplomatist</li> <li>✓ World</li> </ul>	<ul style="list-style-type: none"> <li>✓ Traditional</li> <li>Chinese</li> <li>instrument,</li> <li>Guzheng</li> </ul>

	novels	issues: peace	✓ Handsome
	✓ Computer	✓ Music	boys
	games	✓ culture	
	✓ Japanese		
	comic book		
Constraint	✓ There are various interests and experiences of each student.		
Effects	✓ Be ready for different paths that come to the same conclusion because of students' different interests and life experience.		
	✓ Text choice, activities, and assessment can capitalize on their interests.		

Table 3

	<i>Parents' expectations in students' narratives</i>	<i>Constraint</i>	<i>Effects</i>
<i>Family support</i>	Elisa (Translated) "My mom paid a lot of attention to my English since I was little, and found me a foreign teacher to teach me English for six years."	The teacher hasn't known their parents' detailed perception towards English which might strongly influence students' learning effects.	✓ Purposefully observe their hidden perceptions and give according feedback when necessary.
	Sarah (Translated) "My parents told me to learn English for not regretting in the future."		✓ Promote students' autonomy
	Brynit /	Unclear family emotional support towards English learning.	(Kumaravadivelu, 1994).
	Cythera /		

### Needs analysis

This is conducted from three angles informed by Nation & Macalister (2010), including necessities, lacks, and wants of learners. Table 4 summarizes the type of need,



focus, methods, and example I used this time. More methods are planned to be conducted in the following weeks, for example, the level of vocabulary knowledge and the level of oral English competence.

Table 4

<i>Type of need</i>	<i>Focus</i>	<i>Method and Examples</i>
<i>Necessities</i>	Proficiency	Impromptu English self-introduction Questioning (e.g., What parts in an English exam that you are good at?) Analyzing their precious English textbooks.
	Situation of use	Analyzing local and national high school entrance examination policies and situations.
<i>Lacks</i>	Proficiency	Descriptive language analysis of their English self-introduction after transcribing. Asking their previous teacher Questioning (e.g., What parts in an English exam that you are good at?)
	Situation of use	Questioning (e.g., In what out-of-school life you often use English?)
<i>Wants</i>	Wishes	Questioning (e.g., What are your expectations of this course?)
	Use	Questioning (e.g., How your dreams are related to English?)

Local and national English examination standards shows that in addition to common English skills (i.e., listening, speaking, reading, and writing), translation and vocabulary are also highlighted. It indicates that the goals and activities should be both meaning-focused and language-focused. For example, the simple past tense and present perfect tense will be tested, so the understanding and usage of them will be one of my goals.

Their English scores in one standardized test tell me from a macro perspective the relatively narrow divergency of these four students' English levels. This judgement was

also confirmed by their previous teacher that their current English levels are average or slightly below the average. This informs that there should be enough retrieval time in my lesson plans and the class progress should not be too fast for them to catch up.

From a micro level, however, each of them has different strengths and limitations. For example, Elisa said she was good at English reading tests, whereas fell short in writing. Cythera said she often had a higher score on listening but less score on reading. Although it is one-sided to make a judgement based on their self-evaluation, this information helps me discover their confidence and design suitable goals and appropriate class activities and assignments.

By asking their school English teacher, Zhongxing, and analyzing their current textbook, I found out that they have just learned the present perfect tense. Therefore, I intentionally choose some texts that has this tense, and design presentational activities for them to apply this tense in daily situation. The text we are going to use in the next weekend, *The Couch Potato*, contains many usages of the present perfect tense.

Their current lacks and their wants help me prioritize the goals. For example, the oral English skill is one common lack and want of four students, therefore, “three conversational modes” will be designed into my plans to offer more opportunities for them to practice English speaking with my scaffolding when necessary. Another common difficulty for them is to comprehend English texts. This informs another teaching goal which is students will be able to use some reading strategies to comprehend the texts individually.

The above snapshot of my need analysis informs the goal of this course, which

also acts as a starting point for my backward design. However, the current needs analysis is temporal and I will keep modifying it and the lesson plans it informs with ongoing assessments (Kumaravadivelu, 1994).

### **Essential question of this unit**

Despite the benefits of technology, what are the negative consequences of it?

### **Unit goals**

After this unit, learners will be able to:

- Identify key features of English adjectives with the help of word-formation<sup>1</sup> knowledge.
- Apply the English present perfect tense in speaking.
- Apply the English vocabulary about technology in speaking<sup>2</sup>.
- Analyze the effects of technology in their life.<sup>3</sup>
- Summarize in English about both pros and cons of technology.
- Present on a topic “What can \_\_\_\_ (I/government/ technology company/students/order people...) do to avoid the \_\_\_\_ (any disadvantages or harmfulness) from technology?”

### **Themes for the unit**

Challenge: Make good use of technology in life.

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1 “Morphological” was replaced by “word-formation,” which is a more student-friendly word and can be readily understood by them.

2 “Writing” was deleted on account of the length of the unit and the potential work load for students.

3 It was changed from “describe in English about what does technology do in their life and what are some effects” because I intend for this task to focus on content instead of language and work to bring students to think about the essential question and help them be ready for the question in the last unit goal.

## Four Lesson Plans

### Lesson 1

Lesson 1			
<b>Daily topic:</b>	Storybook reading - <i>The Couch Potato</i>		<b>Time: 90 minutes</b>
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>		
What are the communicative and cultural objectives for the lesson?	<b>Communication</b>	<input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Interpretive <input type="checkbox"/> Presentational	<b>Learners will be able to:</b> 1. Identify the changing lifestyle and feelings of the couch potato. ☆ 2. Define the adjectives in the text. ☆☆☆ 3. Analyze the potential consequences of sitting-on-the-couch life of the couch potato. ☆ ☆
	<b>Cultures</b>		
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>	1. Connect students' life with the couch potato. ☆	
	<b>Comparisons</b>		
	<b>Communities</b>		
	<b>Other Standards</b>	(The original objective here is moved to the goal in lesson 4 where students will compare the adjectives collected in three readings and synthesize word-formation rules. That is why there was strikethrough in my unit plan.)	
<b>Lesson Sequence</b>	<b>Activities</b> What will learners do? What does the teacher do?	<b>Time</b>	<b>Materials / Technology / Other</b>
<b>Into Phase</b> Gain attention	<b>Activity 1:</b> <b>Give One, Get One<sup>4</sup></b>	13 minutes	Give One, Get One Chart (Appendix 1)

4 Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). *Reading for understanding*. San Francisco: Jossey-Bass. pp.360

Different from their version, this activity is also adapted for an online teaching environment, students' characteristics, and the class time. Students in my class, who still aren't confident,

<p>Activate prior knowledge</p>	<p><b>(Adaptation reasons see footnote)</b></p> <p><i>Purpose:</i></p> <p>It first aims to activate students' curiosity about this book. Meanwhile, by surfacing students' prior schema, teachers can learn more about their relevant knowledge and experience to adapt the class progress and content to be more suitable. Exchanging with others also primes them to new knowledge. Connecting to their stories and making predictions are helpful for their comprehension.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Show the cover of the book, and ask "What can you tell from this cover?"</li> <li>2) Ask: "How do you feel on days when you use technology a lot versus a little?"</li> </ol> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Individually brainstorm and write in English on these questions and prompts in the "Give One" column.</li> <li>2) Share with the class. (10 minutes)</li> <li>3) Add new information received from peers and fill in the "Get One" column. (3 minutes)</li> </ol> <p><u>Teacher:</u></p>		<p>Cover of the book, from:</p> <p><a href="https://www.youtube.com/watch?v=HSDnt30uJME">https://www.youtube.com/watch?v=HSDnt30uJME</a></p>
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might feel more comfortable writing before speaking. Having them share one by one instead of discussion is because the online platform we use does not support the break-out room function.

	<p>1) Remind them to keep filling in the “Get One” column, which will help them succeed in the last activity.</p> <p>1) Introduce the EQ.</p>		
<p><b>Through Phase</b> Provide Input</p>	<p><b>Activity 1:</b> <b>Read aloud with vocabulary support and comprehension asides.</b></p> <p><i>Purpose:</i> The vocabulary support and comprehension asides aim to provide comprehension support while the teacher is reading. The selected vocabulary words are those critical for comprehension. As a caveat, the teacher should keep the aim in mind and control the number of words lest treating the reading class as a vocabulary class. The comprehension asides can be used to clear students’ potential misunderstanding caused by linguistic or cognitive loads.</p> <p><i>Procedure:</i> Teacher:</p> <ul style="list-style-type: none"> <li>● Select the vocabulary and craft student-friendly definitions before class. Use these definitions, while pointing to related illustrations to help students make sense during read aloud.</li> <li>● Prepare comprehension asides before class and use them to clarify potential confusion during reading.</li> </ul>	12 minutes	<p>The Couch Potato slides</p> <p>Word Choices with student-friendly definitions. (Appendix 2)</p>
<b>Through</b>	<b>Activity 1: Reading Guide<sup>5</sup></b>	50	Reading Guide Chart (Appendix 3)

5 Brinton & Holten (1997), Into, Through, and Beyond: A Framework to Develop Content-Based

<p><b>Phase</b></p> <p>Elicit</p> <p>Performance</p>	<p><b>Read-aloud with pauses for students to work individually (25 minutes)</b></p> <p><i>Purpose:</i></p> <p>After the first read-aloud, students are familiar with the text. This reading guide allows them to surface their confusion about the content and meaning of adjectives. This activity is in line with the communication objectives of this lesson.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Introduce the activity and worksheet.</li> <li>2) Explain definitions and rules of adjective: <ul style="list-style-type: none"> <li>“An adjective is a word that describes nouns, like an animal, person, thing, or thought. We’ve seen and used many adjectives, like beautiful, happy, fast, and slow.”</li> </ul> </li> </ol> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) After the teacher read through the section in the text about the couch potato’s indoor life, find any adjectives they can and fill in the blank individually.</li> <li>2) After the teacher read through the section in the text about the couch potato’s outdoor life. Find</li> </ol>	<p>minutes</p>	<p>Context Clues Worksheet</p> <p>(Appendix 4)</p> <p>Assess the comprehension of text and adjectives in Activity 2.</p>
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#### Material

This activity is adapted according to the objectives of this lesson and this unit. From the literal level, students will be able to identify the changing lifestyle and feelings of the couch potato. From the inferential level, they will be able to analyze the feelings of the couch potato. They can practice their English writing using target language, which is one of the unit goals. Meanwhile, the adaptation is aligned with students’ needs as well. By finding evidence by themselves, they can test their comprehension of the text.

any adjectives they can and fill in the blank individually.

- 3) Share with the whole class.
- 4) When hearing the same answers, send a “smile” emoji. When having questions about others’ answers, send an “exclamation” emoji.

Teacher:

- 1) Take notes about the adjectives students mentioned on the whiteboard provided by this platform.
- 2) Provide feedback.
- 3) Remind students to use emojis in follow classes to show their active listening and participation.

**Activity 2: Context Clues for Defining Adjectives**  
(Whole class activities –25 minutes)

*Purpose:*

It aims to develop students’ vocabulary knowledge as well as their comprehension of the text through using context clues. Their narratives and negotiations in the discussion can be viewed as an assessment of students’ comprehension of the vocabulary and text.

*Procedure:*

Teacher:

- 1) Explain the activity.
- 2) Introduce types of clues that can be used to help them solve word meanings.
- 3) Model one example of “mashed.”



	<p>(Appendix 4)</p> <p>4) Mute the teacher’s microphone and turn off the camera for students to discuss on their own.</p> <p>5) Provide feedback after they finish.</p> <p><u>Learners:</u></p> <p>1) Discuss the adjectives that were discovered from page 1 and fill in the worksheet.</p> <p>2) Students do not need to fill in all the blanks in the worksheet. The purpose is to make sense of the word with the help of the text.</p> <p><u>Teacher:</u></p> <p>1) Invite students to make one funny or personalized sentence with these adjectives.</p> <p><u>Learners:</u></p> <p>1) One minute preparation.</p> <p>2) Share their sentences in speaking.</p> <p>3) Others examine whether the speaker uses the word correctly. If correct, sent the emoji “laugh.”</p>		
<p><b>Beyond Phase</b></p>	<p><b>Activity 1: Discussion</b></p> <p><b>From the perspective of the couch potato, “despite the benefits of technology, what are the negative consequences of it?”</b></p> <p><i>Purpose:</i></p> <p>After the previous activity which can support their content understanding, this activity aims to scaffold</p>	<p>20 minutes</p>	<p>Pros and Cons of Technology Chart (Appendix 12)</p>

	<p>further consideration about the EQ. This is a time when they can discuss difficulties and negative feelings the couch potato would face when going outside, and connect with their own life experience.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <p>1) Introduce the aim and procedure of this activity.</p> <p><u>Learners:</u></p> <p>1) Write their own answers about the discussion question. (5 minutes)</p> <p>2) Share answers and rationales with other peers (rationales can be their own life experience, or inferences from this text.), and add others' ideas to "Pros and Cons of Technology" Chart. (10 minutes)</p>		
<b>Homework</b>	<p>Find the words about technology in this story and try to figure out the meaning using context clues.</p> <p>Make creative or funny or self-related sentences using the words and adjectives learned in this class.</p> <p>Bring to the next class.</p>		<p>Prepare an example in advance:</p> <p>"My computer <i>screen</i> was broken like a <i>mashed</i> potato."</p>
<b>Reflection/ Notes to Self</b>	<ul style="list-style-type: none"> <li>• What worked well? Why?</li> <li>• What didn't work? Why?</li> <li>• What changes would you make if you taught this lesson again?</li> </ul>		

## Appendix 1

### Give One, Get one Chart

Give One (What you know already)	Get One (What do you learn from others)
Comfortable (example)	Cozy (from Sarah) (example)


**Appendix 2**

**Word Choices with student-friendly definitions.**

Slouch: (point to the illustration) it means to carelessly sit or stand.

Gadget: (point to the illustration) it means a small tool.

Figure out: it means to work to understand.

Click: it means to press the button, commonly on a mouse.

Delivery: (point to the illustration)

Massive: (point to the illustration) it means very big.

Power outage: it means there is no power or electricity.

Stillness: it means something is peaceful and quiet.

**Appendix 3**

**Reading Guide Chart**

Tasks	Adjectives	Page
Slouch-on-the-couch life	(example: cozy)	
Outdoor life	(example: massive)	
How would I like to use it?	(write a funny or personalized sentence with these adjectives) (example: I dreamed that I was eating a <u>massive</u> cake last night. I felt so <u>cozy</u> !)	

**Appendix 4**

**Context Clues Worksheet**

Words	Context clues (You do not have to do all of them as long as you have worked out its meaning)	Decide on meaning	Check that meaning in the context
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	Illustration 插画	Synonym 同义词	Antonym 反义词	Inference from near sentences 上下文		
(example) mashed	Page 1				Something that is crushed into mass	√ The couch potato is showing different kinds of potatoes, and mashed potato is one kind.
(example) comfy	Page 2 – smiling on the couch	Cozy on page 2		“everything a potato could need”	Feeling relaxed and happy	√ It seems that he is very comfy with the help of technology in the following pages.

## Lesson 2

Lesson 2			
<b>Daily topic:</b>	<b>Review: <i>The Couch Potato</i></b> & <b>Storybook reading (selected parts): <i>Have You Thanked an Inventor Today?</i></b>		<b>Time: 90 minutes</b>
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>		
What are the communicative and cultural objectives for the lesson?	<b>Communication</b>	√ Interpersonal ☐ Interpretive √ Presentational	<b>Learners will be able to:</b> 1. Identify words about technology in the texts. ☆ 2. Analyze the present perfect tense in <i>The Couch Potato</i> . ☆☆☆ 3. Apply present perfect tense, the words about

			technology and adjectives from the texts in English speaking. ☆☆
	<b>Cultures</b>	Investigate the technological inventions from the perspectives of American and Chinese cultures. ☆	
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>	Connect with their knowledge of historical discipline about technological inventions. ☆	
	<b>Comparisons</b>		
	<b>Communities</b>		
	<b>Other Standards</b>		
<b>Lesson Sequence</b>	<b>Activities</b>	<b>Time*</b>	<b>Materials/Resources/Other</b>
<b>Into Phase</b> Review <i>The Couch Potato</i>	<p><b>Activity 1: Vocabulary Review - Homework Presentation (10 minutes)</b></p> <p><i>Purpose:</i></p> <p>It provides a stage for displaying their hard work that honors their efforts. It first aims to help students remember the vocabulary knowledge that was learned last weekend. Moreover, by sharing with each other, students can supplement their current vocabulary about technology, which helps achieve one of the unit goals. Their homework can assess their mastery of words' meaning, pronunciation, and usage.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <p>1) Fill in sentences made by students in a blank slide.</p>	25 minutes	<p>Prepare a summary of technology words and adjectives in advance. (Appendix 5)</p> <p>“Vocabulary Notebook” (Appendix 6)</p> <p>Present Perfect Time Order Game Worksheet (Appendix 7)</p> <p>Pros and Cons of Technology Chart (Appendix 12)</p> <p>Assess the understanding and pronunciation of words about technology and adjectives in Activity 1.</p>

	<p>2) Highlight the words about technology and adjectives in every sentence.</p> <p><u>Learners:</u></p> <p>1) One student reads his or her sentences in English and asks another peer to explain meanings in English or Chinese.</p> <p>2) Add the vocabulary about technology and adjectives that other peers use in their “Vocabulary Notebooks.”</p> <p><b>Activity 2: Present Perfect Tense Review: Present Perfect Time Order Game (15 minutes)</b></p> <p><i>Purpose:</i></p> <p>This activity activates students’ knowledge about the present perfect tense, including its form and meaning, which was taught in school this semester. By integrating it with the content of <i>The Couch Potato</i>, students will not only retrieve the content learned last weekend but also understand this grammar in a practical way.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u> (5 minutes)</p> <p>1) With a contextualized example from the story, explain the form and rules of the present perfect tense.  (Example: “then I think I’ve got it all figure out!”)</p> <p>2) Explain the Present Perfect Time Order Game.</p>		<p>Assess the understanding and usage of present perfect tense and adjectives in Activity 2.</p> <p>Presentation support for present perfect tense discussion (Appendix 8)</p>
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	<p><u>Learners:</u> (15 minutes)</p> <ol style="list-style-type: none"> <li>1) Listen to the teacher’s read-aloud.</li> <li>2) Discuss (Teacher-mute and turn off the camera.)</li> </ol> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Provide an example before asking students to present.</li> <li>2) Give clear directions about this activity.</li> </ol> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Present answers with the help of “presentation support” (Appendix 8).</li> </ol>		
<p><b>Into Phase</b></p> <p>Transit to <i>Have You</i> <i>Thanked an</i> <i>Inventor</i> <i>Today?</i></p> <p>Activate curiosity and prior knowledge.</p>	<p><b>Activity 1: How have things changed?<sup>6</sup></b></p> <p><i>Purpose:</i></p> <p>It aims to associate the present perfect tense knowledge, students’ culture, prior knowledge, and the theme of the following story. In this way, the class focus can be coherently transferred to the next reading by practicing the present perfect tense and kindling curiosity of technology changes and inventors.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Transition: “In <i>The Couch Potato</i>, we shared about the potential drawbacks of daily technology. However, we cannot deny their good sides and the inventors behind them. The next book we are going to read today is <i>Have You Thanked an Inventor Today?</i> But, before learning from the inventors, let’s brainstorm about how</li> </ol>	<p>15 minutes</p>	<p>How have things changed worksheet (Appendix 9)</p> <p>Assess: mastery of present perfect tense in English speaking; critical thinking ability and participation in discussing the pros and cons of technology</p>

6 Adapted from: <https://www.teach-this.com/images/resources/how-things-have-changed.pdf>

	<p>things have changed and the effects of these changes.”</p> <p>2) Explain this activity and show an example.</p> <p><u>Learners:</u></p> <p>1) Write answers individually on the worksheet.</p> <p>2) Whole-class debate with the help of sentences on the worksheet.</p> <p>Rules: Divide the class into two groups. Group 1 speaks first in English. If group 2 reasonably refutes the argument of group 1’s argument.</p> <p>Group 2 adds one point.</p>		
<p><b>Through Phase</b></p>	<p><b>Activity 1:</b></p> <p><b>Read selected pages of <i>Have You Thanked an Inventor Today?</i> with vocabulary support and comprehension asides. (6 minutes)</b></p> <p><i>Purpose:</i></p> <p>Reading by the teacher with supports, such as pointing to the illustrations and accessible definitions, aims to help students comprehend this text. The selected eight pages (pp. 1, 2, 3, 4, 6, 12, 13, 15), containing the technology inventions, are suitable for this class.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <p>1) Select the vocabulary and craft student-friendly definitions before class. Use these definitions while pointing to related illustrations to help students make sense during read-aloud.</p>	<p>30-35 minutes</p>	<p>Prepare in advance:</p> <p>Select the vocabulary and student-friendly definitions (Appendix 10)</p> <p>Reading Guide Chart (Appendix 11)</p> <p>Reuse “Vocabulary Notebook” (Appendix 6)</p> <p>Assess their comprehension of the main ideas of the text.</p>



	<p><b>Activity 2: Reading Guide</b></p> <p><i>Purpose:</i></p> <p>Four students will finish their assigned jobs through individual reading and writing. Boran will be in charge of deciding the accuracy of others' answers. This activity can assess their understanding of the texts.</p> <p>Summarizing why the boy in the book thinks inventions make life easier supports the students in talking about the pros of technology in English, which is in line with one unit goal. By discussing whether they agree with this boy and why by thinking from other perspectives, students can link to the essential question.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <p>1) Introduce the responsibility of each student.</p> <p><u>Learners:</u> (15-20 minutes)</p> <p>1) Read individually and work on the assigned part.</p> <p>2) Share with the class.</p> <p>3) Boran will evaluate answers from others.</p> <p>4) Add technology vocabulary in their "Vocabulary Notebooks."</p> <p><u>Teacher:</u> (5-10 minutes)</p> <p>1) Provide necessary support and feedback</p>		
<b>Transition</b>	We've learned some inventors from America. Now, let's share about the Chinese inventors you know.		
<b>Beyond Phase</b>	<b>Activity 1: Chinese Inventors Story– What qualities do they have?</b>	20 minutes	Prepare a story and adjectives about personal quality in advance.

	<p><i>Purpose:</i></p> <p>This activity connects the text with students' cultural backgrounds. Students will creatively apply their understanding and thinking from this text to the new situation.</p> <p>Discussing what qualities they have on one hand can introduce new adjectives about qualities; on the other hand, it can encourage students to learn from them, and use these good qualities to solve the current problems caused by technology. In this case, this activity coheres with the tasks in the next lesson.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Ensure the setting of stories that students share ranges from ancient to modern.</li> <li>2) Provide adjectives for students to use when describing the qualities that inventors have.</li> <li>3) Provide perspectives, including self, family, government, cooperation, education, for students to discuss what contributes to their inventions.</li> </ol> <p><u>Learners:</u> (10-15 minutes)</p> <ol style="list-style-type: none"> <li>1) Share the story about Chinese inventors they knew. (Be ready to provide teacher's example in Appendix 12 to activate students' previous knowledge.)</li> <li>2) Discuss what contributes to their inventions.</li> </ol> <p><u>Teacher:</u> (5-10 minutes)</p> <ol style="list-style-type: none"> <li>1) Summary key adjectives that can be used to</li> </ol>	<p>(Appendix 12)</p> <p>Reuse "Vocabulary Notebook" (Appendix 6)</p> <p>Assess their ability to connect in-class reading with their culture and disciplinary knowledge.</p> <p>Assess their usage of learned adjectives.</p>
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	<p>describe the qualities of inventors.</p> <p><u>Learners:</u></p> <p>1) Add the adjectives to their “Vocabulary Notebooks.”</p>		
<p><b>Homework</b></p>	<p><b>Invention and Inventor Search</b></p> <ul style="list-style-type: none"> <li>• Pay attention to one surrounding technology invention this week.</li> <li>• Investigate its inventor, what qualities you’ve found on him or her (In English).</li> <li>• Summarize your ideas about the pros and cons of this invention (In English).</li> <li>• Think about what qualities do you need to better these cons (In English).</li> <li>• Bring your ideas to the next class.</li> </ul>		
<p><b>Reflection/ Notes to Self</b></p>	<ul style="list-style-type: none"> <li>• What worked well? Why?</li> <li>• What didn’t work? Why?</li> <li>• What changes would you make if you taught this lesson again?</li> </ul>		

**Appendix 5**

**Summary of technology words and adjectives in *The Couch Potato***

- Words about technology:

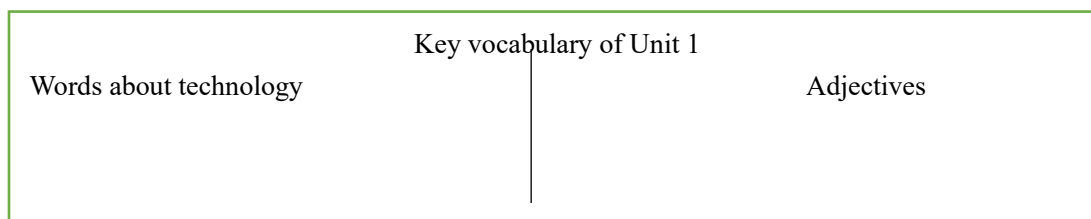
Nouns: Gadget, setup, screen, show, message, video games, livestream, video camera, desktop background, fast-forward option, button

Verbs: tap, click, plug, hit the button

- Adjectives:

Mased, favorite, exact, comfy, cozy, impressed, comfortable, absolute, shimmering, shinning, unanswered, quality, vivid, realistic, massive, amusing, entertaining

**Appendix 6**

**Vocabulary notebook****Appendix 7****Present Perfect Time Order Game Worksheet**

Underline the present perfect tense, and put the sentences in order.

画出现在完成时并按时间顺序为句子排序

- A. Wait! I haven't revealed the absolute best part about my whole setup.
- B. Therefore, that's what I've done.
- C. We have started biking.
- D. I have started hanging out with my friends.
- E. I spend all my free time sitting in this exact spot.
- F. I wondered how much of my life has been spent in that very spot.
- G. However, after I have run and played and talked and laughed with my friends, I still think it is very nice to slouch on the couch.
- H. If the most important thing in life is to be comfortable at all time, I think I have got it all figure out.

**Appendix 8****Presentation supports for present perfect tense**

- *Example:* I think E should come first. The simple past tense "spent" is used here because it happened in the past.
- I think \_\_\_\_\_ should come after \_\_\_\_\_. The present perfect tense \_\_\_\_\_ is used here because \_\_\_\_\_ 1. happened in the past and continues to the present / 2. happed in the past but has a result in the present/ 3. talks about a general experience.
- Disagree: I don't agree that \_\_\_\_\_ should come after \_\_\_\_\_, because \_\_\_\_\_.

**Appendix 9****How things have changed worksheet**

Topics				
GPS, compass, transportation, books, printing, payment, wallet, shopping, TV, mobile phones, education, friendship...				
Has changed a lot/a little/not changed	by	In the past	Proponent	Opponent
<i>(example)</i> TV	I haven't known yet.	In the past three decades in China	It has given us more ways to get information around the world	

**Presentation support:***(Example)*

*Proponent: TV has changed a lot in the past three decades in China. I think it is good because it has given us more ways to get information around the world.*

*Opponent: Although TV has change, I think it has some negative consequences. For example, it has caused poor eyesight for many people.*

Proponent: \_\_\_\_\_ have/has changed \_\_\_\_\_. I think it is good/bad because \_\_\_\_\_  
(use present perfect tense).

Opponent: Although \_\_\_\_\_ have/has changed \_\_\_\_\_. I think it has some negative consequences/ positive effects. For example, \_\_\_\_\_ (use present perfect tense).

**Appendix 10****Word Choices with student-friendly definitions.**

For instance: it means for example.

Stretch and yawn: (use total physical response)

Rub: (point to the illustration)

Clock: (point to the illustration) it is a time-telling device that can wake you up in the morning.

Chill: it means to make cold.

Air conditioner: (point to the illustration) an air conditioner makes you feel chilly.

Electric cell: it gives your phone power to work.

## Appendix 11

### Reading Guide Chart

Whose job?	Inventions	Inventors	Why the boy thinks it makes our lives much easier?	Agree/Disagree And why?
Sarah	Clock			
Elisa		John Standard		
Cythera		Fredrick Jones		
Brynit	Gamma electric cell			

## Appendix 12

### Chinese Inventors Story

[https://docs.google.com/presentation/d/1kBkK6NmpRrxhRQj3QNSiaivw7\\_gSaaJWtpUxDuuKjFo/edit?usp=sharing](https://docs.google.com/presentation/d/1kBkK6NmpRrxhRQj3QNSiaivw7_gSaaJWtpUxDuuKjFo/edit?usp=sharing)

### Potential Adjectives:

Outstanding, excellent, responsible, motivated, positive, enthusiastic, industrious, diligent, reliable, inspiring, confident, efficient, resourceful, talented, experienced, steady, hard-working, devoted patient...

### Lesson 3

Lesson 3			
Daily topic:	Review & Storybook reading: <i>How to Code a Sandcastle</i>		Time: 90 minutes
STANDARDS	LESSON OBJECTIVES		
What are the communicative and cultural objectives for the lesson?	<b>Communication</b>	√ Interpersonal √ Interpretive √ Presentational	<b>Learners will be able to:</b> 1. Identify the coding steps and problems that Pearl met in the text. ☆☆ 2. Apply words about coding technology and present perfect tense from the texts in English speaking. ☆ 3. Summarize in English about both pros and cons of technology. ☆☆☆
	<b>Cultures</b>		
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>	Connect with the scientific discipline and evaluate the artificial technology from a critical perspective. ☆☆	
	<b>Comparisons</b>		
	<b>Communities</b>	Analyze the technology in their out-of-class communities using the language learned in the class. ☆	
	<b>Other Standards</b>		
Lesson Sequence	Activities	Time*	Materials/Resources/Other
<b>Into Phase</b> Review <i>The Couch Potato &amp; Have You Thanked an Inventor</i>	<b>Activity 1: Whole-class Homework Presentation – Inventions &amp; Inventors they found</b> <b>(10 minutes – 2 minutes per student)</b> <i>Purpose:</i> It provides opportunities for students to present their homework on the inventions and inventors they've	20 minutes	Reuse “Give One, Get One” Chart (Appendix 1)  Pros and Cons of Technology Chart (Appendix 13)

<p><i>Today?</i></p>	<p>found in their life. Describing qualities of inventors serves as a review of content and vocabulary. The retrieved vocabulary, constantly being reinforced, will be used in composing adjective-formation rules in the final lesson.</p> <p><i>Procedure:</i></p> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Share their investigations about inventions, inventors, and qualities one by one.</li> <li>2) Reuse the “Give one, Get one” Chart. Add others’ answers to “Get one” column.</li> </ol> <p><b>Activity 2: Pros and Cons of Inventions (10 minutes)</b></p> <p><i>Purpose:</i></p> <p>Their English summarizations of the pros and cons of inventions serve three objectives. First, students will retrieve the content and discussion of previous lessons. Second, their performance can be view as an assessment to see what else students need in order to summarize the pros and cons of technology, which is one unit goal, and facilitate their ideas of EQ. Finally, this discussion is connected to the storybook of this class, <i>How to Code a Sandcastle</i>.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Transition: “In the last class, the book in that book thought inventions make life much easier and fun.</li> </ol>		
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	<p>However, just as we discussed in <i>The Couch Potato</i>, every coin has two sides. Now, let's discuss the cons of the invention in addition to pros.”</p> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Share pros and cons of inventions they investigated in English or Chinese.</li> <li>2) Fill in the “Pros and Cons of Technology Chart.”</li> </ol> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Transit to the new reading: “The next reading will provide us more insights about the pros and cons of technology. The technology talks about in this book is artificial intelligence or robot. We will also learn one crucial way of making a robot. It is called coding.”</li> </ol>		
<p><b>Through Phase</b></p>	<p><b>Activity 1:</b></p> <p><b>Read Aloud <i>How to Code a Sandcastle</i> by the teacher with vocabulary support and comprehension asides.</b></p> <p><i>Purpose:</i></p> <p>Given the potential lack of knowledge about coding, a video introducing coding in Chinese is prepared in order to support students' access to the text. Then, reading by the teacher with pointing to the illustrations and accessible definitions, aims to further help students' comprehension of this text.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Play the video. (3 minutes)</li> </ol>	<p>10 minutes</p>	<p>Prepare in advance:</p> <p>Video about general background knowledge about coding and programming:</p> <p><a href="https://www.youtube.com/watch?v=c0_9N81umSk">https://www.youtube.com/watch?v=c0_9N81umSk</a></p> <p>Selected the vocabulary and student-friendly definitions (Appendix 13)</p>

	2) Select the vocabulary and craft student-friendly definitions before class. Use these definitions while pointing to related illustrations to help students make sense		
<b>Through Phase</b>	<p><b>Activity 1: Reading Guide (30 minutes)</b></p> <p><i>Purpose:</i></p> <p>Five students will finish their assigned jobs through individual reading and writing. This activity can assess their understanding of the texts and the use of present perfect tense in speaking. This activity has two parts. First, students need to use context clues to clear up confusion in whole-class discussion. After this part, they will work individually on the parts they are responsible for before sharing.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Introduce the activity and responsibility of each student.</li> </ol> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Whole-class discussion about confusing parts of the text with the help of Context Clues Worksheet used in lesson 2. (10 minutes)</li> <li>2) Add technology-related words in the “Vocabulary Notebook.”</li> </ol> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Read individually and work on the assigned part. (3 minutes)</li> <li>2) Share with classes in a dialogue mode (Appendix</li> </ol>	45 minutes	<p>Reading Guide Chart with “Dialogue mode” (Appendix 14)</p> <p>“Pros and Cons of Technology” Chart (Appendix 12)</p> <p>Reuse “Vocabulary Notebook” (Appendix 6)</p> <p>Prepare in advance: A coding problem example. (Appendix 15)</p> <p>Assess the text comprehension and usage of present perfect tense in speaking in Activity 1.</p> <p>Assess whether they expand their ideas about cons of the technology in Activity 2.</p>

	<p>14). (17 minutes)</p> <p>Using the present perfect tense, like:</p> <ul style="list-style-type: none"> <li>• Pearl has met the problem that ...</li> <li>• She has changed the coding into ...</li> </ul> <p>3) Add others' answers in their worksheets while listening.</p> <p><b>Activity 2: Coding Problem Example and Whole Class Share on: (15 minutes)</b></p> <p><b>What implications can problems that Pearl met tell us?</b></p> <p><b>How do these problems relate to our life?</b></p> <p><i>Purpose:</i></p> <p>After surfacing the problems that Pearls codes had, students will think that robots or AI are not omnipotent. They are trained by human. Thus, the role that human plays is vital of the technology development. By thinking about how the problems that Pearl faced related to their life, students can come up with more ideas about the negative sides of technology. This step will also facilitate them to consider what we can do to avoid some potential problems.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <p>1) Provide an example. (Appendix 15) (5 minutes)</p> <p><u>Learners:</u></p> <p>1) Conduct ideas on their own and write in the "Pros and Cons of Technology Chart". (4 minutes)</p>		
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	<p>2) Share with others, and add others’ ideas in the chart. (6 minutes)</p> <p><u>Teacher:</u></p> <p>1) Summarize students’ contributions.</p>		
<p><b>Beyond Phase</b></p>	<p><b>Activity 1: Problem Solving Code – Conversation circle</b></p> <p><i>Purpose:</i></p> <p>This activity can further demonstrate students’ comprehension of coding by creatively applying this knowledge in a new and real-life-related scenario. Working as two groups, students will engage in finding coding problems and revising. This activity will develop their critical ability in evaluating the technology.</p> <p>Using English throughout this activity provides students an opportunity to actual use of learned vocabulary and present perfect tense. It can also assess their master of learned vocabulary and present perfect tense in speaking.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <p>1) Introduce this activity.</p> <p>2) Assign students into two groups:</p> <ul style="list-style-type: none"> <li>• Coding group: Design the codes based on the given scenario, and demonstrate in a conversation circle mode.</li> <li>• Finding fault group: Stop the coding group anytime they find a potential error that would</li> </ul>	<p>15 minutes</p>	<p>Students may need to use “Vocabulary notebook” (Appendix 6)</p> <p>Prepare in advance:</p> <p>Sample Problem Solving Code Scenario (Appendix 16)</p> <p>Language supports for each group (Appendix 17)</p> <p>Assess whether they critically think about the negative sides of technology.</p>

	<p>cause serious consequences.</p> <p><u>Learners:</u></p> <p>1) Coding group: Speak in English with the help from “language support chart”.</p> <p>2) Finding fault group: Speak in English with the help from “language support chart”.</p>		
<b>Reflection/ Notes to Self</b>	<ul style="list-style-type: none"> <li>• What worked well? Why?</li> <li>• What didn’t work? Why?</li> <li>• What changes would you make if you taught this lesson again?</li> </ul>		

**Appendix 12**

<b>Pros and Cons of Technology Chart</b>			
Name of the technology	Pros	Cons	What to do about the cons? (Lesson 4)

**Appendix 13: Word Choices with student-friendly definitions**

Sandcastle: point to the illustration

Moat: it is a deep ditch around a castle for protection against enemies.

Instruction: it is an act of teaching.

Dump: it means to drop.

**Appendix 14**

Reading Guide Activity 1					Discuss with peers
Name	Coding steps	Original coding	Problems	Changed coding	What implications can problems that Pearl met tell us?
Sarah	SMALL PROBLEM #1 Find a place to				

	build				How do these problems relate to our life?
Boran	SMALL PROBLEM #1: Gather up sand				
	The first loop				
Brynit	SMALL PROBLEM #3: Shape and decorate the castle				
	Reuse the code				
Elisa	SMALL PROBLEM #4: Build a moat				
Cythera	The second loop				

A: What did Pearl code originally in \_\_\_\_\_?

B: She coded as \_\_\_\_\_.

C: What problems has she met?

B: She has met the problem of \_\_\_\_\_.

D: What has she done to solve this problem?

B: She has changed the coding into \_\_\_\_\_.

### Appendix 15: Coding problem example<sup>7</sup>

[https://docs.google.com/presentation/d/1wGT6P5IH5h0gu\\_LIKrhXqFEvSvuv35dySyvlnBmMYM8/edit?usp=sharing](https://docs.google.com/presentation/d/1wGT6P5IH5h0gu_LIKrhXqFEvSvuv35dySyvlnBmMYM8/edit?usp=sharing)

### Appendix 16: Sample Problem Solving Code Scenario:

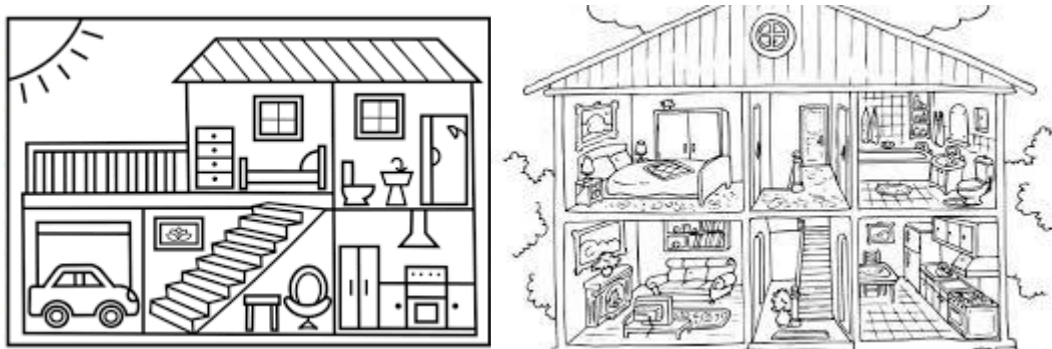
A granny is living alone in a big house (choose one picture below) with a robot. Her grandchildren want to design a robot by coding to call the ambulance when their granny

\_\_\_\_\_

7 Adapted from:

<https://wenku.baidu.com/view/2e631b62793e0912a21614791711cc7931b77801.html?fr=search-income1&fixfr=IVGliob4TstisoilSO8VA%3D%3D>

suddenly slipped and fell. We are asked to help them code this robot.



**Appendix 17: Language supports for each group**

Coding group			Finding fault group
Code with sequence:	Use loop	If	XX has said that ...
First,		Then	However, there is one problem/ there is one condition that XX has overlooked/ it can go
Second,		Else	wrong in many ways.
Third,...			For example, if/ what about ...
<b>Verbs you can use</b>			
find, call, detect, trigger...			
go straight, turn left/right, cross, next to, go up/down stairs...			

**Lesson 4**

Lesson 4			
<b>Daily topic:</b>	<b>Review &amp; Presentation Preparation</b>		<b>Time: 90 minutes</b>
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>		
What are the communicative and cultural objectives for the lesson?	<b>Communication</b>	√ Interpersonal	<b>Learners will be able to:</b> 1. Identify suffixes and meanings of the adjectives collected in the previous three classes. ☆☆☆ 2. Examine the cons of technology
		√ Interpretive	
		√ Presentational	

			discussed in the previous three readings. ☆☆ 3. Discuss the roles of government, the technology company, ourselves, schools, etc., in solving these problems. ☆☆☆
	<b>Cultures</b>		
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>		
	<b>Comparisons</b>	(Language comparison) 1. Compare adjectives in the text and compose adj-formation rules. ☆☆☆	
	<b>Communities</b>	(Lifelong learning) 1. Reflect their understanding of technology through using English, and keep thinking critically about technology to build a better community at home and around the world. ☆	
	<b>Other Standards</b>	China's standards of English Language Ability (CSE): Vocabulary Competence CSE4: Can command knowledge about root words, prefixes, suffixes, and syllabic structure in English.	
<b>Lesson Sequence</b>	<b>Activity/Activities</b>	<b>Time*</b>	<b>Materials/Resources/Other</b>
<b>Into Phase</b> Review adjectives learned before	<b>Activity 1: Adjective and Technology-related Words Review Game (10 minutes)</b> <i>Purpose:</i> It provides opportunities for students to review adjectives they learned in the previous three lessons in a playful environment. This activity can assess their mastery of adjectives. The retrieved vocabulary will be used later to synthesis adjective formation rules. (3-4 minutes)  Moreover, students need to think about how these words are used in texts and makeup sentences using both	10 minutes	Prepare in advance: Summary of technology words and adjectives (Appendix 18)  Assess: pronunciation and understanding of adjectives and technology-related words



	<p>adjectives and words about technology learned before.</p> <p>This phase can be used to assess students' mastery of technology-related words in speaking. (6-7 minutes)</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Dive the class into two groups and assign one student as scorekeeper.</li> <li>2) Draw one line in the middle of the whiteboard.</li> <li>3) Introduce the interactive function of Tencent online meeting platform where everyone can share their writing in real-time.</li> <li>4) Ask each group to write as many adjectives they remember on each group's side in 2 minutes. If one word has been written on one side, it cannot be written again.</li> <li>5) Scorekeeper: one right adjective two points; correct Chinese meaning one point; not an adjective minus point; misspelled minus point</li> </ol> <p><u>Learner:</u></p> <ol style="list-style-type: none"> <li>1) After this competition, the winner group will ask another group to make one sentence using one adjective and one word about technology. Then, take turns.</li> <li>2) Scorekeeper: one right answer, one point; one correct sentence, one point.</li> </ol>		
<p><b>Through Phase</b></p>	<p><b>Activity 1:</b></p> <p><b>Whole-class activity: Find Adjective Suffixes (20 minutes)</b></p> <p><i>Purpose:</i></p>	<p>55 minutes</p>	<p>Adjective suffix chart (Appendix 19)</p> <p>Example of "The time when I'm</p>

	<p>In line with one unit goal, this activity help students compose and understand adjectives formation rules with the synthesis of previous lessons and the application of rules in contexts, <i>How to Code a Sandcastle</i>, <i>Have You Thanked An Inventor Today</i>, and <i>The Couch Potato</i>. By adopting these readings to a contextualized grammar-focused task, students can develop their linguistic skills. They can also remember the content of previous lessons, which lays the foundation of the next activity.</p> <p><i>Procedure:</i></p> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) With an example from <i>The Couch Potato</i>, introduce suffixes in adjectives.  (Example: it's a sea of shimmering screens.) An adjective can modify a noun, so what is the adjective in this sentence? Yes, it's shimmering. Now, look at the end of this word, "-ing." It is called a suffix of this word. A suffix is a word part that is placed at the end of a base word. It often changes a word into a new part of speech. For example, shimmer is a noun or a verb, but after adding suffix "-ing," it becomes an adjective. However, we need to be cautious that not every word with "-ing" suffix is an adjective, such as dressing, which can be a noun.</li> <li>2) Introduce the activity: Use the moving button in this online platform, move the words you think share the same suffix in three minutes.</li> <li>3) Provide feedback and synthesize suffixes that</li> </ol>	<p>not on technology.” (Appendix 20)</p> <p>List of cons of technology (Appendix 21)</p> <p>Assess: identification of adjective suffixes; participation in the design thinking activity</p>
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students found on the whiteboard.

Learners:

- 1) Summarize the suffixes with examples in the chart (Appendix 19).
- 2) With the suffixes composed together, write 3-4 sentences on the topic “The time when I’m not on technology.”

Teacher:

- 1) Before students are going to write, model an example (Appendix 20).

Learners:

- 1) Share their writings with peers. When one is sharing, other students need to find all the adjectives and their suffixes in writing.
- 2) Discuss how their peers’ adjectives are formed and what do these adjectives mean.

**Activity 2: Design Thinking (35 minutes)**

*Purpose:*

After thinking about time without technology in the previous activity, students are prepared to share their previously collected cons of technology and actively engage in finding solutions to these problems. This activity can activate their critical thinking and problem-solving mindset and provide them a new way of finding solutions, which can support them in thinking about EQ and individually presenting on the topic “What can \_\_\_\_ (I/government/ technology company/students/order people...) do to avoid the \_\_\_\_ (any disadvantages or

harmfulness) from technology?”. This activity can also inspire students to decide one con of technology they want to focus in their presentation, which links to the activity in the beyond phase.

*Procedure:*

Learners: (5 minutes)

- 1) Share their lists of cons of technology on the shared whiteboard.

Teacher: (2 minutes)

- 1) Prepare a list of cons of technology in advance (Appendix 21).
- 2) Introduce design thinking: a method for finding creative solutions to a problem collaboratively<sup>8</sup>.
- 3) Introduce the questions for students to think about during this activity:
  - Which step do you think is the most important one?
  - Which step do you think will help you in doing your research?
- 4) Introduce the sample problem: How might I refrain from checking technology devices, such as my computer and smartphone, while studying?

Learners:

- 1) Step 1: Empathize (5 minutes)
  - Compose interview questions individually for 2 minutes and discuss them with the whole class for 3 minutes. (Teacher-mute and turn off the camera)

<sup>8</sup> Refer from an activity from this course.

	<ul style="list-style-type: none"> <li>• Interview the teacher in English (Encourage them to use English. Teacher answers using the code-switching method when a word is unfamiliar to them.)</li> </ul> <p>2) Step 2: Define (5 minutes)</p> <ul style="list-style-type: none"> <li>• Discuss the questions the teacher mentioned in the interview. (Teacher-mute and turn off the camera)</li> </ul> <p>3) Step 3: Ideate (5 minutes)</p> <ul style="list-style-type: none"> <li>• Brainstorm individually for solutions to the defined problems.</li> </ul> <p>4) Step 4: Prototype (10 minutes)</p> <ul style="list-style-type: none"> <li>• Share ideas on the shared whiteboard.</li> <li>• Work as a group to come up with one comprehensive, well-thought-out solution. (Teacher-mute and turn off the camera)</li> </ul> <p>5) Step 5: Feedback (3 minutes)</p> <ul style="list-style-type: none"> <li>• Share their solutions to the teacher (Encourage students to use English when sharing).</li> </ul>		
<b>Beyond Phase</b>	<p><b>Activity 1: Bingo Game - Solutions to the cons of technology</b></p> <p><i>Purpose:</i></p> <p>This activity can encourage students to think from different perspectives about problems that technology would bring. Although each of them will finally present on one topic, peers can contribute their ideas to others through this activity, which can provide them more thoughts on their project.</p> <p><i>Procedure</i></p>	<p>25 minutes</p>	<p>Bingo Game Board (Appendix 22)</p> <p>Assess: finding solutions from different perspectives; apply the words learned previously and present perfect tense in speaking</p>

	<p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Share which steps in design thinking will help you find solutions to one con of technology gathered previously?</li> <li>2) Each student chooses one drawback of technology that he or she would like to solve.</li> </ol> <p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1) Introduce this activity.</li> <li>2) Create a Bingo Game Board with drawbacks that students just said (Example see Appendix 22).</li> <li>3) Introduce bonus rules: who use the English adjectives and words about technology learned in these lessons, or the present perfect tense, will get one chance to clear one box's answer.</li> <li>4) Provide language supports for students.</li> </ol> <p><u>Learners:</u></p> <ol style="list-style-type: none"> <li>1) Five color represents five students.</li> <li>2) Share thoughts and complete one box one by one.</li> <li>3) The winner is the who has filled 5 boxes in a row, either horizontally, vertically, or diagonally.</li> </ol>		
<p><b>Note for the finally presentation</b></p>	<p>Students will have time to prepare for their presentation after this class. They are going to present in a bigger classroom with 15 students. Because Zhongxing, Yuwen, and me are teaching five different students, we would like to provide this opportunity for students to share what they've learned with more peers.</p>		

### Appendix 18: Summary of technology words and adjectives

- Words about technology:

Lesson 1&2:

Nouns: Gadget, setup, screen, show, message, video games, livestream, video camera, desktop background, fast-forward option, button

Verbs: tap, click, plug, hit the button

Lesson 3:

code, sequence, loop, instruction, robot

● Adjectives:

*The Couch Potato:*

meshed, favorite, exact, comfy, cozy, impressed, comfortable, absolute, shimmering, shinning, unanswered, quality, vivid, realistic, massive, amusing, entertaining

Lesson 2 for *Have You Thanked An Inventor Today?*

Outstanding, excellent, responsible, motivated, positive, enthusiastic, industrious, diligent, reliable, inspiring, confident, efficient, resourceful, talented, experienced, steady, hard-working, devoted, patient

*How to Code a Sandcastle:*

flying, secret, special, enough, flat, huge, important, fancy

### Appendix 19: Bulletin Board: Adjective suffixes

Examples from readings	Other examples you know	Adjective suffixes
(example) resourceful	Beautiful	ful

### Appendix 20: Example of “The time when I’m not on technology.”

My eyes feel comfortable when I stop viewing the shining screens of my computer and smartphone.

When I am not on technology, I would like to read a printed book, which contains vivid descriptions and inspiring words.

### Appendix 21: List of pros and cons of technology<sup>9</sup>

<sup>9</sup> Refer from: <https://futureofworking.com/7-biggest-pros-and-cons-of-technology/>;  
<https://thriveglobal.com/stories/pros-and-cons-of-technology/>

**Pros:**

From *The Couch Potato*:

comfortable life, convenient and efficient communication, save time, access to more information, more ways of relaxation

From *Have You Thanked An Inventor Today*:

inspire people to invent, make our life easier, more learning methods

From *How to Code a Sandcastle*:

Artificial intelligence helps to save time by eliminating repetitions, work efficiently and effectively.

**Cons:**

From *The Couch Potato*:

unhealthy lifestyle, create physical and emotional health problems, create social divide, creates dependencies, technology can be addictive

From *Have You Thanked An Inventor Today*:

data security, only know how to use technology and not knowing how technology works for us, plagiarism, private information leakage.

From *How to Code a Sandcastle*:

potential consequences of AI, excessive reliance

**Appendix 22: Bingo Game - Solutions of the cons of technology**

Perspectives Problems	Ourselves	School	Government	Technology Company	Social organizations
Problem 1:					
Problem 2:					
Problem 3:					
Problem 4:					



Problem 5:					
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**Language supports:**

From personal/schools'/the government's/technology companies'/social organizations' perspective, one possible solution to problem\_\_ is \_\_\_\_\_.

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### **References from the Course Tasks**

Design Thinking Activity

Gia and Xiao Curriculum Design from the Media Gallery

Asynchronous Tasks:

Remote Learning: Keeping our Learners Close with Azama and Lupisan

Graphic Organizers – Visualize, Simplify, Connect.

Andy Mizell’s ESL Zoom Academic Conversations

## **Appendix C**

### **Final Report - Case Study of Tao**

#### **Introduction to Tao**

Tao, coming from Zhejiang Province, China, is a native speaker of Mandarin and the local Wu dialect. Now 25, he began learning English at age six. Until high school, the English instruction he has gotten focused on English reading and writing. It was in college when he paid more attention to English speaking. Now, as a doctoral candidate in the field of terahertz technology, English academic writing is most frequently encountered by him. He is very polite and friendly. Though a bit of an introvert at first, three interviews with him let me know that he is a passionate person who loves hiking and appreciating movies.

#### **Description of Tao's Oral Language Abilities**

##### **Pragmatics**

Tao was strong in adhering to the situational context in that his utterances were closely related to the experience and knowledge interlocutors had. For example, he nodded and said, "yes, yes" when I was introducing the books behind me (Visit 1, Lines 172-173), showing that he applied the situational knowledge (I was sitting in front of a bookcase) to what he heard. In terms of the social context, we have a shared friend (Yao Kun), which influenced Tao to have a relaxed attitude. The common familiarity of our shared friend helped him make references in our conversations. For example, when describing his major, Tao said, "Just like Yao Kun" (Visit 1, line 24). Thus, Tao showed

his understanding of the social context of our conversation.

For the Grice's Maxims, Tao followed the Quality maxim by saying what he believed to be true even if the evidence would only be based on his personal experience. For instance, he said, "but in the north, they are big cities... and have a long history, not like the Shanghai or Guangdong" (Visit 1, Lines 43-46). Despite the fact that there are cities in the south that also have a long history, Tao's statement was understandable given his evidence that Xi'an had a longer history than Shanghai.

Still, three aspects of pragmatics abilities need further development. First, he should pay attention to the Quantity maxim and contribute as much information as is required to avoid providing excessive or too few details. For example, when answering about his frequency of English use, he added more information about the results of such frequency (Visit 1, lines 108-113). Another example of providing less information showed when he replied "yeah" (Visit 1, lines 66-74) after I wished his work would go well. If he is expected to follow the quantity maxim, saying "yes, thank you" is more appropriate. In this case, improving the ability of providing required information helps him avoid listener's potential misunderstanding that he was not confident or even not polite.

In terms of the Relevant maxim, our assumption is that people we are talking with provide relevant information, and according to these assumptions people make inferences (Dawson & Phelan, 2016). His answer to my question "what do you think of your English ability" was "but I think the Chinese English learning is more much more pay attention to the English reading and writing..." (Visit 1, Lines 43-46). Assuming

his contribution was relevant, I could infer that his ability of speaking English was not as good as that of reading and writing, which was similar to the situation of "Chinese English learning." Therefore, Tao needs to be aware of the Relevant maxim and prevent inferences from listeners that may differ from his intended meaning.

Moreover, his violation of the Quantity maxim sometimes tied to that of the Relevant maxim. Considering times when Tao shared more information than necessary and was less relevant, these violations often happened in familiar topics (e.g., Chinese English education; hiking) or daily situations (e.g., greeting). Thus, he needs to enhance his oral pragmatics skills when engaging in these topics.

Last but not least, two expectations of the Manner maxim, "be brief" and "be orderly" were violated, sometimes jointly, in his utterances. For example, the explanation of why he wanted to pursue a doctoral degree contained more than 70 words (Visit 1, Lines 23-27), but they could be condensed into one sentence: to make China stronger by building more high-quality machines. Thus, Tao can avoid such redundancy by cutting the repetition of words and examples. This statement also lacks order. Although using "so that" three times which should have indicated the cause-and-effect relationship, to "become a great country" is not only caused by producing "great things." Therefore, Tao can improve the skill of orderly expression by avoiding the redundant and learning when and how to use connectives.

### **Phonology**

Tao pronounced fricative consonants well, including /v/, /θ/, and /ð/. For example, Chinese English learners tend to substitute /v/ with /w/ (Chang, 2001); however, all

“very” (18 times) in Tao’s utterances were correctly pronounced in our second meeting. Also, “th” in “things” and “th” in “other” were correctly pronounced as /θ/ and /ð/, respectively (Visit 3, line 45). The pronunciation of /w/, /ŋ/, /b/, /p/ were almost flawless too. For instance, “thing” and “think” (Visit 2, line 73), which both have an /ŋ/, were spoken correctly within a short time. He also correctly pronounced /p/ 34 times and /b/ 16 times (Visit 2, lines 139-153). In addition to the strengths in these consonants, Tao’s overall pronunciation was clear and audible. However, he needs further improvement in the following aspects.

Tao’s English vowels had several substitutions. The substitution of a monophthong often occurred in the place of the first syllable of a word (see Table 1). For example, Tao pronounced /ɛ/ as /i/ in /'wɪdɪŋz/ (weddings) (Visit 2, line 6). Tao also tended to centralize diphthongs (see Table 2), such as replacing /ei/ with /ɛ/ in /plæn/ (plain) (Visit 1, line 42). Such centralization may be influenced by the lack of diphthongs in the Wu dialect. According to the phonology information of Wu collected by Hua (2019), diphthongs (/ai/, /ei/, /ou/) in Mandarin are transformed into monophthongs (/a/, /e/, /o/) in Wu. Therefore, Tao needs further development in the discrimination of different vowels, especially diphthongs.

Tao’s consonant pronunciation had a characteristic of cluster reduction and vowel insertion. When two consonants were paired, which have at least one voiceless phoneme, he chose one of them to pronounce. This phenomenon frequently showed in clusters of “ct” and “ty” (Table 3). For example, /t/ was deleted when preceded by /k/ in “product” (Visit 1, line 27). Additionally, a vowel was being inserted between the

sounds in the consonant clusters, such as /porato/ (Plato) (Visit 2, line 143). Consonant clusters are not present in Mandarin (Deterding, 2010), which may make them difficult to say in English. Thus, it could be beneficial for Tao to improve the articulation of consonant clusters.

I also notice the absence of syllables containing /l/ or /ɹ/ as in the words /wɜːrld/ (world) (Visit 2, line 61) and /'eksɪs/ (exercise) (Visit 1, line 64). Although they exist in both English and Mandarin speech sounds, /l/ and /ɹ/ only occur at the initial place in Mandarin pinyin (Lee & Zee, 2003), which may make it challenging when they are in the middle of English words. Therefore, Tao needs to attend to the pronunciation of /l/ and /ɹ/, especially when they are in the middle of words and pair with vowels.

In terms of the placement of stress (Table 4), Tao often moved the stress of multisyllabic words backwards, such as /dɪfə'kɔltɪz/ (difficulties) (Visit 2, line 89) and /wi'kɛnd / (weekend) (Visit 3, line 2). Since there is no mark for primary stress in the Mandarin pinyin which only comprises a base tone, an optional Initial, and a Final (Garry & Rubino, 2001), English stress may be difficult for Tao to identify.

Tao's fluency was influenced by his pronunciation in terms of accuracy, coarticulation, and pauses. Lennon (1990) states that fluency tells the speaker's ability to focus the listener's attention. For example, misunderstanding /fækt/ (fact) means that I could not focus on his next sentence. Vowel reduction and assimilation are significant markers of fluent speech (Hieke, 1984); however, Tao substituted vowels instead. Moreover, he used at least 50 salient filled pauses (Kormos et al., 2004) like "emm" (Visit 2, line 12), which affects his fluency.

**Grammar (Morphology and Syntax)**

Tao's 100 oral utterances (Visit 3, lines 10-106) have 1,351 morphemes. Therefore,  $MLU=1351/100\approx 13.5$ . His four-sentence formal written sample has 172 morphemes. So,  $MLU=172/4=43$ . The utterance is defined by sentence.

Tao used inflections (e.g., -s) in oral and written English. But his writing was more robust than speaking in the use of derivational morphemes (e.g., -ty) and prefixes (e.g., ante-). For the use of articles, he used "the" to refer to specific nouns (e.g., the God) (Visit 3, line 20) and "a" to modify non-particular nouns (e.g., a month before) (Visit 3, line 39). For possessives, he could match them according to number and gender (e.g., using "his" to replace "Yao Kun's as the 3<sup>rd</sup> person singular, male) (Visit 2, line 13). Tao's use of subject and object pronouns was according to the number and gender (e.g. "they", a subject pronoun, was used to replace cities) (Visit 1, line 44). However, he didn't use the pronoun "it" to refer to weather (e.g., "my home will snow") (Visit 3, line 16), which indicates the need to solidify the use of pronouns.

Besides pronouns, he needs improvement in oral expression in four other aspects. The first is the usage of plurals for nouns. He oftentimes attached "-s" to a noun that should be singular (e.g. "words" in "the words is not much detailed") (Visit 3, line 72). Second, he should attend to the time of the event and change the verb tense accordingly. For example, when talking about what he had done during the National Day, the verbs he used were all present tense (e.g. don't, go) (Visit 2, lines 5-13) Third, he changed "choose" to "choosed" (Visit 3, line 20) as the past tense. Thus, he needs to be more familiar with irregular verbs. The fourth is subject/verb conjugation. Tao used "go"



when its subject was “Yao Kun,” a third person singular (Visit 2, line 13). These issues with regards to gender or number may be partly influenced by Mandarin which is an uninflected language. Also, the concept of time is not handled through the use of different tenses and verb forms.

For Tao’s syntactic ability, linking devices were well used in both oral and written English. Orally, common connectives (e.g., but) (Crosson et al., 2013) were often used; whereas more connective types appeared in written form, such as inference (e.g., in this way), and grammatical and lexical linking devices (e.g., “one million dollars” was replaced by its pronominal form “this money”). Moreover, every sentence in his written samples followed the phrase structure rules, e.g., “a more suitable job” follows the rule of  $NP \rightarrow \{\text{Art, Adv, Adj, N}\}$  (Yule, 2017).

Tao’s oral syntactic ability showed features of L1 influence or lack of standard proficiency. He tended to use two verb phrases (VPs) sharing the same status with a noun phrase (NP) (e.g. English... is a much difficult thing is the difficult words) (Visit 3, lines 93-94). It may be partly due to the more complex phrase structure rules in Mandarin. For example, in Mandarin, a VP can add to a polysemous verb you or shi (Jing, 2005). Thus, he could benefit from the non-finite verb instruction in order to ensure that one VP is paired with one NP. He also needs improvement in the identification of prepositions in the rule of  $PP \rightarrow \{\text{P NP}\}$ , e.g., the lack of “for” in the sentence “ (For) English grammar, the first time I know this thing...” (Visit 3, line 57). Plus, when using linking devices, no causal relationship had been shown between the two clauses connected by “because” (Visit 3, line 57-58). Because connectives are

abstract and difficult to comprehend (Crosson et al., 2013), he can benefit from solidifying their meaning.

With respect to the word order, his spoken and written English followed the pattern of Subject-Verb-Object (Yule, 2017) (e.g., this is a very easy sentence.) (Visit 3, lines 58-59). For negation, he placed “not” after an auxiliary or a modal (e.g., it is not dangerous) (Visit 3, line 36). Orally, he usually used object clauses, like "I think..." (Visit 3, lines 130), and adverbial clause, like "so that..." (Visit 3, lines 127-128). However, his written clauses are more complex and long, e.g., the first sentence in his formal writing is a 31-word adverbial clause of concession. Lastly, he replied to yes/no questions with explicit yes/no; however, when answering wh- questions, he sometimes said “yes” first (e.g. “what will you do in your free time?” “yes...”) (Visit 1, lines 55-57). This may be due to his unfamiliarity of the English communicative situation, and as a result, the instruction of question-answer conversation can help him build confidence and learn to answer wh- questions more appropriately.

Overall, his written grammar is strong but his oral grammar needs to improve, especially the appropriate match of tense and plurals. Accordingly, he should be more careful in some inflections, like -s, -ed, and -en.

### **Semantics**

The context of this semantics analysis is a casual conversation about his free-time activities (Visit 1, lines 57-85).

His word choice mostly included general everyday vocabulary. These informal expressions were adequate in this casual conversation (e.g., just like, okay). For the

word knowledge, he collocated “play” with “basketball” and “have” with “dinner.” However, he needs several improvements too. First, he used “climb the mountain.” But it is different from “go hiking” because “climb” refers to “go up something towards the top” (Oxford dictionary) whereas “go hiking” means having a long walk for pleasure. Therefore, he needs to be aware of the word’s concepts that what items the concept can refer to (González-Fernández & Schmitt, 2017). Second, “tall” was used to describe the height of Mountain Hua. However, “high” can be more appropriate in this case. His choice might be due to the same Chinese translation of “tall” and “high.” Thus, he can benefit from instruction about meaning associations, thinking about what other words could be used (González-Fernández & Schmitt, 2017).

Through our three conversations, I find that Tao has a relatively wide breadth of word knowledge. For example, he used words like “relax” and “hiking” (Visit 1, line 62&65) to talk about hobbies; used “graduation” and “roommate” (Visit 2, line 82&83) to talk about school life; and used “snow” and “rain” to talk about weather (Visit 3, lines 10-11). Nonetheless, the depth of word knowledge is something that he needs to improve. Besides the associations and constraints on use mentioned above, verb and adverb were used to match with nouns, for instance, “rain” instead of “rainy” to modify “day”, and “totally” instead of “total” to modify “night.” That is to say, the knowledge of the word class can help him use the word with a higher quality.

Using the tool from UsingEnglish.com to calculate his speech about his free-time activities (Visit 1, lines 57-85), the statistics tell that in all 400 words, there are 130 different words and 87 words when common words are excluded. The average words

per sentence is 16. The average characters per word is 3.7. When breaking down the statistics of word length, more than 60 percent of words have two to four characters, and less than ten percent of words have seven to eleven characters. His lexical density is 32.5 and 41.75 when excluding stop words. According to this website, the less lexically dense text has a measure between 40-50. Thus, Tao's lexical density is low here. Moreover, 2.5 percent of words are classified as complex words. Together, these numbers indicate a relatively low level of lexical diversity.

In this informal context, Tao showed three features of academic language. First, he used discourse markers (e.g., "because" for showing cause and effect; "like" for giving examples; "first" for sequencing) to connect ideas logically (Uccelli et al., 2017). Second, he used reference chains (e.g., "there" and "the mountain") to track participants and themes (e.g. the Mountain Hua). Finally, he used expanded noun phrases (e.g., "the top of the mountain") and phrases (e.g., "in the weekend") to pack dense information. However, he used few connectives except for "and." He sometimes repeated the key words which can be expressed by references (e.g. reiterating "the Mountain Hua").

All in all, Tao could choose the word that fits a casual conversation setting and is relatively strong in the breath of word learning. However, more in-depth word knowledge could improve his semantic ability, which includes the word's form and meaning, concept and referents, associations, and constrains on use (González-Fernández & Schmitt, 2017). In terms of the academic language skills, he needs improvement in connecting his ideas more logically by connectives, tracking participants and ideas with various references to reduce repetition.

**Assessment**

Tao's current stage of SLA is assessed based on the above analyses and SOLOM tools.

**Comprehension - 4**

Tao responded appropriately what I said at a normal speech without the need for clarification. From the pragmatic perspective, he could infer meaning from the social context of our conversation. However, occasional repetition was necessary when he came across an unfamiliar word. For example, I had to rephrase the "motivate" into "motivation" and "drive" so that he could understand (Visit 1, lines 104-107).

**Fluency -3**

It is because Tao was hesitant oftentimes during his speech. I have noticed the pausing, including silent pauses ("just like..." Visit 2, line 53), filled pauses ("emm"), repetition ("several, several people" Visit 3, line 51), refocusing ("so that, because..." Visit 2, line 54), and self-correcting ("speaking, spoken English" Visit 3, line 83) when he needed to retrieve a word in English. His phonological skills affected his fluency. For example, he was disrupted when he was about to say "pronounce." As summarized above, he might find it difficult to pronounce the word which is comprised of vowels, "r," and multiple syllables.

**Vocabulary – 3**

Tao's vocabulary seemed to be a 3 on the SOLOM matrix because he frequently used improper words, which were evident in his morphological and semantic analyses. He attached "-s" to the words which should singular, did not change the verb tense

accordingly, and overlooked the subject/verb conjugation. These all made his vocabulary lack accuracy, which limited the clarity of his conversation. From the semantic perspective, the vocabulary he used was confined to common everyday expressions. As noted above, the depth of word knowledge, like the constraints on use, limited his English oral expressions.

### **Pronunciation - 3**

Tao's pronunciation was a three because I needed to concentrate on what he was saying, which could partly result from his pronunciation problems. His substitutions of vowels, for instance, /plʌn/ (plain) in the sentence "they have a very great plain", made it difficult for me to understand at that time. Moreover, the consonant cluster reduction (e.g., produk (product)) and vowel insertion (e.g., /porato/ (Plato)) also hindered my understanding.

His English pronunciation acquisition process is a great case against the critical period hypothesis because according to him, it was not until university when he realized the importance of speaking English, that he began to practice the oral English skills. Thus, his second language acquisition is influenced by his motivation. There is no reason to disagree that his phonological ability can also achieve advanced level of proficiency with proper instruction, learning environment, and motivation (Abello-Contesse, 2017; Yule, 2017).

### **Grammar – 3**

Tao's oral grammar seemed to be a 3 on the SOLOM matrix because he made some word order errors (e.g.,  $S \rightarrow \{NP VP VP\}$ ), frequently had grammar mistakes (e.g.,

didn't change to the past verb tense; irregular verb forms; subject/verb conjugation; plural and singular nouns) , and answered wh- questions with "yes" that occasionally obscured meaning. For instance, Tao said "because I don't come in summer, so that I don't go to home for five months" (Visit 3, line 6) when describing a past event. His frequent use of present tense made me confused about whether he referred to the past or stated a fact.

His written language samples showed fewer needs, as he did not demonstrate the issues that appeared in his oral expressions. More inflectional and derivational morphemes were found, like "environmental." His syntax showed the use of nominalizations (Nagy et al., 2012), e.g., "the sensitivity of terahertz detection."

Tao's English education experience seems to influence the grammar gap between his written and spoken English. As Tao said, his learning in secondary school put more emphasis on writing than speaking. Just as Yule (2017) notes, teaching methods can affect the SLA.

Besides L1, Wu dialect, motivation, and teaching methods, which were mentioned above that influenced Tao's SLA, cognitive approaches can also reflect his English acquisition process. Cognitive approaches highlight that important factors of the learning environment are social interaction which provides input, and the physical environment which provides context. In our first meeting, Tao was frustrated in greeting me. Learning from my ways of greeting in our first meeting, he said "nice to meet you too" (Visit 2, line 1) which was similar to what I said previously. It shows that he learns the English communicative abilities through social interaction.

## **Instructional Plan**

### **Pragmatic skills**

To improve his awareness of social context in an English conversation, I will encourage him to explore the similarities and differences between Chinese and English in social contexts. He will complete role plays in Chinese first and then compare and contrast with the same role plays in English (Siegel et al., 2018). The content of role plays will include a certain sequence which can provide opportunities for Tao to practice the use of connectives, and help him “be brief” and “be orderly.”

### **Phonological skills**

To help him work on the pronunciation of vowels, I will first explain the knowledge about English vowels, model the pronunciation of words that he had errors that would cause communication problems (Hedge, 2000) (e.g., wedding), and emphasize the vowel’s pronunciation by showing him the shape and position of my lips and tongue with an exaggerative manner<sup>10</sup>. When he practices, I will use the "prompt-then-provide" approach (Lantolf, 2000) by saying, for instance, "you joined two..." (Visit 2, line 6). For consonants, I will model the consonant clusters (e.g. cl-club), then he will practice the words with clusters at the end (e.g., ck-clock). Dealing with consonant clusters in the beginning and ending positions in words has been shown to help students have greater chances of initial success (Groff, 1971). The English *stress* will be taught by capitalizing on his interests in movies (Lems et al., 2017). After demonstrating the correct stress pattern from one clip from “Tenet”, a movie he likes,

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<sup>10</sup> From <https://pronunciationstudio.com/how-to-teach-pronunciation/>; and <https://esl.yourdictionary.com/esl/esl-lessons-and-materials/tips-resources-for-teaching-esl-pronunciation.html>



he will imitate this clip with attention on the stress. In line with his need, I have summarized words used in terahertz detectors (his major), which he will practice with attention on the vowels and stress (See appendix 2).

### **Grammar skills**

For his morphological skills, I will first introduce commonly-used irregular verbs (e.g. choose-chose-chosen), and he will then create sentences using these verbs. To improve his awareness of subject/verb conjugation, I will hold a storyboard activity<sup>11</sup>, where I prepare pictures and he puts them into different orders and creates stories. In this way, he would pay attention to the use of verb tense and subject/verb conjugation. For his *syntactic* skills, I will teach him the rule of non-finite verbs to help him adhere to the rule:  $S \rightarrow \{NP VP\}$ . I will also teach him prepositional phrases before he creates his sentences with them.

### **Semantic skills**

To widen and deepen his *word choice*, I will teach him more words (e.g., dog) by considering their semantic relationships (e.g., hyponyms-Dalmatian; meronyms-paws). To improve his word knowledge and use words with correct constraints and associations, semantic mapping (Heimlich et al., 1986) will be used. First, I will explain the purpose and model its usage, then I will give Tao opportunities to practice making and using maps in different settings and with words from many texts. To enhance his academic language ability, I will train him in the use of linguistic “bricks” which are content-specific vocabulary and “mortars” which are general academic terms (Zwiers, 2008) by

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<sup>11</sup> From <https://www.fluentu.com/blog/educator-english/esl-verb-tense-games/>

analyzing texts, recognizing bricks and mortars, and practicing to use them in both formal and informal settings.

### **Critical reflection**

This experience enabled me to gain a deeper understanding of the linguistic theories I learned in this class and inspired me to plan my future English lessons based on an effective, comprehensive, and detailed linguistic analysis of my students in the following five aspects.

First, when studying the Grice's Maxims, I used to think that they were rules that everyone would consciously follow. However, I found through this case study that Tao and even myself unconsciously violate certain principles, leading to potential misunderstandings. This experience therefore made me realize that, as a teacher, I should not simply assume that Chinese students' English pragmatics skills will improve as they continue to learn English. During oral practice, I need to observe whether students intentionally or unintentionally break these principles and help them realize how these four Grice's Maxims would influence the meaning of a conversation.

Secondly, analyzing Tao's phonological ability taught me the importance of the theory of phonology. Initially, I felt that the concepts of phonemes and allophones were abstract. However, this experience revealed to me that these concepts can be helpful to analyze the causes of Tao's vowel mispronunciation and consonant cluster phenomena by comparing the pronunciation characteristics of the Chinese language. The analysis using IPA also inspired me to use it in future instruction to help students get words right, and gain a deeper understanding of phonetics. In addition,

differentiated instruction of phonology is vital because although scholars have summarized the main features of Chinese students' English pronunciation, each student would have different features too. With Tao's pronunciation, it might be influenced by the Wu dialect, which showed a unique characteristic (the centralization of diphthongs) that is rarely observed by Chinese researchers.

The MLU tool helped me notice the huge morphological ability gap between Tao's spoken and written English. Thanks to his example, I will pay more attention to the grammatical accuracy of Chinese students' spoken English and find ways to narrow this achievement gap. My familiarity and sensitivity to the phrase structure rules are deepened by analyzing Tao's spoken sentences. After the analyses that showed a need to improve grammatical accuracy, Tao's example makes me more resolute against a prevailing opinion in China that there is less need to pay attention to grammar in spoken English.

Analyzing Tao's semantic ability informs me that learning a word is about not only pronunciation and morphology knowledge, but also the knowledge of the word, like the word's concept, constraints on use, associations, etc. Tao's use of "tall" instead of "high" in describing mountains tells me that the instruction of the word's meaning should not be confined to the Chinese-English translation. Moreover, Tao's lack of references and using connectives without logic indicate a need for academic language instruction, especially in the informal speaking context.

The SOLOM assessment equips me with a helpful tool to comprehensively consider my future students' English verbal ability and make individual instructional plans. With the help of five criteria, comprehension, fluency, vocabulary, pronunciation, and grammar, I can view students' ability as a whole, where the elements influence each other (See Figure 1). These interactive relationships and individual scores will also help me prioritize in the instruction.

Learning from this experience, I know how to analyze my students' English language level descriptively through designed daily conversation. This will be valuable to me in planning individualized and precise English instructional approaches to improve each of my future student's English language abilities.

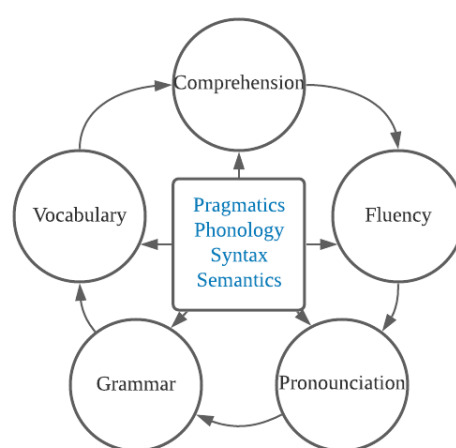


Figure 1 Interrelationship of Tao's English ability

## Appendix 1

Table 1

Substitution of monophthong			
Lines	Word	Standard Pronunciation	Tao's Pronunciation
Visit 1, line 183	read (past tense)	/red/	/ri:d/
Visit 1, line 48	history	/'hɪstəri/	/'hɪstori/
Visit 1, line 72	talk	/tɔ:k/	/tek/
Visit 2, line 6	Weddings	/'wɛdɪŋz/	/'widɪŋz/
Visit 2, line 19	weather	/'wɛðər/	/'wiðər/
Visit 2, line 135	methods	/'mɛθədz/	/'mɛθouds/
Visit 2, line 160	village	/'vɪlɪdʒ/	/'velɪdʒ/
Visit 2, line 184	call	/kɔl/	/kol/

Table 2

## Centralization of diphthong

Lines	Word	Standard Pronunciation	Tao's Pronunciation
Visit 1, line 42	plain	/pleɪn/	/pɿɻn/
Visit 1, line 76	rain	/reɪn/	/rɿɻn/
Visit 1, line 82	hours	/'aʊərz/	/'əz/
Visit 2, line 16	home	/hoʊm/	/hɿnm/
Visit 2, line 15	train	/treɪn/	/trɿɻn/
Visit 2, line 136	control	/kən'troʊl/	/kən'trel/
Visit 2, line 176	choice	/tʃɔɪs/	/trɿs/

Table 3

## Consonant cluster reduction

Lines	Word	Standard Pronunciation	Tao's Pronunciation
Visit 1, line 27	product	/'prɒdʌkt/	/'prɑ:dʌk/
Visit 2, line 65	fact	/fækt/	/fæt/
Visit 2, line 84	doctors	/'dɒktərz/	/'dɑtəz/
Visit 2, line 120	construction	/kən'strʌkʃn/	/kən'srʌʃn/
Visit 2, line 124	dynasty	/'daɪnəsti/	/'daɪnəst/
Visit 2, line 142	examples	/ɪg'zæmpəlz/	/ɪg'sæmpɿs/

Table 4

## Placement of stress

Lines	Word	Standard Pronunciation	Tao's Pronunciation
Visit 1, line 26	product	/'prɑ:dʌkt/	/prɑ:'dʌkt/
Visit 1, line 40	temperature	/'tɛmprəʃər/	/temp'rətʃər /
Visit 1, line 45	convenient	/kən'vɪnjənt/	/'kənvi:niənt/
Visit 1, line 61	interesting (three times)	/'ɪntrəstɪŋ/	/ɪn'trəstɪŋ /
Visit 1, line 121	immediately	/'ɪmɪdiətli/	/ɪmi:'diətli/
Visit 2, line 89	difficulties	/'dɪfɪkəltɪz/	/dɪfə'kəltɪz/
Visit 2, line 177	girlfriend	/'gɜrl frɛnd/	/gɜrl'frɛnd/


## Appendix 2

**Words you might use in your academic speeches**

<i>terahertz</i>	/ˈtɛrəˌhɜːts/
<i>detector</i>	/dɪˈtɛktər/
<i>spectrum</i>	/ˈspɛktrəm/
<i>circuit</i>	/ˈsɜːrkət/
<i>dynamic</i>	/daɪˈnæmɪk/
<i>resonant</i>	/ˈrɛzənənt/
<i>photoresponse</i>	/fəʊtəʊrɪˈspɑːns/
<i>parameter</i>	/pəˈræmətər/
<i>simulation</i>	/ˌsɪmjəˈleɪʃən/

**NOTE**  
Here you have some words that are often used in your academic writing and speaking. Pay attention to the **stress and vowels**. Feel free to use this website to help pronunciation. <https://www.ipa-chart.com/>

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**Appendix D****SIOP Lesson Plan**

<b>Teacher: Wenyun Jia</b> <b>Date: 9/27/2021</b>	<b>Class: Low-Intermediate class</b>
<b>Unit of Study:</b> U1: Personal information	STANDARD (English Language Proficiency Standards for Adult Education): Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
<b>Content Objectives:</b> Students will be able to share their past stories and analyze how these stories help them succeed in America.	
<b>Language Objective:</b> Students will be able to: 1. identify regular and irregular past tense verbs 2. apply orally spelling rules of regular past tense verbs 3. apply pronunciation rules of regular past tense verbs 4. use orally wh-questions (what, why, where, when) in the simple past tense.	
<b>KEY VOCABULARY:</b> Past verb tense: Regular: move, try, plan, study, stop Irregular: come, do, find, feel, can, go, leave, think, tell Content word: scream, immigrant, tease, lonely, homesick	<b>Supplementary Materials</b> <a href="#">One adapted reading text</a> <a href="#">One song</a> <a href="#">Teaching slides</a> <a href="#">Wordwall website</a>

**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	
√	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

### Lesson Sequence

Sections	Activity	Materials	Formative Assessment
I do it (25 minutes)	<b>Greeting and Pre-assessment:</b> <i>Teacher asks:</i> How are you feeling? What did you do yesterday?	Communication Constructor; Emojis with their English expressions	Investigate their prior knowledge about simple past tense in speaking.
	<b>Introduce lesson objectives &amp; the essential question (EQ):</b> How can your past experience help you succeed?		
	<b>Warm up:</b> Listen "When I kissed the teacher" <i>Teacher asks:</i> What crazy things did this girl do in this video? What's the craziest thing you did before? Find past tense verbs as much as possible. <i>Students:</i> Share their answers in the whole class. <i>Teacher:</i> Write down the verbs they share on the slides.	Video with subtitles	Activate their prior experience. Assess their prior knowledge about past tense verbs.
	<b>Input 1:</b> Regular and irregular verbs	Pictures	
	<b>Input 2:</b> Pronunciation rules of regular past tense verbs (Remember students that every rule has exceptions.)  1) In verbs that end syllable is b, g, v, z, m, n, l, r, y you say the ending like /d/ (e.g., screamed)  2) In verbs that end syllable is p, k, f, s, ch, sh you say the ending like /t/ (e.g., kissed)	Use examples from the song and their sharing.	

	3) In verbs that end in t or d you say the ending like /id/ (e.g., tried)		
You do it together (15 minutes)	<b>Sort and Read:</b> Sort the ending “-d/-ed” pronunciation into /d/, /t/, and /id/	Wordwall	Access their grasp on the pronunciation rules.
I do it (10 minutes)	<b>Input 3:</b> The spelling rules of past tense verb (Remember students that every rule has exceptions.) 1) +ed: "Everybody screamed, when I kissed the teacher." 2) "My whole class went wild, as I held my breath, the world stood still, but then he just smiled." For verbs ending in 'e', add '-d' (move-moved) 3) When the verb ends in consonant + "y," change the "y" to "i" and add "-ed". (Explain what are vowel and consonant) (try-tried) 4) When the verb ends in consonant-vowel-consonant, double the final consonant. (stop + p + ed = stopped)	Examples from contexts.	
You do it together (10 minutes)	<b>Fill in the blank.</b> Students choose one correct past tense verb from two options that focus on form to make sentences that are related to them and the EQ. 1. I moved/moveed to America two months ago. 2. I tried/tryed to get a VISA to go to the America. 3. I planned/planed to travel to the Smoky Mountain last weekend. 4. I studyed/studied with Wenyun and Julie to improve my English skills so that I can get a better job in America. 5. After this class, I stopped/stoped question my ability. I will achieve my dream!	Wordwall	Access their grasp on the pronunciation rules and the spelling rules.
We do it together (35 minutes)	<b>Review</b> the lesson objectives and EQ. <b>Activate prior experience:</b> <i>Teacher asks:</i> When did you come to America? How did you feel at that time?	Emojis	Assess their orally use of past tense

			verbs.
	<p><b>Read aloud:</b> "Author's immigrant story inspires her first novel"</p> <p><i>Teacher:</i> Reads the story with pictures to support their comprehension. Check Comprehension: Give students 3 minutes to individually read and think about the questions. <i>Teacher asks:</i> What do you think "immigrant" means? Why do you think she stopped eating Haitian food? Why did she think she could not become a writer at first? Why did Jean feel lonely and homesick?</p>	Pictures	Assess their understanding of the text.
	<p><b>Writing Critique</b></p> <p><i>Teacher:</i> Provide students a changed version of this text by deliberately make some mistakes about verb tense (See appendix). Model how to do this activity. <i>Students:</i> Read the line. Find the wrong word and explain why.</p>	Communication Constructor	Access their grasp on the spelling and pronunciation rules.
I do it (3 minutes)	<b>Review</b> lesson objectives and EQ.		
	<p><b>Link to prior knowledge:</b> Review the wh-questions they have learned in Burlington English.</p>	Burlington English Website	
We do it together (15 minutes)	<p><b>Input 4:</b> How to ask wh-questions in the simple past tense.</p> <p><i>Teacher:</i> Provide samples that are based on the story and explain: When did Stvil come to America? She came to America when she was 7. Where did Stvil come from? She came from Haiti. <i>Students: Group discussion</i> Make questions according to these two answers: Because she had trouble with spelling and some parts of reading. (Why did she think she could not be a writer?)</p>		Access their ability in asking wh-questions in the simple past tense.

	<p>She felt lonely. (How did she feel when she arrived in America?)</p> <p>Share their answers to the class.</p> <p><i>Teacher:</i> make comments, asks questions like: Why do you use "did" not "do?" Why do you use "feel" not "felt?"</p>		
You do together (15 minutes)	<p><b>Pair work:</b></p> <p>In pairs, students share a past story that influenced him or her.</p> <p>What did you do?</p> <p>Who was involved?</p> <p>Where were you?</p> <p>How did you feel?</p> <p>Why did this happen?</p> <p>How can your past experience help you succeed?</p> <p>(Remember students to pay attention to the use of verb tense. While speaking, the other writes down all the past tense verbs that your partner used. Then, in the main room, share your partner's story.)</p>	Group students according to their home countries or similar jobs.	Access their ability in sharing personal stories by using simple past tense.
You do it (10 minutes)	<p><b>Exit Ticket</b></p> <p>Individually, students share:</p> <p>Today I learned...</p> <p>I may need more practice with...</p> <p>I have a question about...</p>	Exit Ticket Chart	From students' perspective, assess their needs.
Wrap up (2 minutes)	<p>Teacher reads two quotes that are related to the EQ:</p> <p>"It was my father who taught us that an immigrant must work twice as hard as anybody else, that he must never give up." – Zinedine Zidane</p> <p>"My great strength is knowing who I am and where I come from, my island." – Oscar de la Renta</p> <p>Teacher encourages the students by saying: What happened in the past, what did you do, what did you suffer... They are your money, your treasure, your assets. Let them help you succeed in this new land!</p>		

**Reflections:**

1. I need to make my instructions clearer and slow my speaking speed so that every student is clear about what they need to do.
2. Design more meaning-based grammar activities before class. If students show a good grasp on easy questions in class, they can be challenged by doing more difficult ones.
3. I need to more explicitly focus on my target vocabularies.
4. Design more inferential questions that can support reading comprehension. Instead of explaining by me, let the students explain the meaning of words.
5. After asking why questions, give students more time to think.
6. More scaffolds can be provided in order to reach the content objectives. Next time, they can share their past stories first, and then at the end of the class, they can share it again and self-evolute on their improvements and questions.
7. Besides thinking about what to teach, I need to think about what students may answer and feel confused so that I can be better prepared to support them.

**Rationales:**

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

The whole class is meaning-focused, based on contexts and authentic input (Brown, 2001). For example, in introducing and practicing rules of past tense verbs and wh-questions, tasks are based on the song "*When I kissed the teacher*," their life stories, and one text. In the "fill in the blank" activity, students practice the past tense verbs while interacting with the text about a successful immigrant story. Together with the song, students' intrinsic motivation and engagement can be improved (Brown, 2001).

The teaching and learning are interactive because students are often orally engaged

in meaningful negotiation (Brown, 2001), such as in doing Wordwall activities. In addition, various group configurations are designed so that students can learn cooperatively about grammatical forms (Echevarria et al., 2008). For example, in the pair discussion, I group them according to their home countries or similar professions so that they may have something in common that can facilitate their discussion. Finally, I intentionally designed the inferential questions beyond yes or no questions to elicit student-teacher or student-student interactions (Reznitskaya, 2012).

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

Both content and language objectives are shared with students out loud and in writing multiples times in class, including at the beginning of the class, the time that they achieve the goals and are ready to move on to the next goal, and at the end of the class (Echevarria et al., 2008). Why these goals were set was explained to them: in the previous class I observed. I noticed that many students had confusion about the forms of past tense verbs and sentence patterns of wh-questions. They also showed some problems with pronunciation. They are more engaged and productive after I share the reason for lesson objectives. Moreover, during the lesson, I share the objectives on the right corner of each slide so that students can always know where they are and what they will achieve after this class.

The linguistic objectives of the lesson are about past tense verbs. It helps students improve the morphological skills in linguistic competence, which is one of the

communicative competencies according to Dörnyei et al. (1995). The content of this lesson also implicitly covers the coherence aspect of discourse competence (Dörnyei et al., 1995). For example, in the "what did you do yesterday" activity, a communication constructor was given to help students organize their speech (see the figure below).

**A: What did you do yesterday?**

**B: First,** \_\_\_\_\_.

**Then,** \_\_\_\_\_.

**Next,** \_\_\_\_\_.

**After that,** \_\_\_\_\_.

**Finally** \_\_\_\_\_.

3. How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking related to content and academic language?

Although academic language is not the main focus of this lesson, it is implicitly reflected through communication constructions. In the above figure, "first, then, next, after that, finally," are presented to students to help them connect ideas logically (Uccelli & Galloway, 2017). Higher-order thinking, content language, and academic language are simultaneously taken into account in the "writing critique" activity. Students need to find the grammar mistakes in the reading text and explain their answers by saying, "I think maybe I see something to fix where it says ... I believe it needs to say...because ...."

Other higher-order questions are designed after reading aloud to support their comprehension. Questions include: Why do you think she stopped eating Haitian food? Why did she think she could not become a writer at first? Why did Jean feel lonely and



homesick? In terms of meaningfulness, according to Echevarria et al. (2008), teachers can use "extended expression around text and topics so that students develop content knowledge and language proficiency simultaneously" (p. 159). In the read-aloud activity, students have opportunities to share how they think their past experiences can help them succeed. In this process, they need to use simple past tense and content language (e.g., immigrant, lonely) in a meaningful way.

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

Talking about "what did you do yesterday" and finding past tense verbs in the song are used to investigate how well students grasp the use of the simple past tense. To explicitly link their past learning and new concepts, I encouraged them to think about what they learned in Burlington English and show them the slides we used (Echevarria et al., 2008).

Considering that most of my students are native Spanish speakers, in future classes, I will design activities where students can talk about the similarities between Spanish and English in terms of verb tense to bridge their background knowledge.

I chose an immigrant topic text, in which the author optimistically talks about her experience and changing emotions, because I believe it can draw on students' background knowledge and experiences (Schoenbach et al., 1999). Before reading the text, I posed two questions to activate their background knowledge: When did you come to America? How did you feel at that time? Their answers to these questions can connect with the texts, which helps their comprehension. In addition, vocabulary background

knowledge can be activated because they may use the target words in discussions. Then, I bridge their background knowledge with this text by saying, "I can see you all share similar emotions with Stvil, who is also an immigrant and succeeded. Let's read this text to find out how she made it."

5. How are activities in the lesson plan sequenced and designed to scaffold tasks that challenge students to develop new disciplinary and linguistic skills? How do you envision opportunities for differentiation?

From the designed-in perspective (Hammond & Gibbons, 2005), the tasks are sequenced basically according to the Gradual Release of Responsibility model (Glass, 2015), including "I do it," "We do it," "You do it together," and "You do it alone," to make sure that each task serves as a building block (Hammond & Gibbons, 2005). In "I do it" and "We do it" parts, I link students' prior experience and knowledge with the selection of tasks. How the tasks fit with the objectives is explained explicitly. Semiotic elements, such as video, music, pictures about the story, and emojis are used to help students engage and understand. Moreover, asking students why questions about past tense verbs (e.g., why you pronounce "ed" as /t/ in "helped") gives them opportunities to talk about language and enhance metalinguistic awareness (Hammond & Gibbons, 2005).

From an interactional contingent perspective, I link to students' prior knowledge and point forward (Hammond & Gibbons, 2005). For example, after students share past tense verbs that they found in the song, I build upon the words and link to the new knowledge – regular and irregular verbs. Moreover, I use corrective feedback methods,

such as recasting and cued elicitation, to help students revamp their answers and focus on form (Hammond & Gibbons, 2005).

In terms of differentiation teaching, I write or orally ask questions at various levels of difficulty (Echevarria et al., 2008). For instance, "What are the similarities between Stvil and Jean?" and "What do they have in common?" In the future group discussion, I will jump into their breakout rooms to facilitate their discussion and provide differentiated support.

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**Appendix E****SIOP Lesson Plan II**

<b>Teacher: Wenyun Jia</b> <b>Date: 10/25/2021</b>	<b>Class: Low-Intermediate class</b>
<b>Unit of Study:</b> U2: Education	STANDARD (English Language Proficiency Standards for Adult Education): ELP Standard 2 Level 1: An ELL can actively listen to others and participate in short conversations about familiar topics and in familiar contexts.
<b>Content Objectives:</b> Students will know more about their classmates and find common ground by using the present perfect tense.	
<b>Language Objective:</b> Students will be able to: 1. Use the past participles of key irregular verbs in key sentence patterns in speaking. 2. Use the present perfect tense with ever and never to talk about past events and ask for information.	
<b>KEY VOCABULARY:</b> swum, given, hurt, made, slept, written Sentence patter: I/We/They have... She/He has... Have you (ever)...? Yes, I have. / No, I haven't. I have never...	<b>Supplementary Materials</b> Wordwall games Padlet Jamboard <a href="#">Slides</a> Pictures

**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	
	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

### Lesson Sequence

Sections	Activity	Materials	Formative Assessment
Building Background (15 minutes)	<p><b>Links to Learning</b></p> <p><b>1. Review Key Vocabulary – Wordwall game</b></p> <p>Review the irregular past participle forms of verbs learned in the previous two lessons.</p> <p><i>(become, break, bring, come, cost, teach, take, eat.)</i></p> <p>Ask: What tense is used in this sentence? Why?</p> <p><b>Links to L1</b></p> <p><b>2. Review key sentence pattern</b></p> <p>Does your native language have the present perfect tense? When you use it in? How are they similar or different? How does your language express the following key sentence patterns? (Jamboard)</p> <p>Spaish: ¿Tienes el presente perfecto en tu lengua materna? ¿En qué se parecen y en qué se diferencian?</p> <p>Chinese: 你的母语中有现在完成时态吗?</p> <p>Ukrainian: Чи ваша рідна мова має теперішній доконаний час? Чим вони схожі і чим відрізняються?</p> <p>Amharic: የአፍ መፍቻ ቋንቋዎ የአሁኑ ፍጹም ጊዜ አለው? እንዴት ተመሳሳይ እና የተለያዩ ናቸው?</p> <p><i>I/We/They have...</i></p> <p><i>She/He has...</i></p> <p><i>I have never...</i></p> <p><i>Have you...? Yes, I have. / No, I haven't.</i></p> <p><i>Has she/he...?</i></p> <p><i>Have you ever...</i></p>	<p><a href="https://wordwall.net/resource/23864876/present-perfect-key-word">https://wordwall.net/resource/23864876/present-perfect-key-word</a></p> <p><a href="https://jamboard.google.com/d/15kLksYzvwgHy8sV-LTaPFJacUvxFOgNYf49537ZyrXw/edit?usp=sharing">https://jamboard.google.com/d/15kLksYzvwgHy8sV-LTaPFJacUvxFOgNYf49537ZyrXw/edit?usp=sharing</a></p>	Assess how well they master the learned past participles and the meaning of present perfect tense.

<p>Practice (5minutes + 5 minutes + 5 minutes = 15 minutes)</p>	<p><b>Partners + Whole Class:</b> <b>Two Truths and a Lie</b> Practice “<i>I have/I haven’t...</i>” “<i>I have never...</i>”</p> <ol style="list-style-type: none"> <li>1. Teacher model: I have been to Spain. I haven’t eaten dinner today. I have never broken my computer.</li> <li>2. Each student writes down/think about three sentences about themselves (facts, life experiences...). Use the present perfect tense. Two of them are true, and one is a lie.</li> <li>3. Ask students what verbs do they use and whether they have problems with their past participles. The whole class helps to solve each other’s problems.</li> <li>4. In pairs, take turns to read aloud their sentences and answers questions about them, as if there were all true.</li> <li>5. The other student has to guess which one is the lie.</li> <li>6. Share with the whole class.</li> </ol>	<p>Grouping:</p> <ol style="list-style-type: none"> <li>1. Carlos+ Slava</li> <li>2. Hoden+ Luis</li> <li>3. Tamara +Catherina</li> <li>4. Zoila+Dilia+Enrique</li> <li>5. Ale+Lin</li> </ol>	<p>Assess the use of key sentence patterns and the verb tense.</p>
<p>Assessment</p>	<p>Ask students how they feel now (using thumbs up/down), and any questions they have.</p>	<p>Emojis</p>	
<p>Building Background (10 minutes)</p>	<p><b>Links to Learning</b> Learn new key vocabulary (drunk, given, hurt, made, slept, written) Have students brainstorm present perfect sentences using these past participles. (Padlet)</p>	<p><a href="https://padlet.com/amiliajia/mk0v1aml48n5i67">https://padlet.com/amiliajia/mk0v1aml48n5i67</a></p>	
<p>Practice (20 minutes)</p>	<p><b>Two groups + Whole Class:</b> <b>Interview your friend</b> Practice sentence patterns: <i>Have you (ever)...? Yes, I have. / No, I haven’t. I have never...</i></p> <ul style="list-style-type: none"> <li>• Have you ever swum in the sea?</li> <li>• Have you ever given your friend a gift this year?</li> <li>• Have you ever hurt yourself before? What happened?</li> <li>• Have you ever made a pie before? What have you made for dinner?</li> </ul>	<p><a href="https://padlet.com/amiliajia/az9axy7sqk54xvcu">https://padlet.com/amiliajia/az9axy7sqk54xvcu</a></p>	<p>Assess the use of target vocabulary in speaking and the sentence pattern.</p>

	<ul style="list-style-type: none"> <li>• Have you ever slept at 3 a.m.? Who are the nightbirds and morning birds in your group?</li> <li>• Have you ever written a letter/email to your teachers before? What was it about?</li> </ul> <ol style="list-style-type: none"> <li>1. The teacher introduces the aim: practice the key sentence patterns and past participles in speaking, and know your friends as much as possible.</li> <li>2. Break students into two groups randomly. (I will join one group, and my mentor teacher will join another group.)</li> <li>3. Report to the whole class about what you learned about your friends? (Padlet)</li> </ol>		
Assessment	How many points would you like to give for your work today? The full score is 10 points.		Student self-assessment

## Appendix F

### Focal Language of Complex Text

#### *Danbi Leads the School Parade*

**Target students:** 4<sup>th</sup>-6<sup>th</sup> Chinese EFLs

**Intended lesson objectives:**

**Language objective:** The reader will be able to 1). Understand and use key vocabulary orally and in writing to act out their versions of this story in groups (roles can be Danbi, the teacher, her mother, peers, and Nelly); 2) Compare and contrast the simple past tense and simple future tense.

**Content objective:** The reader will be able to 1). use the predicting reading strategy to fully comprehend this text; 2). Analyze the characters from different points of view



(Danbi, the teacher, Nelly, other peers) and act out their versions of this story; 3).

Discuss how to create a welcoming classroom environment.

**The focal language:**

**Vocabulary:** beat, try, stare, blink, cry, wild, pigtails, parade, cubbies, dot, nervous, brave, friendly, unfriendly, lonely, surprised, different, welcoming, warm, newcomer, first, next, then, last

**Sentence:** simple past tense, simple future tense, conjunctions “and,” “but,” and “so,” adverbial and attributive clauses, “Uh-oh”

**Why is this form essential for students to engage with the text and achieve the lesson objectives?**

This picture book is narrative writing. It talks about the first day of school experience of the main character, Danbi, a Korean girl who did not fit in at the beginning, but made up a new game with a spark of imagination and cultural background that helped her get involved. The purpose of this text is both to inform and to entertain. With some fun elements (e.g., tapping lunch boxes, leading a school parade) to engage students, this story can plant a seed of love and kindness, and show the magic of friendship in transforming different beliefs through the characters.

Before the read-aloud, the teacher can engage students by asking them to explore the cover of the book: What do you notice? What do you think will happen after Danbi arrives in America? And why is it night on the left side of the picture, and daylight in the U.S. on the right side? The illustrations in picture books help students not only be engaged and predict the plot, but also resonate or depict the characters’ feelings, which

is in line with the lesson objectives. After the second read-aloud, in role-play activities, for example, students can engage with the different characters from their perspectives and analyze their traits, actions, feelings, and words from different points of view, including Danbi's, her peers', Nelly's, and her teacher's. They can discuss why Danbi did not fit in initially, what her peers did and what they thought, and why she finally became happy. In this way, one of the content objectives, discuss creating a welcoming classroom environment, can be achieved.

This narrative writing can help to achieve the language objectives in an engaging way as well.

One feature of narrative writing is **the use of different tenses**. The teacher can ask: what time references do you notice and why is it used in the simple past tense? Identifying them helps students understand the processes of the text, which further support their analysis of Danbi's feelings.

For example, "On the first day of my new school in America, my heart beat: Boom. Boom," by analyzing this sentence, students can learn when her heart beats and what her heartbeat represents. Then, students can contrast this line with "At the end of the day, I pointed to my nose, and said, 'Danbi.'" The different time references and action verbs represent Danbi's emotional changes from nervous to brave. It also engages students to discuss why such change happened, what Nelly did, and why it was important to Danbi, which are linked to the objective of creating a welcoming classroom.

The simple future tense is shown in Danbi's narratives: "I'll/We'll..." By

comparing with the simple past tense in the text, students can discuss and understand when these two tenses should be used, which is in line with one linguistic objective. Meaning-wise, the simple future tense can facilitate students' comprehension – to practice the predicting reading strategy. After reading “I’ll be good today,” the teacher can ask, “do you think she will be good today? Why?” In this way, students are engaged in reading by building a particular purpose to see whether their predictions bear out.

**Conjunctions “and,” “but,” and “so”** are vital in narrative writing in terms of the text structure and sentence-to-sentence / phrase-to-phrase relationship. They help students understand the logic of the writing, predict the plot, and retell the story, which matches the lesson objectives.

Take “The teacher handed me a marker, but I wasn’t sure why” as an example. After reading, the teacher can ask students: why “but” is used here. It gives students opportunities to dig into the relationship between these two clauses from a meaningful perspective. They will learn that besides using “but” to contrast ideas, it can also be used in an unexpected, uncertain, or unusual situation. In the sentence, “I tried, and tried, and tried again,” the teacher can ask students to predict what will happen by giving them the first word in the following sentence, “but.” In this way, students are engaged in guessing what will happen to Danbi, and they can learn that “but” can be put at the beginning of a sentence and be followed by a disappointing emotion that was not expected.

In terms of “and,” students can analyze sentences such as “the teacher said something, and everyone pulled out their lunches” to know that “and” can be used to

link two sentences that have a meaningful sequential order. Other than that, other examples from the texts can teach them that “and” can link words or phrases that follow in chronological order or fall in the same category. “And” can also link the same words to express strong emotion (e.g., I tried, and tried, and tried again). Students can infer the function of “so” (to introduce the result) by examining the relationship between “I wasn’t sure why” and “So I wrote my name...”

Two more linguistic features can be complex for 4<sup>th</sup>-6<sup>th</sup> grade EFLs. First, **the adverbial clauses and the attributive clauses** in this text are essential for students’ understanding. The teacher can model how to study parts of this sentence (Fillmore L & Fillmore C, 2012) to engage students in grammar analysis. For example, “When the music started, I tried dances I’d never see, and games I didn’t know:”

When [what happened]

the music started [what did Danbi do?]

I [did what]

tried [tried what]

dances [what dance]

I have never seen, and [what else did Danbi try?]

games [what games]

I didn’t know

Second, “**Uh-oh**” invites students to discuss its contextual function (used when getting into trouble) from a pragmatic perspective. The teacher can engage them by asking, what her peers felt when saying “Uh-oh?” and point to the illustrations.

Understanding this scenario also helps them understand how Danbi fits in the class.

**How is this/are these form(s) going to be helpful to learners across contexts?**

The question, why is it night on the left side of the picture, and daylight in the U.S. on the right side, activates students' **geographic knowledge** about the earth rotation and time zone.

This narrative writing requires students to analyze the text from different perspectives of characters. For example, what do you think Danbi is feeling from her perspective? This critical thinking skill can be used in other **literacy activities**, such as reading newspapers or informational texts. Students will also practice their ability to use illustrations and the predicting reading strategy to support comprehension.

The content objectives of this lesson are related to **social-emotional learning**. Students need to interpret one's emotions and dispositions from their facial expressions, words, and body gestures. Questions include: What do you think her peers' are thinking, and what do you think she feels? Do you concern about Danbi? What would you do if you were one of her classmates? What would you say to her and her peers? What would you do if you were her teacher? Do you feel happy for Danbi? Why? Do you have a similar experience with Danbi? How did you deal with it? As one of the lesson's objectives, after discussing how to create a welcoming classroom, students can act out their versions of this story, which happen in a welcoming classroom scene.

Besides social-emotional learning, the content can be used in **social studies about diversity**. In the illustrations, everyone looks different with different hair and color. The teacher can ask, is this classroom similar to ours? And do we all the same and

different? In what we do we different? In this story, Danbi's mother packs her Korean food. Teachers can ask students to bring from home a unique item they have to share with peers. The teacher can also take photos of each student holding their uniqueness and post them on the class wall. Moreover, this story provides an opportunity for Chinese students to talk about American society. They can explore the challenges American immigrants are facing and think about solutions from social, cultural, and historical perspectives.

From a language perspective, students will meet different tenses in one text. Therefore, practicing analyzing different tenses can help them heed the meaning within different tenses in their future study. In terms of conjunctions, their logical functions can be found in many contexts. For example, students can use them in the predicting **reading** strategy to understand subject content; in **writing**, their logic can be more transparent. Although the adverbial clause and the attributive clause are not Chinese 4<sup>th</sup>-6<sup>th</sup> graders' learning goals, closely analyzing them in chunks can provide them a way to handle complex sentences and information density they will meet in future academic contexts (Fillmore L & Fillmore C, 2012). For "Uh-oh," although it is informal, such modals alike are widely used in daily speaking or writing, which are seldom learned from school textbooks. Thus, it provides an authentic daily English communicative context.

**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?**

I chose these words since they are 1) around the central idea of comprehension, 2) can be challenging for them due to cultural differences, 3) about the content objectives. Ten words (beat, try, stare, blink, cry, wild, pigtails, parade, cubbies, dot) are from the text, and eleven words (nervous, brave, friendly, unfriendly, lonely, surprised, different, welcoming, warm, newcomer, first, next, then, last) are not.

*Before reading*, I will ask questions to elicit students' similar experiences and provide some input about the focal vocabulary. For example, how do our emotions and feelings link with our bodies? When do you usually feel shy or **nervous**? What do you think Danbi would feel when she came to a new place, when she was a **newcomer**?

*During the first reading*, I will focus on the words from the text. "**Beat**," "**cry**," and "**wild**" are polysemes, which means it can be difficult for EFLs to understand their meanings in this context. Context-wise, "**beat**" is related to Danbi's uneasy and nervous feeling. I can ask, what do you feel when your heart beats quickly and what do you see from her face, to help students guess its meaning.

Then, I will say, "why do you think Danbi's heart is beating, let's continue reading," to link with "**stare**" and "**blink**." I will point the illustrations and do the blinking gesture to help students understand.

"**Cry**" in this text is not used to describe someone's sadness, but a strong emotion of surprise by shouting out loud. If it is misunderstood, students would be confused with its meaning and the illustrations. I will point to the illustrations and use exaggerated intonation. Then, I will ask them to explain the meaning of "cry" and let them predict: will the peers change their attitude after crying?

“**Wild**” in this context is used to describe the peers’ excited and energetic behavior. Students can infer its meaning by the illustrations and the context. I will join the students to act out “wild” behaviors. Then, I can ask questions for prediction: what will happen next after the whole class went wild?

“**Try**” often appears in the text. Although it is an action verb, it is relatively abstract. Danbi tries to dance and play games, but she does not know how. They can also analyze from her peers’ points of view: why no one is helping Danbi?

*In the second read-aloud*, more higher-order thinking questions around characters’ feelings and welcoming environment are added along with related focal words beyond text (see the table below). These questions and associated words help students analyze characters’ feelings and behaviors from different perspectives, which support them to compile welcoming classroom rules and act out their plays.

<b>Words from the text and inferential questions</b>	<b>Focal words beyond text</b>
What do you think Danbi felt when her heart <b>beat</b> ?	<b>nervous</b>
What do you think Danbi felt when her eyes are <b>blinking</b> ?	<b>nervous</b>
What do you think of her peers when they are staring at Danbi?	<b>unfriendly, newcomer, different</b>
What do they think of when they <b>cried</b> ?	<b>surprised</b>
Why no one helped Danbi when she was <b>trying</b> ? What did Danbi feel? What characteristics does Danbi have?	<b>unfriendly, newcomer, different lonely Brave</b>
How do you think Danbi/other peers is/are feeling when the class gets <b>wild</b> ? Why is this scene important?	<b>welcoming, warm</b>

Although most chosen words are from Tier 1, such everyday words can be difficult



when the audience is young EFLs, because most are unusual in their school textbooks. The words beyond the text can be used in social-emotional learning, and social study contexts. For example, the teacher can ask: why you feel nervous when you are a newcomer to a place? Who makes us feel nervous? Do you think that “people are different” is better than “people are the same?” How to make our classroom more welcoming and embraces differences? What can we do to make your communities and our society more welcoming?

In addition, I choose “**pigtails**,” “**parade**,” “**cubbies**,” and “**dot**” because they can be challenging to understand due to cultural differences. For “pigtail,” “pig” is often used as an insult or humiliation in Chinese, so students may stray from its neutral meaning of a hairstyle to an inappropriate one. In terms of “parade,” in China, there are few activities like a parade, so it can be difficult for young kids to imagine what a parade is in this context. “Cubby” is a classroom design that is rarely seen in Chinese elementary classrooms. Students then need more pictures and explanations to understand it. Finally, “dot” in the text refers to a part of an English letter. However, English has a different writing system from the Chinese language. The Chinese dot is different from the English dot. Therefore, students may need clarification about two writing styles through “dot” in order to understand that Danbi embraces her two cultures in the end.

The words “**first**,” “**next**,” “**then**,” and “**last**” are chosen because, in the re-enacting activity, voiceovers may need these words to organize the scenes while groups are acting out. These words are also widely used in other reading activities to help

students determine key details, understand text structure, and synthesize the main idea.

### References

Fillmore, L. W., & Fillmore, C. J. (2012). What does text complexity mean for English learners and language minority students. *Understanding language: Language, literacy, and learning in the content areas*, 64-74.

**Complex text: *Danbi Leads the School Parade* by Anna Kim**

<https://www.youtube.com/watch?v=Q3pe4pB-hJc>

My intended learners are Chinese 4<sup>th</sup>-5<sup>th</sup> grade EFLs whose English proficiency levels (ELP) are intermediate to advanced, and 6<sup>th</sup> grade EFLs whose ELP are low to intermediate. The choice of this text considers both complexity and engagement for target students. According to Hammond and Gibbons (2005) that, based on Vygotsky's notion of the zone of proximal development (ZPD), it is when the task is complex for students to complete alone but within their capabilities to nail it with scaffolding that effective learning and teaching happen. On the other hand, engaging texts provide one of the foundations for young learners to actively participate in the negotiation, meaning-making, and critical thinking of complex texts.

### Why it is complex for the learners

In light of Class (2015) and Fisher et al. (2012), three aspects, quantitative measures, qualitative measures, and tasks are considered to explain why and how this text is complex for the target learners.

### Quantitative measures

I used the readabilityformulas website in order to get a preliminary understanding of its complexity in terms of word length or frequency and sentence length etc. The readability consensus showed that this text is suited for 3<sup>rd</sup> grade, 8-9 year-old learners, and the reading level is “very easy to read.” However, such results are based on the US setting where English is the learners’ native language. Therefore, this text is, from this point of view, challenging to Chinese 5<sup>th</sup> - 6<sup>th</sup> grade EFLs. Indeed, it is incomplete to use quantitative measures alone (Glass, 2015), so the following considers the qualitative aspects of this text.

### **Qualitative measures**

*The structure of this text* is slightly complex because it is clearly and chronologically organized with illustrations to directly support comprehension. However, some detailed information increases its difficulty. For example, the plot is complemented with the changing onomatopoeic vocabulary (boom, click-clack), which represents both physical and emotional sound. Such fine detail can be challenging for EFLs who are facing linguistic barriers.

*Language feature* is very complex because although most vocabulary is conversational and sentence structures are primarily simple, this text contains 1) rich action words (e.g., whisper, hand, stare, blink) which are widely used in the real world but rarely taught at this level in school; 2) the abovementioned onomatopoeic vocabulary; 3) past tense, future tense, and past perfect tense, which require learners to identify and make sense of the change of time and words, including suffixes; 4) one compound sentence (e.g., When the music started, I tried dances I’d never seen.) which

exposes learners to a more complex syntactic structure; and 5) logical words and conjunctions (e.g., and, but, so, because), which requires that student predict and comprehend the flow of text with the help of these words, and can be used to elicit higher order thinking.

*Meaning* of this text is moderately complex because although the theme, making new friends in a new context, is clear, subtle information exists. For example, Danbi was alienated due to culture differences and then gradually got involved in the new class because of sharing her culture with others. In this process, not only does she transition to a positive mood, but also actively embraces her new identity, which can be seen from her writing of her names in both Korean and English. Such change of mood and culture-related issues embedded in the text can be difficult for young EFLs who do not have similar experiences. As Schickedanz and Collines (2013) mentioned, complex stories consist of characters with remarkable shifting of understanding of self and others. It links to the *knowledge demand* of this text. Chinese students may share similar experiences of making new friends with that of Dandi. However, understanding her difficulties in that US multicultural context can be challenging for them.

Finally, this text is complex in the way that its comprehension requires *reasoning*. Because the author did not explicitly state that Dandi felt alienated at first, it is the learners' job to make inferences from the text and illustrations about her emotions.

### **Task considerations**

The complexity of a text is also influenced by how it is used by learners, including reading goals and questions posed. The learning goals of this text are: 1) apply the new

vocabulary in speaking; 2) use the questioning reading strategy to fully comprehend this text; 3) analyze the changing attitude of Dandi and her peers, and connect their own stories to Dandi. According to these goals, there will be teacher-led tasks, peer tasks, and individual tasks, and inferential questions (e.g., What do you think does “Boom” mean, why? Why Dandi didn’t blink when she met her new classmates?), all of which can make the text complex and hence more supports are needed.

### **How it is compelling and potentially engaging for learners**

The picture book, containing vivid and imaginary *illustrations* can draw young learners’ attention and support their meaning-making, which can make them more engaged. Moreover, the image of Dandi has a conspicuous Asian face and black hair, which emotionally and culturally draw the gap between English texts and Chinese students.

The *title*, *Danbi Leads the School Parade*, can render the questions such as “what is a school parade?” and “how can I lead a parade?” The *topic*, making new friends may sound cliché but it is a common issue that often arises at primary school where kids tend to be very sensitive and less experienced about social relationships. The tapping box game Dandi led others to play may also be mischief that kids like to do. Such *relevance* to readers and potential similar *experience* can make students more motivated.

Moreover, as mentioned above, the *plot* is engaging because it has a shift of mood of Dandi. Last but not least, students may have some *prior knowledge* about the food mentioned in the text. Although Dandi is a girl from South Korea, the fact that Chinese food shares many similarities with Korean food can still make students feel familiar. It

can also be a feasible choice to adapt this text to make Chinese students feel more represented and connected. For example, we can change the name “Dandi” into a Chinese name and change her food into the Chinese food that these young learners like.

### Reference

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Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect*, 20(1), 6-30.

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## Appendix G

### Evaluate Lin's level of SLA

Yuwen and I collaboratively conducted this assessment intending to evaluate participants' ELP in a communicative environment. One participant is the one Yuwen conducted her interview with. Another participant, who will be focused on in this paper, is Lin, my interviewee in the last assignment. Lin and Carlos did not each other before this activity. The assessment was taken place on ZOOM for 80 minutes.

#### Prompt

Before the assessment began, we tried to create a warm and comfortable environment to ease participants' stressfulness. We greeted them and their children beside them and chatted about what they did today for about three minutes. We made the slides to present the tasks (see attachment), where words and format were clear enough to support their comprehension of the tasks. This assessment consists of three tasks.

**Task 1** was Introduction. Task 1 was designed as a communicative language test that a real-world scenario, talking with new classmates, was set up to improve the authenticity (Brown, 2010): "Imagine your two are new classmates, and Yuwen and I are not in here. Please introduce yourself to your new friend. Below are some questions and topics you can use." Receptive language use is to listen and comprehend the peer and productive language use is to communicative with each other.

Questions (see Appendix) were adopted according to their background and daily life, which were known through our interviews, to eliminate the test bias and ensure that they had information to provide and were willing to share. For example, they both have little girls, so sharing what they like to do with their kids can be relevant. Also, in my interview with Liu, she mentioned her less motivation in learning English. However, I learned from Yuwen that Carlos loves to learn English. Such contrast may lead to an interesting conversation when talking about “what do you like most about learning English?” For test bias, we avoid questions such as “where is your home?” and “what do you like to do with your family?” “Home” can be a confusing term for them as immigrants, and from their interviews, we learned that they were both separated from their families who are living in their home countries.

After Yuwen read all the questions and ensured their understanding, we muted and turned off the camera.

However, an accident happened. I planned to give 15 minutes to this part, but in practice, it took 30 minutes. One reason was that Lin’s daughter kept interfering in the conversation, which was very natural and understandable. Another reason was that in their talking, we found that they were very productive. Meanwhile, they needed time to construct their languages. Therefore, it was until we found both of them sent the ending message that we moved to Task 2.

**Task 2** was Group Decision Making. This task was designed to switch gear to a more difficult task that incorporated more communicative abilities with academic language competence.



Although reading ability is involve, many methods were used to decrease the difficulty of receptive language use and elicit productive speaking. The text, *The Bluebird Bar*, was adapted (see attachment) in terms of vocabulary and sentence pattern to a more approachable level. I read aloud the text to them with illustrations, sound effects, comprehension asides, and body language to support their comprehension and create a more authentic environment where they could immerse themselves in the depicted situation. Then, the procedure was introduced and explained to them first with the following instructions:

1. Read the Bluebird Bar handout.
2. By yourself, rank the six characters from the most responsible to the least responsible.

(1-6, with 1 being the most responsible)

3. Discuss your ranking with your friend:
  - What are the similarities and differences between your answers?
  - Try to convince your friend.
4. Report and explain what your final answer is? Does it change from your original answer?

After read-aloud, they had a few minutes to do one their own before the discussion. In practice, however, we also explained their questions after read-aloud. More time was given for the individual reading.

**Task 3** was Reflection. It aims to assess their metalinguistic and communicative abilities because providing suggestions and complementing others are normal in the

real world. We also presented emojis for them to refer to. Questions were:

1. How do you feel after these activities? (Choose emojis and tell us why.)
2. How well do you think you did?
3. What are the good parts about your partner? What advice would you like to give to your partner?

### **Evaluation – SOLOM Rubric**

I used the SOLOM rubric (see attachment) to assess Lin's current oral English proficiency. I chose SOLOM for three reasons. First, it is designed to assess students' oral language based on teachers' observation in situations, including discussions, which matches our designed assessment where Lin and Carlos were communicating and discussing as classmates. Second, SOLOM provides five mains, listening, comprehension, vocabulary, fluency, grammar, and pronunciation. These five mains can be reflected in Brown's (2010) summary of microskills (e.g., pronunciation, grammar, and vocabulary) and macroskills (e.g., fluency) of oral production. Although more communicative skills are important, SOLOM seems to capture some critical aspects in testing oral English proficiency. What's more, SOLOM scores each domain from one to five. Its quantified quality may help me visualize Lin's ability and trace her improvement.

### **Comprehension - 3**

Lin understood most of what Carlos and the testers said at a slower speed with repetitions and less accent. Lin was especially strong at comprehending daily-based greetings. For example, she replied, "nice to meet you" with "nice to meet you too."

Some frequent daily questions were replied to as well. Topics include hometown, time, life with her daughter, food, and work:

C: Where are you from?

L: I'm from China.

Lin can understand in a noisy and distractive background where her daughter was crying. She asked, "How about your daughter?" when she noticed the end of Carlos' speech. Lin sometimes confirmed Carlos's speech and showed her feelings through language. For example, after Carlos talked about his long working hours, Lin said: "Oh, so long!" (18:15)

However, when words were spoken quicker, Lin had some difficulties distinguishing, which influenced her understanding. For example,

(1) C: "Wednesday and Saturday."

L: "Oh, Wednesday and Sunday."

(2) C: "When did you ..."

L: "Wendy?"

It might be because that Saturday and Sunday had some same phonemes (1), and Carlos' speaking "when did" was a bit fast that sounded like "Wendy," which was coincidentally Lin's daughter's name.

The lack of vocabulary, especially for the less relevant words in her life, also challenged her comprehension. When Carlos mentioned Egypt (24:40), it could be told from her face that she was confused and said, "I don't know."

## Fluency – 2

Lin was frequently hesitant during turn-taking. When she needed to retrieve a word or a word order in English, I have noticed the pausing, including silent pause (happened at the beginning of a sentence where she thought for a while), filled pauses (“eee my hometown is eee Fuzhou”), self-correction (“I have eee two child eee children”) and refocusing (“I take my son to... he take a drive test.”). A noticeable aspect is that Lin tended to use many filling pauses (“eee”). Moreover, it could be vocabulary limitations and syntax knowledge that negatively affected her fluency. For example,

(15:00) L: eee How often do you ee go to ee How often ... 应该要怎么讲 I'm sorry.

Lin used 应该要怎么讲, a Chinese filled pause, meaning “what can I say,” which visualized her thoughts. It can be found that she was trying to find a word to formulate the sentence.

### **Vocabulary –2**

The vocabulary, both daily and academic, that Lin used was limited. For example, in Task 1, she asked us in Chinese, “hometown 是什么意思呀? (What does hometown mean?)” She also asked us in Chinese about the meaning of the question: How are your work-days different from non-workdays?

The lack of word knowledge hindered her expressions, especially in Task 2, which require more complex and academic vocabulary. For example, she said, “I think may be his wife can talk him to stop drink. But I don't know...don't know how to say.”

(47:50) In this case, she didn't know what to say to continue defending her stance.

Considering her age and experience, it may be due to the lack of word knowledge, not

social knowledge.

Moreover, her misuse of words, including word collocation, can be found. In the above example, since “talk” is an intransitive verb, replacing it with “talk to” or “tell” can improve the comprehensibility of her speech.

### **Pronunciation – 3**

Although sometimes the noisy background sound would influence hearing to Lin, her pronunciation was a 3 because I needed to concentrate on her speech, which could partly result from her pronunciation problems in consonants and vowels.

Lin’s English vowels had several substitutions. For example, in Task 2, she kept saying “drunk” into “drank.” Although it didn’t obscure understanding due to the help of context, it asked more concentrations from interlocutors.

Lin pronounced syllables containing /l/ with /ɪ/ as in the word “Nasvire (Nashville).” Although they exist in both English and Mandarin speech sounds, /l/ and /ɪ/ only occur at the initial place in Mandarin pinyin (Lee & Zee, 2003), which may make it challenging when they are in the middle of English words.

Moreover, Lin’s consonant pronunciation featured a characteristic of cluster reduction. When two consonants were paired, with at least one voiceless phoneme, she chose one to pronounce. This phenomenon frequently showed in clusters of “ct” and “sh.”

For “ct,” it was difficult to distinguish her pronunciation on “doctor” and “daughter,” and “practice” was not clear neither. Consonant clusters are not present in Mandarin (Deterding, 2010), making them difficult to say in English.

She pronounced “sh” as “s” or “h”: “But if not English (Englis)...I don’t know.” (28:55) She always pronounced “she” to “he.” For example, when helping her daughter to the bathroom and asking for a short leave from the assessment, she said, “He want to go to pee.” (8:20) This phenomenon may be influenced by her L1. In Chinese, “he” and “she” has the same sound but different words.

Moreover, she often pronounced “sh” into “ch” when “sh” was at the end of a word. For example, she said: “The customer all /spanich/ (Spanish).” (24:22) /spanich/ pronunciation appeared three times. However, it is interesting that when Carlos said “Spanish” when making another argument, Lin changed to the correct one (29:50). It may reflect that one of Lin’s English acquisition approaches is by social interaction, and ZPD plays a role here. It may also suggest that she was aware of her mistake and used her metalinguistic ability to revamp her pronunciation.

## **Grammar – 2**

Lin’s oral grammar had many mistakes in morphology and syntax. Although morphological mistakes would not hinder comprehension to some extent, her word order made comprehension difficult as rephrasing by listeners was often required.

She seldom used inflections (e.g., -s) when they were needed. For example, “go” in “She just go to baby care, just one month,” (7:30) “like” in “He like music and dance too. She like doctor” and “He live in New York.” (29:25)

For interrogative sentences, Lin experienced difficulty in verb choice and word order. For example, “Are she go to school or not?” (7:00) Another way of saying it can be, “Does she go to school?” It can be inferred that Lin needs improvement on

questioning and the helping verb.

In terms of tense, she relied on using present tense to describe the event that happened in the past. For example, “have” in “Yesterday I have work, eee yesterday yeah I have work yesterday” (18:35). Sometimes, she mixed different tenses in one sentence: “I was...eee play together, play some toys, sometimes cooking, she is helping me, make something egg.”

This example can also reveal that her syntax structure was loose and filled with language chunks. Another example is “Before, I went to anywhere, I worry, how can I speak!” (31:50) Sometimes, different grammar mistakes, including verb tense and SVO structure, showed in one sentence: “Tomorrow, maybe having rain, like today. A whole day, it’s heavy rain. So we nothing go anywhere... maybe at home. Because at the weekend my family all walk. Just just my me and my daughter at home.” (16:55) Such a way of expression would need listeners to reconstruct her sentence quickly for comprehensive communication.

She also used logical words and conjunction words together, which would confuse listeners. For example, she used “because” and “so” in one line: “On work day, ... because all the /spanich/ (Spanish), so my English isn’t good.” (24:24) It may be influenced by her L1. In Chinese, it is a norm to use “because” and “so” in one sentence, as well as “although” and “but.”

### **Overall ability – 12/25**

Lin’s total score is 12 (3+2+2+3+2), which suggests that her English is less proficient and her English developmental stage is speech emergence. From a linguistic

perspective, Lin's phonologic ability was better than semantic, morphologic, and syntactic abilities.

### **Rubric and Prompt Evaluation**

#### **Rubric reflection**

##### **Informing teaching practice**

Evaluating Lin's speech using SOLOM can reveal her current difficulties, which act as a source to inform teaching practice. For example, by analyzing her pronunciation, I found her major problem on consonant clusters, which guided me to find methods in planning, pay attention to this aspect in class, and provide corrective feedback. Moreover, among these five categories, grammar and vocabulary are her weaker parts, which informs me to prioritize semantic, morphology, and syntax teaching. On the other hand, her relatively high score in comprehension may suggest her good listening skills. Therefore, SOLOM helps me know Lin's advantages and disadvantages and then to capitalize on her strengths and support her weaknesses, making the instruction more purposeful and helpful.

##### **Lacking communicative competence measurements**

In the first class with Lin, I learned that her English learning goal is to have a "continent life." That is to say, she aims to improve her communicative competence in order to be more involved in American society. Communication is one crucial aspect of oral activity. According to Dorynei (1995), Communicative competence consists of discourse, linguistic, actional, sociocultural, and strategic competencies. The results from SOLOM can inform linguistic competence, including syntax, morphology, and



phonology. However, other competencies, which are crucial for Lin to be able to communicate and be culturally involved in, are not explicitly focused on in SOLOM.

In this assessment, many aspects can inform Lin's current communicative competence. For coherence, her coherence may be influenced by her grammar knowledge. For example, "He is drunk maybe he can take taxi, call a taxi." It lacks a cause-effect structure or condition-result structure.

In terms of actional competence, Lin was good at the interpersonal exchange. She greeted and made an introduction in Task 1. She also reacted to Carlos' speech. For example, she used "yeah" and "uh-huh" to show her attention and interest. Lin started conversations a few times. For example, she asked, "how is your family?"

However, in Task 2, which required them to exchange opinions, Lin kept saying, "yeah." It was difficult to tell whether she agreed or disagreed. Therefore, how to respond and express her own opinions should be helpful to her.

Sociocultural competence is also important for Lin to live in America. She said "I'm sorry" many times when her daughter interrupted the speech. It showed that she knew some politeness strategies. She kept nodding while Carlos was speaking showed her non-verbal communicative ability in showing attention and politeness.

For strategic competence, Lin used "pardon" to request for repetition. She also used non-verbal expressions, such as a blank look, to indicate her not-understanding.

Therefore, although, according to SOLOM, Lin had a low ELP, she displayed many communicative competencies. Analyzing from this angle can also provide much important information about where Lin needs improvement. Therefore, for my future

classroom, I will not use SOLOM or any other rubrics only. As Brown and Abeywickrama (2010) summarized in discussing communicative language testing, organizational competence, pragmatic competence, strategic competence should be included. As a believer in communicative language teaching, my future assessment should consider whether students' communicative competence is explicitly tested.

### **A deficit default**

In the process of describing why Lin's vocabulary was a 2, I tried to connect with the description of "misuse of words and very limited vocabulary: comprehension quite difficult." Consequently, all the supporting details were the parts that she did not do well. However, a good test should be a meaningful source of information about having students know that their hard work is paid off and having teachers know what they teach well and what they need to work on (Gusky, 2003). That is to say, for both teachers and students, knowing students' advantages is equally essential in building confidence and informing instruction.

In Liu's case, she showed many strengths. For example, although she had a 2 in grammar, she answered correctly to a rhetorical question:

C: You don't work now?

L: Yes, I have work, but just part-time, Monday to Friday. One day five hours.

She used "yes" to negate Carlos' questions. It is very recommendable considering that this pattern is different from that of Chinese.

In terms of fluency and grammar, Lin often missed "-s" in subject/verb agreement and her fluency was influenced by her lack of vocabulary. However, these aspects did

not appear in this example:

(49:50) C: The bar owner...

L: yeah

C: He is used to deal with the so many drunk people.

L; Yeah, he serves more people everyday.

How did this counterexample happen? One possible answer may link to her background knowledge and experience. Lin has been a servant since she came to America. Talking about the bar may be the comfort zone that made her make fewer mistakes and become more fluent.

Therefore, for my future teaching, I will add another “strengths” sidebar in every assessment evaluation. As Brown (2010) suggested when discussing washback, generous and specific comments on a test are one way to enhance washback. The comments should include both constructive criticism of weakness, but also the “good stuff.” In addition, I will consider students’ out-of-school assets when designing an assessment and evaluating the results.

### **Influenced by tester’s subjectivity**

When I discussed Lin’s results with Yuwen, who evaluated Carlos’ performance, we found a different attitude toward grading. I tended to be gentler on grading because Lin was less proficient, and I did not want the low score to deflate her, considering she is a mother facing many life difficulties. However, Yuwen was harsher on grading because Carlos did a good job, making Yuwen fussy about his performance. Our subjectivity, including our impression on test-takers and our compassion, unavoidably

influenced the results. However, as Brown (2010) admitted, it is important to recognize subjectivity. In my future teaching, instead of converting all factors into measurable results, I will create a notetaking system that visualizes my thought when evaluating and provide ongoing periodic feedback to students (Brown, 2010).

Additionally, the subjectivity reminds me not to compare students with one another, as different levels of students and different test questions can affect the teacher's interpretation of their performance. Therefore, instead of comparing students' scores, an in-depth analysis of each student's individual language skills by focusing on the different stages of one student's progress is the most valuable way to make the most of the test.

### **Prompt reflection**

In designing the prompt, it is vital to consider both learners' background knowledge and their current English proficiency to elicit their language production. In Task 1, we considered their experiences and interest when designing introduction questions. It turned out that they were very productive that they talked for around 30 minutes.

In Task 2, we took their experiences – both of them are servants - into consideration. Because the text covers some issues about the servant's responsibilities, we initially thought they would be interested in it. However, despite the text's language being changed simpler, it was still difficult for Lin to comprehend. Thus, Lin's oral language ability may be colored by her reading ability, which compromises the reliability and validity of this test. Moreover, since Carlos understood the reading and

had a higher ELP, their conversation in Task 2 was difficult to continue, and thus Carlos' productivity was influenced. The high item facility, in such a communicative setting, influenced both low-ability test-takers and high-ability test-takers. Therefore, in the future, I need to carefully consider the complexity of the test to elicit conversations of students of different English proficiency levels.

Another adverse effect caused by Task 2 was the emotional discouragement caused by its level of difficulty. Lin started to be distracted and uninvolved. It might be partly because of her daughter's naughtiness, but the lack of language knowledge may also play a role. She even gave up saying English. Instead, she said in Chinese that she didn't know how to say. Such negative emotion was brought to Task 3, where they were asked to make self-reflections and give peer feedback. According to her performance in Task 1, it was not very difficult for her language production. However, she said, "Yeah, 我也不知道怎么说。" ("I don't know how to say.") As Brown (2010) noted, performance sometimes is not a good indicator of competence when an emotional distraction influences it. Therefore, in my future teaching, I need to refer to the result from multiple to evaluate students' proficiency, consider the contexts in which assessment happens, and evaluate the test itself to find potential factors that could cause emotional distraction or text anxiety (Brown, 2010).

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## **Appendix**

### **Task 1: Introduction**

Imagine your two are new classmates, and Yuwen and I are not in here. Please introduce yourself to your new friend. Below are some questions and topics you can use.

What is your name?

Where is your hometown?

Tell us a little about your family:

How many children do you have? How old are they?

What do you like to do with your children?

What will you do tomorrow? What did you do yesterday?

When did you start to study English?

What do you like most about learning English?

How are your work-days different from non-work days?

Talk about one language goal you have.