Capstone Project: EFL Portfolio

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Abstract

This ELL Capstone Portfolio is the culmination of the teaching theories and practices I have come across and subscribed to during my time as a graduate student at the Peabody College of Education. It presents my teaching philosophy which contains three main tenets: 1) implementing a Funds of Knowledge pedagogy, 2) designing culturally and linguistically responsive content and language objectives, and 3) effectively managing various stakeholders. Following the teaching philosophy, I have included a detailed artifact analysis of the various artifacts I have created over the past two years. The analysis looks at how closely these artifacts exemplify the four Professional Knowledge Areas of Learner, the Learning Contexts, Curriculum and Assessment and the eight TESOL domains. I also look at the extent to which my teaching philosophy has been interwoven within these artifacts. Finally, I look to the future and discuss potential challenges as well as opportunities for continuous professional growth and development.

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Philosophy of Teaching

When I first stepped into a classroom in a severely under-resourced public school in Pakistan, it quickly became apparent that the task of teaching 4th grade English Language Learners (ELLs) would not be easy. My students' English language proficiency was subpar. They were used to rote learning and did not possess the comprehension or conversational skills expected of their grade level. During the first oral assessment, I remember being met with blank stares as a response to my questions. Over the next two years, I worked with not only my learners but also the school staff and the parents to meet our targets. All the while, I knew that if real change were to occur, it would only happen when all the stakeholders were striving to get the same results (Freire, 1972).

My limited teaching experience then propelled me to broaden my horizons as I began my masters at Vanderbilt University. It was during Dr. da Silva's class, Foundations of English Language Learning, that I truly began to question my role as a teacher. If the U.S. education system, like the Pakistani education system, exacerbates educational inequity so that some students, owing to their race, postal code, or income status, are by default more likely to succeed, then I wondered how I, as a teacher, could contribute to offsetting this inequity. During Dr. Milner's class, Culturally Responsive Pedagogy, I pondered whether I, as an individual, could ensure that my students' cultures and native languages are being respected and represented in the classroom, the curriculum, and the school (Gay, 2010) despite the increasingly assimilationist policies. While taking Dr. Pray's class, Assessment of English Language Learners, I began to question how traditional assessments were designed and whether they were in the best interest of ELLs. Most importantly, I grappled with whether I would be able to resist hopelessness in the face of a system that is designed to be unjust to ELLs despite the amount of effort they put in.

These courses taught me to look at policies, practices, and assessments critically and helped me formulate my own teaching philosophy. It focuses on three main areas: funds of knowledge pedagogy, designing relevant content and language objectives, and having all stakeholders on the same page.

Funds of Knowledge Pedagogy

First, teachers must continually ask themselves what their role and contribution is. They must come to the classroom not only to impart knowledge but to gain some in return as well. They must remain curious about students' community literacies (Jiménez et al., 2009) and funds of knowledge (Moll et al., 1992) and continuously seek ways to learn from them and incorporate them into their lesson plans. When I was teaching in Pakistan, students' background knowledge had little to no role to play in what they were being taught in school and teachers rarely stepped out of the school and ventured into students' communities.

Instead of viewing ELLs as blank slates, starting from scratch, teachers must make the effort to learn about the abundant funds of knowledge that they bring from their homes by heading out into the community and meeting with parents. In doing so, they must bring back with them an understanding of students' culture and prior and ongoing experiences as an immigrant and a minority. They must then utilize this understanding to help enrich the classroom experience for not only the minority students but the majority as well. Teachers must value the students' linguistic diversity and consider its contribution in diversifying the classroom experience for all. They must acknowledge that in today's increasingly mobile world, multilingualism is the norm and should be viewed as a strength that can help build bridges across groups.

By adhering to a pluralist perspective (de Jong, 2011, p. 15), teachers must make conscious efforts to reaffirm students' identities and culture around the classroom and the

school to make them feel "seen", validated and important (Gay, 2010). With the use of certain teaching strategies such as translanguaging (Lewis et al., 2012), teachers must capitalize on students' linguistic repertoire and encourage a deeper and lasting understanding by using not one but multiple languages to deliver the content. This holistic approach of viewing multilingual learners as having a complex set of identities that contribute in unique ways to their learning will enable them to become more engaged with their learning and have greater ownership over it (August et al., 2010) and allow others – including teachers themselves – to broaden their thinking by hearing diverse perspectives.

Teachers also have an enormous responsibility to encourage additive multilingualism instead of subtractive approaches and fight for language status equalization within the classroom as well as around the school (de Jong, 2011, p. 201). At no point, whether consciously or subconsciously, must teachers deem one language as having more importance than the other just because it is the language used by the majority or is used for administrative tasks. Pakistani teachers, specifically, must abandon the colonial mindset of having beginning ELLs speak and write perfect English while completely ignoring the richness Urdu adds to their linguistic repertoire. They must balance the language status of both languages and allow students to codeswitch between the two to convey their thoughts by using all their linguistic resources. They must steer clear of traditional monologic approaches where they do most of the talking and, instead, engage ELLs in dialogic learning and "collaborative deliberation of complex questions to support the development of students' thinking" (Reznitskaya, 2012, p. 446). Teachers must remember that the purpose of language – any language – is to connect people and to communicate across thoughts, ideas, and opinions and that that purpose would be defeated if they alienate and isolate ELLs by disallowing them to use their native language to communicate. They cannot then enrich the classroom with these thoughts, ideas, and opinions if the language they know best to communicate in has been taken away from them.

Designing Culturally and Linguistically Responsive Content and Language Objectives

While adapting teaching strategies to ensure they are more culturally and linguistically responsive, teachers and principals must also critically analyze the curriculum and implement a curriculum that "reflects and builds on students' cultural experiences" (de Jong, 2011, p. 162). They must ensure an abundance of teaching resources are present for teachers to make full use of. In addition, they must also ensure each classroom is equipped with linguistically diverse resources from library books to textbooks to ensure students' identities are represented (Gay, 2010). In my experience, storybooks in Pakistan contain characters that appear western and so, students are unable to relate to them. To offset this, teachers should select culturally and linguistically relevant texts.

As far as teachers are concerned, they must never be complacent and must continually increase their teacher agency and polish their skills by participating in regular teacher trainings especially related to "bilingualism, second language acquisition and their implications for teaching" (de Jong, 2011, p. 162).

Stakeholder Management

In this mission, teachers must realize they will not be able to do much unless they have the support of the school administration and the faculty. They must continually advocate for their ELLs by engaging both parties in thoughtful discussions over critical analysis of school practices and the benefits of multilingualism and pluralistic approaches. They must engage in inquiry into whether standardized assessments can be better designed to benefit ELLs. They must form strategic partnerships with other teachers to best serve the ELLs. As observed during my case study of Williston Elementary School, the entire school staff from the principal to the janitorial staff, lived and breathed the motto "SMALL TOWN, BIG DREAMS!". Unless and until the entire school staff believes in the mission you believe in, it

becomes next to impossible to bring it to fruition. These partnerships are critical because they allow teachers to innovate and collaborate and use "culturally and linguistically responsive instructional practices" (de Jong, 2011, p. 162) to create a lasting impact leading to sustainable academic success as well as socioemotional development of ELLs. I witnessed this phenomenon at Williston Elementary School where they innovated a new program model which ensured greater class participation and overall better academic results as well as higher self-confidence of their ELLs.

At the same time, teachers must also empower parents during their community visits by encouraging greater participation in their child's learning. Teachers must repeatedly remind parents that they have a right to make their voice heard in school matters that directly impact their child's wellbeing. In this way, teachers must make every effort possible to mobilize the community to ensure lasting advocacy for their ELLs to receive a nondiscriminatory education. As I discovered through my community literacies investigation and Waqas Haider's efforts to build a vocational school for his village, real change often starts with an individual's idea, but it cannot be materialized unless the entire community strives to make it a reality. For Waqas, from gathering funds to building the school brick by brick, it really was a community effort.

Finally, above all else, teachers must operate with a sense of urgency and a sense of providing wholesome experiences to ELLs who are deserving of nothing less. They must operate with the knowledge that they cannot afford to waste time and that the longer their ELLs go without feeling validated, the more they will be responsible for making them feel isolated (Valdés, 1998). They must plan carefully and acknowledge that it will not always be easy. The challenge they will undertake will be enormous and will require a similar dedication so that they can utilize and build the full intellectual potential of their learners. Teachers must realize that ups and downs will always be there but what is essential is that

they must never lose hope.

Next, in the artifact analysis section, I discuss the four main professional knowledge areas and their respective TESOL domains. I also look at various artifacts to analyze how the ideas discussed within these professional knowledge areas, TESOL domains as well as my teaching philosophy are reflected in them.

Artifact Analysis

Professional Knowledge Area 1: Learner

This professional knowledge area is about the learner and how he learns. It is subdivided into two TESOL domains. For the first domain, it looks at the various identities the learner identifies with and the role they play in the learning process. Similarly, it also considers the context and its contribution to the identity of the learner. As for the second TESOL domain, after analyzing the learner, teachers are encouraged to consider how the learner learns. This refers to having a deep understanding about the language acquisition process and how humans learn a new language. The teacher takes the time to learn where students are in the language acquisition process and uses their knowledge of language acquisition to plan appropriate instruction.

TESOL Domain 4: Identity and Context

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

This TESOL standard urges teachers to recognize the importance of not just analyzing who the learner is as a student but analyzing who he is as a complete individual. It encourages teachers to have a holistic approach when considering the learner and his personality. Teachers should understand all aspects of his identity and what makes him unique. They should also acknowledge that all his various identities contribute to making him who he is and allow him to bring something from each of his various identities to the classroom. This standard also encourages teachers to look at the context of the learner. What is his context outside of the classroom and how does it contribute to the various

identities of the learner? These are essential questions teachers must consider.

This connects with my own teaching philosophy as I firmly believe that teachers have a huge responsibility to reaffirm students' identities in the classroom as well as outside of the classroom. I note that "teachers must make conscious efforts to reaffirm students' identities and culture around the classroom and the school to make them feel 'seen', validated and important (Gay, 2010)."

Artifact A

The *Case Study of an English Learner (EL)* paper that I wrote for the *Education Linguistics and Second Language Acquisition* course attempts to perform mini analyses on the EL's oral and written language use and its pragmatics, phonology, grammar, and semantics. In these analyses, I leverage language assessment tools to understand the learner and his language acquisition process. Thereafter, I give instructional recommendations that the learner can use to improve his English Language proficiency.

Artifact A is the pragmatics mini analysis to be specific. I keep into account my learner's identity as a native *Pushto* speaker when making the analysis. In the paper, I write, "My interviewee, Mohammad (pseudonym), is a former colleague. He is 23 years old and is a native Pushto speaker – a regional language in Pakistan." I also note how the context has a role to play in the language he prefers to use. I mention that "He switches from Pushto to Urdu or English depending on the situational and social contexts." These quotes demonstrate how the artifact is aligned with this TESOL standard about a learner and his identity and context and how those two contribute to the language acquisition process.

In the analysis, I also try to identify influencing factors that have been monumental in either helping or hindering the language acquisition process for my learner. I note that, "Mohammad is used to either using his native language to converse or using limited English.

When he no longer had the option to switch to *Pushto* or Urdu, he had difficulty in reducing

his wordiness as well as giving up his turn." Thus, I analyze my learner's context *"context*

contributes to identity formation and therefore influences learning" as pointed out by this

TESOL standard.

At the end of the pragmatics mini analysis, I suggest a few instructional strategies that

can be helpful for the EL I have interviewed. While suggesting these, I keep in mind my

"*knowledge of identity and settings"* and use it to my benefit while "*planning, instructing,*

and assessing" as suggested by the TESOL standard. I express my belief in the paper that

"Mohammad can use his motivation to go for higher studies abroad as the drive to improve

his English proficiency. His wish to score well in the IELTS test can be a motivation for him

to practice his English reading, writing, speaking, and listening skills more regularly." These

instructional strategies also allude to my own teaching philosophy in that most of the

responsibility should be on the teacher to help the learner learn in familiar ways that are

relevant to his identity and context.

TESOL Domain 6: Learning

Teachers draw on their knowledge of language and adult language learning to understand

the processes by which learners acquire a new language in and out of classroom settings.

They use this knowledge to support adult language learning.

This TESOL standard describes how a teacher should utilize language acquisition

theories and processes to aid a learner's learning. It encourages teachers to apply these

theories into their practice to rationalize how they design their lesson plans as well as how

they make sense of the progress their learners make.

This connects with the language strategies and theories I adhere to in my own

teaching philosophy. For example, once teachers understand the role a learner's first

language plays in them acquiring a second language, they can employ teaching strategies such as translanguaging to ease the learning process for the learner and make it easy for them to advance from the familiar to the unfamiliar. This also connects with TESOL Doman 2: Instructing. Once teachers utilize language acquisition theories to make sense of the learning process, they can then design their instruction in a way that supports learning for the learner.

Artifact B

For this TESOL standard, I chose the *Final Case Study* paper that I wrote for the *Education Linguistics and Second Language Acquisition* course. Like Artifact A, this paper is the overall detailed analysis of an EL's use of the English language. I obtained oral language samples by arranging a series of interviews with the EL. Written language samples were obtained by giving writing prompts to the EL. Thereafter, I performed analyses of pragmatics, phonology, grammar, and semantics and tried to identify the EL's strengths and areas of improvement. Based on language acquisition theories, I provided instructional recommendations that an educator can use to help the EL with his areas of improvement.

In the paper, I hypothesize that for South Asian beginner ELs such as Mohammad, who I was working with, "the vowel sound /ɔ/ is often replaced by /a/ in the early stages of language acquisition". This demonstrates how I have utilized my own experiences and background knowledge along with language acquisition theories to *"understand the processes by which learners acquire a new language"* as discussed by this TESOL standard.

Elsewhere in the paper, I mention the self-determination theory which is part of the language acquisition domain to justify Mohammad's extrinsic and intrinsic motivation to become proficient in English. I write that, "for Mohammad, the intrinsic motivation stems from the possibility of a better score in the IELTS examination and better job prospects,

consequently. The extrinsic motivation, on the other hand, comes from seeking recognition and reward at his current job". This allows me to then formulate an instructional plan in accordance with his extrinsic and intrinsic motivation. I suggest that "if Mohammad aims to obtain a high score in the IELTS speaking assessment, he must focus on the areas that need development. He can work on improving his pronunciation of words containing the phonemes /v/, /θ/ and /ɔ/ to improve his communicative ability". Thus, I use my knowledge of the self-determination theory and how it relates to Mohammad to *"support adult language learning"* as described in this TESOL standard.

Though this loosely connects to my teaching philosophy as my instructional recommendations are based on the theories of second language acquisition, there is room for growth in connecting them to my EL's Funds of Knowledge. In addition, more thought could have been given to how these recommendations could be adapted to better reflect my EL's cultural background. For example, to improve semantics, I suggest that "using Coxhead's (2000) Academic Word List, I can shortlist some target words and give Mohammad multiple exposures to them by demonstrating examples in which I use them in various contexts". Granted that the EL has to prepare for the IELTS examination so a wordlist that includes the words ELs are generally tested on is beneficial, but I could have specified what "various contexts" means here. Perhaps I could have thought more about how Mohammad's own context could be represented.

Conclusion

Overall, Artifact A and Artifact B demonstrate the importance of understanding a learner's identity and context in order to plan instruction that is relevant to them. They also illustrate a few ways by which teachers can support the ELs based on the theories of language acquisition. This TESOL standard in conjunction with the one discussed under Professional

Knowledge Area 2 can help teachers first, understand how ELs acquire a second language and second, base their instruction in this understanding.

Professional Knowledge Area 2: The Learning Contexts

The learning context refers to the kind of environment that is conducive to learning. It is the different kinds of supportive environments a teacher creates to facilitate learning for the students. The learning context is important since effective learning can only take place if the context is authentic and relatable for the student. The tasks and activities designed should be contextually relevant so that students can become more involved in the learning process. This is important for language learning because it can make learning more interactive to the point where learners feel invested in their own learning.

TESOL Domain 2: Instructing

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

This TESOL standard stresses on the importance of the role of a teacher in helping to create a supportive and safe classroom environment for not one but *all* learners. It is critical that teachers try to address the individual needs of all learners so that they can be engaged with the content fully. Learners can be culturally and linguistically diverse as previously discussed in Professional Knowledge Area 1. Therefore, the crucial aspect of this standard is that teachers should respect this diversity and plan tasks and activities that celebrate and draw on it (Moll et al., 1992). The content should be meaningful for the learners and the teacher should act as a facilitator during classroom interactions. The role of the teacher as a facilitator requires them to create a safe space where learners' ideas and their diverse perspectives are welcomed and valued (Gay, 2010). An illustration of this is that teachers welcome responses in the native language of students. This enables students to

take more risks and become more invested in their learning to become better readers, writers, speakers, and listeners of another language. The teacher should also scaffold learning so that it can be purposeful (Hammond & Gibbons, 2005) and effective.

This is closely connected with my own teaching philosophy. Firstly, teachers need to bank on the learners' Funds of Knowledge (Moll et al., 1992) so that all learning is meaningful and authentic. This will enable learners to be fully engaged in the content. I can also draw on my learning from the *Methods of Teaching ELL Students* course to rationalize this TESOL standard. Teachers should integrate students' Funds of Knowledge within lesson goals (Hull & Moje, 2012). They should differentiate learning to cater to the differing learning needs and goals of students (Oliveira & Athanases, 2017). They should also scaffold learning so that the rigor increases gradually, and learning is effective and meaningful (Olson et al., 2010). Lastly, the classroom interactions cannot be productive until and unless every learner feels safe and respected enough to speak their mind (Zwiers & Crawford, 2011) and take risks to become more invested in their learning.

Artifact C

The *School Visit* paper looks at Williston Elementary School (WES) in rural Florida and discusses the aspects of the school that have enabled the English Language Learners (ELLs) enrolled there to flourish. The school's model brings ELLs with the same native language but varying English Language proficiency together in one classroom. They are taught in a well-resourced classroom by a highly qualified English-as-a-second-language (ESL) teacher. This is an innovative approach to teaching ELLs and quite different to the conventional way of teaching in inclusive classrooms where ELLs study with their native-English peers and the instruction is only in English. The paper discusses the benefits of this innovative way of teaching as noticed by the school administration, the students as well as

their families. It also backs this approach with research and raises some important questions about how the same approach can be replicated in different contexts.

Artifact C looks at the role of the ESL teacher, Becky Childs in helping the ELLs thrive. I explore the various ways in which Becky has turned the county's first "self-contained, sheltered English immersion community classroom with bilingual support" into a success. I look at the different teaching strategies that she employs to *"engage all learners in purposeful learning and promote respectful classroom interactions"* as stressed on by TESOL Standard 2. I observe in the paper that the bilingual support during teaching "enables ELLs to exhibit cognitive flexibility and "transfer" knowledge from Spanish and apply it to English (August et al., 2010)". Her strategies encourage additive multilingualism and allow students to bank on their Funds of Knowledge (Moll et al., 1992). In the paper, I write that, "This classroom is the perfect example of the pluralist approach of legitimizing and representing linguistic and cultural diversity, and, ultimately, affirming the students' Hispanic identity (de Jong, 2011, p. 175). It also promotes additive bilingualism by making a language other than English, i.e., Spanish, visible around the classroom." Students see a greater representation of themselves and their culture around the classroom in the form of posters that are in Spanish. Hence, they are at greater ease to take ownership of their own learning. Thus, this artifact supports my teaching philosophy.

I note that "Becky teaches them the same curriculum followed by the rest of the district, but she does this by providing differentiated instruction based on language background". As expected, consequently, the previously disengaged students have become more engaged with the learning as it is now meaningful and purposeful. I quote Becky in the paper, "What I had to teach them first in here is, if you don't know the word in English, say it in Spanish." This is an example of a teaching strategy that helps make the classroom a safe space for learners. It allows them to be their true and authentic self which they can then use to

have productive classroom interactions with the teacher as well as their peers. I observe that, "Gradually, students have started gaining the confidence to use their native language in class and get support from other students to learn the corresponding word in English." This illustrates that the students are keen on having *"respectful classroom interactions"* as indicated by the TESOL standard.

Finally, in this paper I hint at the united vision of the various stakeholders. While discussing the school principal and her staff, I note that, "They are driven and ambitious to improve academic outcomes for their ELLs." This is another aspect of my teaching philosophy that is being highlighted in this artifact.

Conclusion

Overall, this artifact is a good example of how teachers can employ strategies that create a safe classroom environment where not just one, but all learners, their Funds of Knowledge as well as their ideas are welcomed and valued. It illustrates how additive multilingualism can be an asset for an ELL classroom and can help learners be more engaged with the content. It also stresses on the importance of all stakeholders sharing a common vision and how great things can happen when that is the case.

Professional Knowledge Area 3: Curriculum

The curriculum refers to the content that is being taught to the learners and how it is planned to be delivered to them. It analyses how authentic and relevant it is to the learner's context and what richness it adds to their intellectual and linguistic development. It looks at whether the learner's language objectives are being achieved through delivery of this content. This Professional Knowledge Area analyses lesson planning and delivery techniques and to what extent these enable learners to be engaged in learning and meet the language objectives.

TESOL Domain 1: Planning

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

This TESOL standard looks at how teachers plan the delivery of content so as to encourage effective learning. Effective learning is that which is based on the learner and his needs and goals. Learning is most effective when the instruction for it is planned by keeping the learner and his learning goals in mind. Effective learning also requires agile instruction planning in that it should be capable of being readily altered to fit the evolving needs of the learner. It should be capable of being personalized for every learner's unique language goals so that each learner can feel validated and engaged in his own learning and eventual excellence.

This relates to my teaching philosophy in that the allusion that learners need to be engaged comes with the assumption that this can only be possible when lesson planning is done keeping in mind culturally and linguistically responsive content and language objectives.

Artifact D

For this section of the artifact analysis, I have selected the *SIOP-based Lesson Plan with Rationale* that I designed for the *Methods and Materials for Educating English Language Learners* course. The lesson plan revolves around a murder mystery that the learners are required to solve. The main objective of the lesson is for students to recall and explore new simple past tense verbs.

The lesson plan promotes learning by keeping learners engaged in solving a mystery. It presents new information in a game-like fashion so that learners are more eager to receive it. It scaffolds new vocabulary by translating it into Spanish as it was the native language of

the learners this lesson plan was designed for. By leveraging my knowledge of the language acquisition process, I decided to scaffold new vocabulary by gradually transitioning from familiar Spanish words to their translation in English. A connection to my teaching philosophy that I find in this artifact is the way the learners' Funds of Knowledge have been incorporated into it. They are encouraged to tell the class about murder mysteries from their home countries that they are fond of. These tactics of scaffolding new information and then incorporating the learners' Funds of Knowledge provide enough modification to the original lesson plan to *"assure learner engagement and achievement"* as described by this TESOL standard. Learners are invested in solving the mystery because they can see how it relates to their own context. Hence, they are engaged.

These claims are also further solidified by my own observation of classroom engagement while I was teaching this lesson to adult English Language Learners during my practicum experience.

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 courser 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.

This TESOL standard refers to the "why" of learning a language. We learn a language to communicate our thoughts and ideas to others as well as to understand others' thoughts and ideas. We need language to understand perspectives different from our own. Hence, language that does not aid in that process is of little to no use. As teachers, we must be

diligent in creating environments where authentic vocabulary is used. Scenarios from outside the classroom must be replicated to demonstrate authentic use of language in these situations. Only then can learning be meaningful for learners. This means that there is emphasis on subject or content areas that learners *"want/need to learn about"* as specified in this TESOL standard.

This connects with an important aspect of my own teaching philosophy i.e., designing culturally and linguistically responsive content and language objectives. This refers to exposing learners to authentic uses of the English language. For example, learners must be aware of the etiquette of listening to others politely, they must know how to talk about their daily routine, how to read a news post and even how to write a leave request. These are a few examples of authentic uses of the language. These scenarios are real-life ones and so, we must prepare our learners to assimilate into their life outside of the classroom by incorporating these real-life scenarios into our lesson plans.

Artifact E

In this section, I chose to analyze a lesson plan I created for the first classroom observation during my practicum. My mentor teacher and instructor for the *Methods and Materials for Educating English Language Learners* course, Dr. Justine Bruyere observed me. The main objective of the lesson was "asking for and understanding directions giving simple directions" and the language objective was to learn language used for asking for direction as well as giving directions for e.g., *"Can you tell me the way to…?"*

In my opinion, this lesson plan demonstrates how we as teachers can incorporate TESOL Standard 7 into our teaching. The content of the lesson is authentic. It is meant for adult learners whose native language is Spanish. For them to have complete command over the English Language, it is necessary that they be exposed to scenarios where it can be

beneficial to know the language. One such scenario is being focused on in this lesson plan i.e., asking for directions. English Language Learners need to be aware that there can be situations where they are lost and need to ask strangers for directions. In such a case, their vocabulary should contain words that help them do this.

For the learners, this puts into perspective the importance of learning a new language. They understand the "why" behind this process. Thus, they value the learning even more because it is authentic and based on real-life situations that they might encounter outside of the classroom. This also increases learner engagement and eventual achievement as stressed upon by TESOL Standard 1: Planning because they know the importance of learning the language and are aware of practical applications of it.

This connects with my teaching philosophy as I note that, "while adapting teaching strategies to ensure they are more culturally and linguistically responsive, teachers and principals must also critically analyze the curriculum and implement a curriculum that 'reflects and builds on students' cultural experiences' (de Jong, 2011, p. 162)". Asking for directions is genuinely an exercise that is built-in to one's cultural experience. As teachers, we cannot do justice to our learners' cultural experience outside the classroom unless and until we expose them to these real-life situations that are bound to enrich their lives.

Conclusion

Overall, this Professional Knowledge Area in conjunction with Professional Knowledge Area 3: The Learning Context is certainly an important to one to ensure learner engagement and achievement. While TESOL Standard 2: Instructing describes how teachers should create safe spaces and ensure representation of learners' cultures around the classroom, TESOL Standard 1: Planning and TESOL Standard 7: Content take that one step further and describe how teachers can design effective and authentic lesson plans to increase

learner engagement and achievement even further. Next, under Professional Knowledge Area 4: Assessment, we will see how after lesson planning and delivery, the way assessment is carried out is also equally important.

Professional Knowledge Area 4: Assessment

This professional knowledge area describes the importance of the kind of assessments teachers use to evaluate a learner's language proficiency. It is crucial that teachers look at the various assessments critically instead of blindly choosing random ones. Does the assessment truly assess what it is meant to? Is it valid? Is it reliable? Is it authentic? Is it biased against certain cultures? Is it white-washed and is designed from the perspective of the western society? Does it assume that English Language Learners with different home cultures must be aware of all aspects of the western society? These are important questions a teacher of English Language Learners must consider before selecting the correct assessment. This is discussed more in detail below.

TESOL Domain 3: Assessing

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

This TESOL standard refers to the importance of using the right collection of assessments to further the learning of an English Language Learner. When teachers use the right assessments, they can gather data from these assessments and analyze it to know whether the learn has mastered certain content and language objectives or whether he needs

more instruction. Based on this data, teachers can then make decisions regarding altering instruction and presenting new material in a different way. They can visualize what works for the learner and what does not and then continue to replicate that which works for the *"continuous intellectual and linguistic development of each learner"* as explained by the TESOL standard. After assessing learners, teachers can then provide constructive feedback to help further the learning process in the future. Thus, by choosing the right assessments, teachers' decision-making and feedback processes are made easier.

In my own teaching philosophy, I stress on how it is important to for all stakeholders to *"engage in inquiry into whether standardized assessments can be better designed to benefit ELLs"*. I feel that it is incredibly important to look at standardized assessments critically, analyze any biases they may have and continuously seek out better designed assessments. If teachers cannot find an assessment that fits their needs, they should design their own. Teachers should use a range of formative and summative assessments to assess various aspects of the learning process instead of solely depending on standardized assessments.

Artifact F

For this section, I have chosen to analyze the artifact *Evaluate Student's Level of SLA* that I wrote for the *Assessment of English Language Learners* course. In this assignment, I chose to analyze the oral language sample of an English Language Learner whose portrait and interview was posted on the Purdue College of Education ELL Language Portraits website. I analyzed the interview using the Foreign Language Oral Skills Evaluation Matrix (FLOSEM) rubric to arrive at his current level of second language acquisition. I then critiqued the FLOSEM rubric itself based on how helpful it was in determining the accurate

English language proficiency level of the learner. Finally, I provided some instructional recommendations to help the learner go from the Speech Emergence level on to the next.

The artifact is a true manifestation of TESOL Standard 3 – Assessing. The evaluation of the learners second language acquisition level helps with planning instruction for the future. It is also beneficial in giving the learner the complete picture of where he is right now in terms of language acquisition and what he needs to do to get to the advanced level. Thus, based on the FLOSEM rubric, I provided *"constructive feedback"* to the learner. The rubric helped me learn more about the learner's performance and enabled me to make instructional recommendations to *"promote the continuous intellectual and linguistic development"* of the learner as specified by this TESOL standard.

The section where I critique the FLOSEM rubric goes back to my own teaching philosophy in that I lay a lot of importance on engaging in critical inquiry about how standardized assessments can be improved to benefit English Language Learners. I addressed the negative connotation attached to some of the wording in the rubric and how it implied a deficit mindset. I would personally like to steer clear of standardized assessments that hold negative biases against English Language Learners.

Conclusion

Overall, assessments are an important part of the learning process because they help track a learner's learning and mastery over content and language objectives. They provide a better picture of what works and what does not in terms of instruction and this knowledge can be crucial for teachers in informing future instruction and planning. This information obtained through this Professional Knowledge Area creates a feedback loop for the other Professional Knowledge Areas and lets teachers know whether things should be done

differently in those areas. On the other hand, for learners, assessments are necessary to help

them visualize how much they have progressed and what still needs to be done.

Application to Practice: Implications and Future Considerations

Over the course of the last two years, my teaching philosophy has evolved. This change is certainly reflected in the artifacts that I have analyzed in the previous section. However, to assume that this is it and that with my graduation inching closer, I have learned all there is to learn about teaching and being an educator would be incorrect. The reality is that this is just the beginning.

As I step into the professional world and gain new experiences, I expect my teaching philosophy to change with the years. Hence, it would be wise to try to predict what challenges I would face while trying to see my teaching philosophy in action in terms of following a Funds of Knowledge pedagogy, designing culturally and linguistically responsive content and language objectives and stakeholder management.

In addition to the implications, my forward-thinking approach also propels me to anticipate ways in which I will continue to learn and seek out fresh ideas in the field of education. This is discussed under future considerations in the section below.

TESOL Domain 8: Commitment and Professionalism

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

This TESOL standard outlines how teachers can continue to grow as professionals even after they receive formal licensure. Going from a student of the M.Ed. program to an educator should not inhibit our curiosity and willingness to continuously improve ourselves and our teaching practices. This standard stresses on the importance of seeking out new

knowledge to best serve our learners and their communities. Our teaching philosophy is not static. Rather, it should be continually evolving to reflect new knowledge that we have adapted.

Implications

One of the biggest challenges I foresee in stakeholder management as specified in my teaching philosophy is regarding instances when there are philosophical differences between the school administration as well as other teachers and myself. This is an area which did not come up in my artifact analysis because I have not worked extensively with stakeholders yet. How would I handle these differences and negotiate between my own beliefs and those of other stakeholders? Perhaps the first step is to accept that there is bound to be some differences in beliefs that various stakeholders have in terms of what a good education system looks like. To work around this challenge, a potential solution I foresee is to find common ground amongst the various stakeholders and start from there. I can then build on this and have open discussions where everyone presents their own teaching philosophy, and we then carefully analyze them for positives and negatives. This requires me to go in with an open mind and be receptive to foreign ideas.

Another challenge I anticipate while trying to implement a Funds of Knowledge pedagogy is that due to large class sizes, it may become difficult to familiarize myself with each individual learner and their context and culture. However, this can be overcome if I work in collaboration with other subject teachers. I must remember that I am not alone in this struggle and that other teachers also work with the same learners and are probably equally invested in getting to know more about them. It is important to realize that this would be an ongoing process and that it is not exhaustive and cannot be accomplished in a few months.

Future Considerations

As I step out into the practical world, I hope to continue to grow and transform to adapt better teaching practices and evolve my own teaching philosophy. For this to happen, I must continuously seek out continued professional development. My potential plans for continued professional development include the following:

- Recording myself teaching and then critically analyzing my teaching moves. Further, I can also invite other teachers to come into the classroom and carry out an informal observation after which they can provide me feedback. In this process, it is important to be kind to myself and not be overcritical. I must also acknowledge good teaching moves.

- Observing other teachers while they are teaching and trying to adapt good teaching moves from them. I want to specifically observe them for scaffolding and differentiation.

- Staying up to date with the latest research in the field by subscribing to journals like The Reading Teacher. In addition, I also plan to follow online forums and blogs for the latest news and resources.

- Attending teacher training workshops and conferences.

Conclusion

Ultimately, it is only a matter of time that teaching practices evolve. For us to do justice to our learners as well as to ourselves as educators, we must adapt to changing times and be open to new ideas. Only then can we truly succeed in our mission to provide an equitable learning environment for *all* learners.

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Appendix

Artifact A – OWLA 1: Pragmatics Mini-Analysis

I.   Context and Introduction

The conversation took place over Zoom. Both participants were in quiet rooms at home. The video was turned on for the entire duration of the conversation.

My interviewee, Mohammad (pseudonym), is a former colleague. He is 23 years old and is a native *Pushto* speaker – a regional language in Pakistan. He also uses Urdu and English as additional languages. However, he is less proficient in these languages and mostly prefers to use his native language. He switches from *Pushto* to Urdu or English depending on the situational and social contexts. He started learning Urdu and English in school and has been learning English for around 19 years now. Mohammad's elementary schooling was mainly in Urdu as he went to an Urdu medium school. Later, he switched to an English medium school. Teachers in this school, however, did not focus on delivering instructions in English and, instead, continued to use Urdu or *Pushto.* Therefore, throughout his schooling years, he has not had a lot of exposure to English. Currently, his motivation for improving his English proficiency is to appear in the IELTS examination – an English language standardized test – required for higher studies and jobs abroad.

II.   Pragmatics Analysis

In terms of context, the linguistic and situational contexts were upheld throughout. Mohammad's responses to my questions are felicitous in that they reflect his awareness that the subject under discussion, i.e. his experience as an English Language Learner, does not require simple "yes" or "no" statements, rather, more reflective statements are needed. He is also adhering to the social context and has a respectful and polite tone with an appropriate volume throughout. For instance, in Conversation 1, Utterance 5, he uses "sorry" to correct

himself. This reflects his awareness of the need to respectfully and politely apologize for an incorrect utterance given his role as an interviewee.

Mohammad also adheres to Grice's maxims. For example, in Conversation 1, Utterance 10, he upholds Quality by conveying what he believes to be the differences between *Pushto*, Urdu and English. In the same utterance, he uses hedges such as "I don't think there is much difference but…", "as far as I have heard" and "I think" to indicate that he is unsure of his statement. He also adheres to Quantity by providing sufficient information. For example, in Conversation 1, Utterance 3, he states he knows Urdu and English besides *Pushto.* Although, he does generally adhere to Relevance, there are some instances when he seems to flout this maxim. For example, in Conversation 1, Utterance 4, his response does not indicate his relevance to the question asked about when he started learning Urdu and so, the question had to be asked again in Utterance 5. He is also generally orderly in his responses, but he seems to be flouting the Manner maxim by being too wordy at times. He uses pauses and hesitation markers like "um…" and "uh…" which further increase the wordiness. By doing this, he also tends to 'keep the turn' (Yule, 2017, p. 165) at times instead of passing the turn to the interviewer. For example, in Conversation 1, Utterance 12, a simple "yes" or "no" followed by a brief explanation of his shift to English medium schooling would have sufficed as an answer. However, he kept the turn for longer than expected and produced a wordy response.

Mohammad's utterances are assertive (Conversation 1, Utterance 10: "if you wanna learn *Pushto* so you won't find much resources"). His communicative intention is personal as he is narrating his personal experiences as an English Language Learner. He generally stays on topic, knows when to speak and when to stay quiet and knows how to initiate, maintain and conclude a response. He also uses anaphoric expressions. For example, in Conversation 1, Utterance 13: "English and how much it's necessary", the usage of "it's" indicates that he is referring to English.

Overall, Mohammad's pragmatic strengths are his adherence to the linguistic, situational, and social contexts. He is also generally adhering to Grice's maxims by advancing the conversation appropriately. However, he does have room for improvement when it comes to turn-taking and reducing wordiness (Manner maxim).

III.   Influencing Factors

Mohammad's ability to produce generally relevant responses has a lot to do with philosopher Paul Grice's theory of conversation and, in particular, the Cooperative Principle (1975: 45) which says that people make "succinct, honest, relevant and clear contributions to the interaction" (Yule, 2017, p. 169) and expect their conversational partners to do the same. His ability to maintain a socially acceptable conversation stems from the innate human desire to adhere to social rules and encourage social harmony. As humans, we thrive in tribes and, hence, it comes naturally to us to cooperate with each other, show respect, be polite and "protect the integrity of our communication" (Language Files, 2017, p. 279) thereby allowing our conversations to be relevant and cohesive.

On the other hand, his flouting of the Manner maxim by being wordy and inability to give up his turn could be due to his limited exposure and practice with conversing exclusively in English. Mohammad is used to either using his native language to converse or using limited English. When he no longer had the option to switch to *Pushto* or Urdu, he had difficulty in reducing his wordiness as well as giving up his turn.

IV.   Instructional Recommendations

I believe Mohammad can use his motivation to go for higher studies abroad as the drive to improve his English proficiency. His wish to score well in the IELTS test can be a motivation for him to practice his English reading, writing, speaking, and listening skills more regularly. For example, his practice tests can offer him opportunities to answer comprehension

questions as well as speak on certain topics. These opportunities will allow him to further polish his conversational skills. Moreover, he can utilize his analytical skills and watch T.V. shows to analyze how the characters avoid giving wordy responses and reduce filled pauses. He can also watch interview clips to analyze how participants take turns. Additionally, as a next step, he can test his analysis in role-play activities where he practices giving up his turn to the other participant without keeping his turn for too long. Lastly, he should try also to maintain his book reading habit and pick up books which contain exchanges between native English speaking characters. These exchanges will help him adopt a similar style.

<div align="center">**References**</div>

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Artifact B – Final Case Study

I.   Introduction to the Learner

My interviewee, Mohammad (pseudonym), is a former colleague. He is 23 years old and is a native *Pushto* speaker – a regional language in Pakistan. He also uses Urdu and English as additional languages. However, he is less proficient in these languages and mostly prefers to use his native language. He switches from *Pushto* to Urdu or English depending on the situational and social contexts. He started learning Urdu and English in school and has been learning English for around 19 years now. Mohammad's elementary schooling was mainly in Urdu as he went to an Urdu medium school. Later, he switched to an English medium school.

Teachers in this school, however, were not required by the administration to deliver instructions in English and, instead, continued to use Urdu or *Pushto* and encouraged rote learning to reproduce answers in English. In addition, nor were there any sufficiently qualified English language teachers in the school. Therefore, throughout his schooling years, he has not had a lot of practice with English speaking and creative writing. Currently, his motivation for improving his English proficiency is to appear in the IELTS examination – an English language standardized test – required for higher studies and jobs abroad.

II.   The Learner's Oral and Written Language Abilities

a. Pragmatics

The analysis of Mohammad's pragmatics skills was done on Conversation 1 in which we talked about his past experiences as an English Language Learner. In terms of context, the linguistic and situational contexts were upheld throughout. Mohammad's responses to my questions are felicitous and adhere to the linguistic context. For example, in Conversation 1, Utterance 9, he first answers with a "yeah" as a response to the previous utterance in which I ask him a question and then he gives further explanation. He adheres to the situational context as well. For example, in Conversation 1, Utterance 13, he responds appropriately to the given situation of imagining himself as a child who is learning English. He is also adhering to the social context and has a respectful and polite tone with an appropriate volume throughout. For instance, in Conversation 1, Utterance 5, he uses "sorry" to correct himself. This reflects his awareness of the social relationship between an interviewer and an interviewee and his subsequent need to apologize for an incorrect utterance respectfully and politely. It also shows that he is aware of apologizing and repairing strategies.

Mohammad also adheres to Grice's maxims. For example, in Conversation 1, Utterance 10, he upholds Quality by conveying what he believes to be the differences between *Pushto*, Urdu and English. In the same utterance, he uses hedges and a deictic term ("I") such as "I

don't think there is much difference but…", "as far as I have heard" and "I think" to indicate that he is unsure of his statement. He also adheres to Quantity by providing sufficient information. For example, in Conversation 1, Utterance 3, he states he knows Urdu and English besides *Pushto*. Although, he does generally adhere to Relevance, there are some instances when he seems to flout this maxim. For example, in Conversation 1, Utterance 4, his response does not indicate his relevance to the question asked about when he started learning Urdu and so, the question had to be asked again in Utterance 5. Some possible explanations for this flouting of the Relevance maxim could be that he may have misunderstood the question or that I could have worded my question in an ambiguous manner. Additionally, he may have just wanted to complete his thoughts related to the prior utterance.

He is also generally orderly in his responses, but he seems to be flouting the Manner maxim by being too wordy at times. He uses pauses and hesitation markers like "um…" and "uh…" which further increase the wordiness. By doing this, he also tends to 'keep the turn' (Yule, 2017, p. 165) at times instead of passing the turn to the interviewer. For example, in Conversation 1, Utterance 12, a simple "yes" or "no" followed by a brief explanation of his shift to English medium schooling would have sufficed as an answer. However, he kept the turn for longer than expected and produced a wordy response. A possible reason for his need to keep his turn for longer may be that since he does not possess sufficient conversational English skills, he is unable to articulate his thoughts eloquently which results in an over-explanation.

Mohammad's utterances are assertive (Conversation 1, Utterance 10: "if you wanna learn *Pushto* so you won't find much resources"). His communicative intention is personal as he is narrating his personal experiences as an English Language Learner (Conversation 1). He generally stays on topic, knows when to speak and when to stay quiet and knows how to initiate, maintain, and conclude a response. He also uses anaphoric expressions. For example, in

Conversation 1, Utterance 13: "English and how much it's necessary", the usage of "it's" indicates that he is referring to English.

Overall, Mohammad's pragmatic strengths are his adherence to the linguistic, situational, and social contexts. He uses hedges appropriately. He is also generally adhering to Grice's maxims by staying on topic, initiating, and advancing the conversation appropriately and responding to questions suitably as well.

However, he does have room for improvement when it comes to turn-taking and reducing wordiness (Manner maxim).

b. Phonology

The analysis of Mohammad's phonological ability was done on Conversation 2 in which we discussed books and reading habits. After carefully analyzing Mohammad's pronunciations during Conversation 2, I have observed the following:

1.   He replaces the labiodental voiced fricative /v/ with a bilabial approximant /w/.

2.   He replaces the dental fricative /θ/ with the alveolar plosive /t/.

The table below summarizes my findings along with examples from the transcription of Conversation 2:

Table 1

Summary of Phonology Analysis from Conversation 2

Target Sound	Replacement	Examples from Transcription
/v/	Bilabial approximant /w/	Conversation 2, Utterance 5: *wery* ("very")
/θ/	Alveolar plosive /t/	Conversation 2, Utterance 1: *tree* ("three"), Conversation 2, Utterance 7: *trough* ("through"), Conversation 2, Utterance 17: *ting* ("thing"),

		Conversation 2, Utterance 5: *date* ("death")

A possible explanation for these occurrences could be the crosslinguistic influence (Yule, 2017, p. 327) carried over from Mohammad's first language i.e. *Pushto* to English. In *Pushto*, the phonemes /v/ and /θ/ are absent. Hence, Mohammad tends to replace these sounds with those that are found in *Pushto* and have a close resemblance to the ones in English (/w/, /t/). Researchers also observe that South Asian languages seldom distinguish between /v/ and /w/ which leads to English Language Learners having trouble correctly pronouncing words like 'vet' and 'wet' (Swan & Smith, 2001, p. 233). In Mohammad's case, the substitution of /v/ and /w/ seems to occur only when a word starts with a /v/ sound and not within a word. For example, in Conversation 2, Utterance 3, he pronounces "everything" correctly. This suggests that the surrounding sounds have an influence on the way the /v/ sound is produced by Mohammad.

Another trend noted is his tendency to distort a few other words. For example, in Conversation 2, Utterance 17, he pronounced "normally" as *"narmally"* and "because" as *"becaz"*. This is a rare occurrence and he mostly uses the correct pronunciation as in Conversation 2, Utterances 3 and 10. My personal experience with South Asian beginner English Language Learners informs my hypothesis that the vowel sound /ɔ/ is often replaced by /a/ in the early stages of language acquisition. Since Mohammad is not in his early stages, he may be doing this subconsciously in moments when he is not paying close attention to his pronunciation.

Overall, his use of a range of sounds in his pronunciation is a strength. He produces simple speech fluently and is coherent. His motivation to do so may be stemming from his determination to appear in the IELTS exam and score well to improve his prospects. He can be

generally understood most of the time although he can improve some pronunciations as shown above. He can also work on reducing his repetition and hesitation to search for language.

c. Grammar

The analysis of Mohammad's morphological and syntactic ability was done on Conversation 3 in which a picture walk of a wordless picture book titled, *"Frog, Where Are You?"* by Mercer Mayer was followed by a retelling of the story. While analyzing Mohammad's morphological ability, I computed the mean length of utterance (MLU) by calculating the mean of total number of morphemes in 100 utterances from Conversation 3. I replicated this process for the writing samples by focusing on 106 words, dividing them into 9 lines by keeping one idea (or utterance) per line and then averaging the total number of morphemes. The detailed calculations for both the oral utterances and writing samples are in the transcript and written language samples documents, respectively.

It was found that Mohammad's MLU was 10.12 for the oral utterances and 13.0 for the writing samples. Given that he has been learning English for 19 years, and that for an average adult with 15 years of education, the MLU should be above 9 (Adult MLU Table), Mohammad's MLU for both the oral utterances and the writing samples seems to be comparable to that of an average adult. Additionally, his formal writing sample contained more complex clausal structures than his informal writing sample.

Overall, Mohammad uses a variety of bound and free morphemes. His strength, in both oral utterances and the writing samples, is the use of appropriate inflectional and derivational morphemes (Lems et al., 2017). For example, he also uses *-s* both to indicate possession (Conversation 3, Utterance 21 – "dog's") and to indicate plurals (Conversation 3, Utterance 30 – "frogs"). In addition, from analyzing Writing Sample 2, Lines 4 and 5, it is evident that

Mohammad knows that if he adds *non-* to "materialistic", it will indicate the opposite. These examples show that Mohammad knows how to use these morphemes correctly.

As for his syntactic ability, it was found that Mohammad uses a range of connectives and linking devices while conversing. For example, he demonstrated the use of *while* (Conversation 3, Utterance 3 – "while the dog has gone") and *but* (Conversation 3, Utterance 16 – "But dog is running very fast") to provide contrasting ideas.

In his writing samples, he uses a few additional connectives as well. For example, he demonstrated the use of *due to* (Writing Sample 1, Line 1 – "due to very busy routine") to give a reason and *at the same time* (Writing Sample 1, Line 5 – "at the same time I will appologize") to show two things are happening simultaneously.

Mohammad also uses pronouns abundantly throughout his speech. For example, in Conversation 3, Utterance 11, he uses *he* and *it* ("I think the child has dug a hole in the mud or he has found it"). His use of pronouns as well as a wide range of connectives show that Mohammad has a good understanding of when they should be used. This is his strength.

As for areas of improvement, it seems that Mohammad uses some connectives incorrectly. For example, in Writing Sample 1, Line 4 he uses *instead* incorrectly when he says, "why I couldn't respond earlier instead of your reminders". A better connective to use here would have been *despite*. Also, he mostly uses common connectives and does not demonstrate sufficient knowledge of academic connectives. For example, in Writing Sample 1, Line 5, he can replace *at the same time* with *simultaneously* and make his sentence more refined. In addition, he seems to require explicit instruction in the correct usage of past participle verbs. For example, in Conversation 3, Utterance 4, he uses "has woke up" instead of "has woken up". In Utterance 8 of the same conversation, he uses "has came" instead of "has come". These utterances do not make his speech incomprehensible, however.

He generally obeys the Subject-Verb-Object (SVO) word order in statements (Yule, 2017, p. 181). His sentence structure is often correct both in his written samples as well as oral utterances.

As for the use of questions, Mohammad uses the *what* question word appropriately and abundantly demonstrating that he has knowledge of how and when it should be used. It should be noted, however, that I did not get enough data to analyze whether he also uses other question words correctly as he had the interviewee role and was less likely to ask questions. Hence, the observation about the usage of *what* should not be extrapolated to the usage of all question words.

As for the use of negation, he uses words such as *not, can't* and *don't* correctly in his oral utterances. He also demonstrates the use of *wouldn't* in Writing Sample 2, Line 9 ("I wouldn't like to spend them directly").

He also uses complex clauses by joining the dependent and independent clauses with common connectives as already noted in the previous section.

d. Semantics

Conversations 1, 2 and 3 were analyzed for this purpose and were casual and informal. Generally, since these conversations were informal, the vocabulary used was suited to everyday usage with some instances where slightly more sophisticated vocabulary was used. For example, in Conversation 2, Utterance 7, Mohammad uses words like "aim", "transform" and "resilient" which are certainly adequate word choices given that the question he was responding to was related to his work and, hence, demanded the use of discipline specific vocabulary. In Utterance 6 of the same conversation, he again uses discipline specific Tier 3 (Beck & McKeown, 2001) vocabulary such as "adaptive leadership" to describe the topic of a book. He seems to have adequate word knowledge for these words and their meanings because he uses

them in the correct context. Overall, his word choices are consistent i.e. for the informal context, he utilizes more commonly used Tier 1 words (Conversation 1, Utterance 10 – "wanna" instead of "want to" and Conversation 3, Utterance 11 – "'cause" instead of "because").

In Mohammad's speech, there is some usage of Tier 3 words as already noted above. Other features of academic language noted are usage of some Tier 2 words (Conversation 1, Utterance 5 – "prefer", Conversation 1, Utterance 11 – "concerned" and Conversation 3, Utterance 31 – "realized"). These examples demonstrate the usage of abstract concepts. He also expresses technical ideas for example, in Conversation 2, Utterance 3 he uses "technical", "technology", "engineering" and "leadership". He also uses appropriate prepositions and a good example of this is in Conversation 3, Utterance 2 where his earlier usage of "out of the window" by replacing it with "through the window". He does not, however, demonstrate sufficient usage of academic connectives or derivational morphemes.

As seen from the examples above, Mohammad utilizes plenty of Tier 2 words. Hence, I can hypothesize that he has sufficient breadth of word knowledge. However, it must be noted that at times, he is unable to recall certain words. For example, in Conversation 3, Utterance 8, he admits that he does not know how to appropriately describe the expressions of the characters in the story. Again, in Conversation 1, Utterance 10, he is unable to recall the word "accent" even though he has used it in an earlier utterance in the same conversation. Frustrated, he uses the Urdu word for "accent" instead.

As far as the depth of word knowledge is concerned, there is not sufficient data to suggest Mohammad can appropriately use words with multiple meanings in various contexts. But, seeing that he has well-developed academic vocabulary, I can hypothesize that he has sufficient depth of word knowledge as well.

The lexical density (analyzed on Conversation 3, Utterance 31 using the UsingEnglish.com tool), is 31.87 whereas the Gunning Fog Index is 9.40. Both these values are low owing to the use of more Tier 1 words which is expected in a casual conversation.

Overall, Mohammad's strengths are his knowledge and usage of adequate Tier 2 and Tier 3 words, his allusion to abstract concepts, adequate preposition usage and appropriate breadth of word knowledge. As for his areas of improvement, he can incorporate more academic connectives and derivational morphemes in his speech. In addition, he has difficulty recalling some words at times.

III.   Assessment of Learner's Current Stage of Second Language Acquisition

Overall, Mohammad's English language abilities in pragmatics, phonology, grammar, and semantics earn him a 4/5 rating on the Student Oral Language Observation Matrix (SOLOM). The reasoning behind this rating has been summarized below:

a. Pragmatics

Mohammad adheres to the linguistic, situational, and social contexts. He demonstrates appropriate usage of hedges. He also seldom flouts Grice's maxims and responds well to questions by advancing the conversation as well as staying on topic. However, he can get better at turn-taking and reducing wordiness (Manner maxim).

b. Phonology

Mohammad's speech was generally fluent though he did occasionally fall prey to repetition (Conversation 2, Utterance 5 - "what's next and what's next"). The pronunciation was always intelligible to me although he did make a few sound substitutions. However, this may be because I am accustomed to hearing South Asians speak English and so, what was intelligible to me may not be intelligible to a native-English speaker. I was also conscious of a definite accent due to his native language of *Pushto*.

c. Grammar

Overall, in terms of his morphological ability, Mohammad has an MLU above 9. He makes use of a variety of inflectional and derivational morphemes in his speech and writing. As for his syntactic ability, he uses various connectives and pronouns abundantly throughout his speech and writing. An area of improvement, however, could be incorporating more academic connectives in his speech and writing as well as the correct usage of past participles in his speech. This does not obscure meaning, however.

d. Semantics

Mohammad demonstrates sufficient knowledge and correct usage of academic language features such as usage Tier 2 and Tier 3 words, allusion to abstract concepts, correct preposition usage and sufficient breadth of word knowledge. However, he does need to rephrase his responses at times due to lexical inadequacy i.e. inability to recall certain words at times.

A second language acquisition (SLA) theory that supports this overall rating and reasoning is the self-determination theory (Deci & Ryan, 2000). This theory maintains that humans need some amount of intrinsic as well as extrinsic motivation to achieve their goals. For Mohammad, the intrinsic motivation stems from the possibility of a better score in the IELTS examination and better job prospects, consequently. The extrinsic motivation, on the other hand, comes from seeking recognition and reward at his current job. Therefore, Mohammad is self-determined to be proficient in English.

IV. Instructional Plan

a. Pragmatics

Mohammad requires instruction specific to turn-taking and reducing wordiness. To start off, he can be shown some examples of bad turn-taking and asked if he notices something is

wrong. After he has had sufficient time to analyze and criticize the examples, I can then show him a PowerPoint presentation with turn-taking and interruption phrases that are generally used in conversations followed by sample conversations of good turn-taking. Following this, Mohammad can participate in role-playing activities with another learner in which he uses these phrases to give up his turn instead of keeping it for too long. If he improves at turn-taking, I believe his wordiness will automatically subside since he will no longer rely on fillers to keep his turn.

b. Phonology

If Mohammad aims to obtain a high score in the IELTS speaking assessment, he must focus on the areas that need development. He can work on improving his pronunciation of words containing the phonemes /v/, /θ/ and /ɔ/ to improve his communicative ability. The International Phonetic Alphabet (IPA) chart can be useful in doing this. I can prepare a PowerPoint presentation for Mohammad based on the IPA symbols and sounds and include pictures that demonstrate how to produce these sounds. In addition, I can also include examples of words that have these sounds and demonstrate how to pronounce them correctly. Finally, I can ask him to practice pronouncing these words with me.

c. Grammar

To teach past participles, I can design a Word Detectives game (Goodwin & Perkins, 2015) and ask Mohammad to observe how verbs change in past participle tense. My hope with this activity is that he can be engaged with the game-like format, analyze and be able to decipher language rules through careful observation.

Using the strategy employed by Crosson and Lesaux (2013), I can provide explicit instruction to Mohammad on the meaning and usage of both common and academic connectives. And then, taking this further, I can ask him to decipher the meaning of some

additional connectives by reading sample texts and using inductive reasoning (Dhiorbháin &

Duibhir, 2017). However, explicit instruction and inductive reasoning by itself, as Crosson

and Lesaux (2013) point out, will not suffice, and must be supplemented with practice writing

and speaking tasks that make conscious use of the newly learned academic vocabulary.

d. Semantics

Since academic words are tools that help us communicate our ideas more effectively

(Nagy & Townsend, 2012), it is imperative that Mohammad practices their usage in his speech.

Since he wants to appear for the IELTS examination, he requires instruction on general

academic vocabulary particularly focusing on academic connectives and derivational

morphemes. Using Coxhead's (2000) Academic Word List, I can shortlist some target words

and give Mohammad multiple exposures to them by demonstrating examples in which I use

them in various contexts. This can be followed by giving Mohammad opportunities to come

up with his own examples to demonstrate their usage.

As for helping with word recall, Mohammad can be engaged in an activity where he is

taught the synonyms and antonyms of words. Afterwards, as a game, he can be given a word

and asked to come up with one synonym and one antonym for it. In this way, if he is struggling

to recall a word, he can still convey his idea eloquently by using a synonym or an antonym.

Finally, no intervention is complete without providing oral corrective feedback and

encouraging the participant (Li, 2014). This is necessary to motivate him further. If he

performs a task correctly, I will offer praise and if he performs it incorrectly, I will explain

why it was incorrect and ask him to repeat the task.

V.   Critical Reflection

The following have been my takeaways from this case study:

- As an interviewer, the more clarity you bring to your questions and instructions, the more thoughtful responses you will get from your interviewee. Thus, it is important to come prepared with a list of questions and rehearse the instructions beforehand.

- Making your interviewee feel comfortable is another important aspect. If your interviewee feels comfortable, he will respond more naturally instead of being awkward and nervous and making more mistakes than usual, therefore.

- It is important to reflect on your own biases and keep them in check while performing a language assessment of a learner. Implicit biases such as taking pity on the learner can unnecessarily distort your judgement.

In my future work with English learners, I hope to ask more clear questions and provide concise instructions to prevent any ambiguity in the conversation. I hope to operate more empathetically and make them feel more comfortable. Finally, I always hope to remain unbiased in my interactions and assessments.

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Artifact C – Supporting English Language Learners: A Case Study of Williston

Elementary School

Williston, a rural city in Levy County, Florida has a population of about 3000.

Williston Elementary School (WES) is situated within this city and boasts of having the

highest Hispanic student population in all of Levy County. But with that, the school principal,

Jaime Handlin, has even more responsibility to provide equal and fair access to these young

English Language Learners (ELLs). Among them are brothers José and Kevin, whose mother

aspires for them to succeed in school and differentiate their career trajectory from their

working-class parents'.

The school's motto reads, "SMALL TOWN, BIG DREAMS!" In all capital letters

and with the font size of the word 'big' living up to its meaning. Jaime and her staff are

fueled by these four words. They are driven and ambitious to improve academic outcomes for

their ELLs.

The school is gradually moving away from the conventional English Inclusion Model

wherein ELLs are spread across multiple classrooms with native English-speaking students

and a mainstream teacher. Although this model aims for ELLs to feel more included, in reality, it tends to isolate them as the English-only instruction makes it difficult for the ELLs to keep up with their native English-speaking peers. Moreover, teachers are reluctant to have ELLs in these classrooms since they have to put in extra effort to increase their English proficiency and prevent the state mandated testing results from being skewed (Valdés, 1998). Annabelly and Christian, ELLs at WES, were initially placed in an inclusive classroom and relied on the support of another English proficient student to translate the instruction for them as their already overburdened teacher could not possibly take on even more responsibility. With limited guidance, they seemed disengaged with the content.

In the landmark *Lau v. Nichols* ruling of 1974, the Supreme Court agreed that not enough was being done to support ELLs in mainstream classrooms and stated that, "under these state-imposed standards, there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education" (Teitelbaum & Hiller, 1977, p. 7). In other words, "same does not imply equal" (de Jong, 2011, p. 138). Jaime and her staff realize that there is some truth to this and that they need to do something different before students like Annabelly and Christian fall through the cracks.

Hence, they have devised a new model in which students with the same native language but varying degrees of English language proficiency will be taught together in one well-resourced classroom by a highly-qualified English-as-a-second-language (ESL) teacher. Becky Childs, the ESL teacher, has been given the mammoth task of implementing the county's first "self-contained, sheltered English immersion community classroom with bilingual support". Around the classroom, I observe there are colorful posters. One of these is a poster on using polite words in both English and Spanish. This bilingual support enables ELLs to exhibit cognitive flexibility and "transfer" knowledge from Spanish and apply it to

English (August et al., 2010). Becky teaches them the same curriculum followed by the rest of the district, but she does this by providing differentiated instruction based on language background. In doing so, she notices that the previously disengaged ELLs have begun to participate more in class.

"What I had to teach them first in here is, if you don't know the word in English, say it in Spanish," shares Becky. Gradually, students have started gaining the confidence to use their native language in class and get support from other students to learn the corresponding word in English. This classroom is the perfect example of the pluralist approach of legitimizing and representing linguistic and cultural diversity, and, ultimately, affirming the students' Hispanic identity (de Jong, 2011, p. 175). It also promotes additive bilingualism by making a language other than English, i.e. Spanish, visible around the classroom. Kimberly, a fourth-grade student in this classroom, expresses her disapproval of the previous inclusion model and states that, "Forgetting your language and talking in another that's not yours – that just doesn't make sense." Now, Kimberly and her classmates have more opportunities to use Spanish alongside English and, consequently, their academic performance has improved overall.

Research supports this approach and, Lewis et al. (2010) describes it as "translanguaging" which is the use two languages during the meaning making process. Translanguaging rejects *diglossia* where two languages have visibly different functions and aims to achieve cohesion between them. For José and Kevin's mother, this approach has resulted in witnessing greater happiness and self-confidence in the children.

My investigation left me feeling hopeful but, at the same time, I wonder about the role of the students' parents as well as the wider community. Do they have a voice in this

sheltered immersion model? Are students given opportunities to actively use their funds of knowledge and community literacies (Moll et al., 1992)?

In addition, I was also left with questions about whether the sheltered immersion model takes integration of ELLs back into mainstream classrooms into consideration (de Jong, 2011, p. 178). When the ELLs reenter mainstream classrooms, are they still given opportunities for using their native language? How do their native English-speaking students perceive their bilingualism and cultural diversity? Do they welcome it in the hopes of learning something from their peers or do they shun it entirely? Do English and Spanish have an equal-status relationship in this setting? How do the ELLs perform once they reenter mainstream classrooms?

The sheltered English immersion community classroom model at Williston Elementary School looks promising considering the 2019 Florida Standards Assessment results were above average for the school as well as the Levy County school district. At the same time, it also leaves one guessing about the role of the community as well as the future implications on the ELLs once they reenter mainstream classrooms.

Probing Questions

1. Spanish is quite similar to English so students at Williston Elementary School can "transfer" from Spanish to English with little difficulty. But how can a sheltered English immersion community classroom model rely on "transfer" and "translanguaging" techniques in cases where students' first language is drastically different from English?

2. How can a sheltered English immersion community classroom model work with a heterogeneous group of English Language Learners? What teaching strategies can ESL teachers use to adapt to such a classroom?

3. How can the sheltered English immersion model be adapted to teach English as a

    foreign language outside the U.S.?

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Artifact D – SIOP-based Lesson Plan with Rationale

This following lesson plan has been adapted from The American English File Book 1 (Latham-Koenig, 2021).

Teacher:	Date:
Students in Small Group: Group 1: Ivan, Nidia, Gisele Group 2: Cristina, Walter, Adrusmar Group 3: Magaly, Goldien, Andrea	Group WIDA Rubric Levels: **CIRCLE** Speaking: **1. 2. 3. 4. 5.** Writing: **1. 2. 3. 4. 5. 6.**
Unit of Study: 8A	WIDA STANDARD(S): N/A
Main Objective of Lesson: SWBAT **recall** simple past: regular and irregular verbs and **explore** regular and irregular verbs within passages from a murder mystery novel.	Language Objective of Lesson: SWBAT: • Make predictions based on the information provided.

	• Find evidence within a text to support their argument. • Discuss the evidence in small groups.
KEY VOCABULARY: Regular (ending in -ed) and irregular verbs in the simple past.	Materials Needed: Handouts uploaded to Google Slides.

SIOP FEATURES OF THIS LESSON.   *CHECK ALL THAT APPLY* ✓

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

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

Hook: How will you capture the attention of the students and share what you will be learning/doing that day?
• Teacher: Hello everyone! Before we begin today's lesson, please go and download the slides from Google classroom. In the last class, we looked at the simple past and studied regular and irregular verbs. Can anyone help us remember what are regular and irregular verbs? • Question is for whole group. • Expected response: Regular verbs are those that end in -ed in the past tense. Irregular verbs are those that look a little different from their base form.

- Teacher: Perfect! Today, we will use these regular and irregular verbs to solve a murder mystery!
- Teacher will ask these questions:
  - *Do you like mystery (misterio) novels?*
  - *Do you like murder (asesinato) mysteries?*
  - *What happens in the story?*
  - *Who is a victim (víctima)?*
  - *Who is a suspect (Sospechoso)?*
  - *What do the police do with the suspect?*
  - *How do the police find out who the murderer is?*
  - *Can you share any of your favorite murder mystery stories?*
- **Scaffolding:** New vocabulary is translated into Spanish to make it easier to understand.
- **Funds of Knowledge:** Students are encouraged to share stories they've read and found interesting in the past.
- Expected responses:
  - *In a murder mystery, someone is killed.*
  - *The victim is the person killed.*
  - *The suspect is the person who may have killed the victim.*
  - *The police interview the suspect.*
- Wait for students to respond. Accept any responses and connect them to today's main objective.
- **Modeling:** Take students' responses and use them to model a complete sentence. Encourage them to answer in complete sentences.
- Students will then look at the following passage. Ask one student to read it out loud.

Murder in a country house

The true story of the murder of a rich businessman. June 22nd, 1958 was Jeremy Traver's sixtieth birthday. He had dinner at his country house with his wife, Amanda, his daughter, Barbara, his business partner, Gordon Smith and his secretary, Claudia Simeone. Next morning when Amanda Traver's went to her husband's bedroom, she found him in bed.... dead.
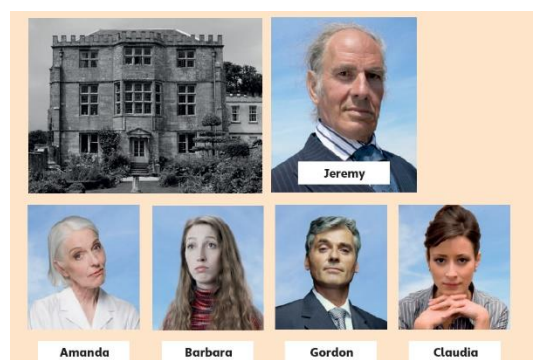
- Teacher: Today, we will become detectives and solve a murder mystery together!
- Teacher will ask these questions:
  - *What is the title of the story?*
  - *What is the building called?*
  - *How old is it?*
  - *Where is it?*
  - *Who are the main characters?*

> - o *On what day does the murder take place?*
> - o *Who is the main character (protagonista) and murder victim?*
> - o *Why was June 22nd an important day for him?*
> - o *What did he do that night?*
> - o *Who is Amanda?*
> - o *Who is the murderer?*
> - **Scaffolding:** New vocabulary is translated into Spanish to make it easier to understand.
> - Expected responses:
>   - o *The title of the story is 'Murder in a Country House'.*
>   - o *The building is called a country house.*
>   - o *It might be 60 years old.*
>   - o *It might be in England.*
>   - o *The main characters are Jeremy, Amanda, Barbara, Gordon, and Claudia.*
>   - o *The murder takes place on June 23rd.*
>   - o *The main character is Jeremy.*
>   - o *It was his birthday on June 22nd.*
>   - o *He celebrated his birthday with his wife, daughter, business partner and secretary.*
>   - o *She is his wife.*
>   - o *Amada, Barbara, Gordon, Claudia.* (Any suspect can be the murderer at this point. It is not important for them to know who the murderer is but to understand that they are all likely to be the murderer. They are all suspects.)
> - Wait for students to respond. Accept any responses.
> - **Potential for confusion** between date of murder. It is important that they understand that the murder took place after midnight so the date had changed from 22nd to 23rd.
> - **Modeling:** Take students' responses and use them to model a complete sentence. Encourage them to answer in complete sentences.
> - Take responses from students for possible murderer but maintain a mystery surrounding who it is so that their interested in finding it out finally.

TIME: How much time will you spend on the hook?	15 minutes

Meat: How will you sequence the learning so that the students are properly scaffolded for and challenged? What will you do to accomplish the objective? How will this lesson fit in with the other lessons you plan?
- Teacher: So, the detective came and interviewed the wife, Amanda. Let's read what Amanda had to say. Cristina, can you please read the story?

The story

Inspector Granger (detective) **arrived** at about 9.00. He **was** a tall man with a black mustache (Bigote). Amanda, Barbara, Claudia, and Gordon **were** in the living room. The inspector **came** in. "Mr. Travers **died** between midnight last night and 7 o'clock this morning," he said. "Somebody in this room **killed** him." He **looked** at them one by one but nobody spoke.

The Story

"Mrs. Travers, I want to talk to you first. Come into the library with me, please."
Amanda Travers **followed** the inspector into the library (Biblioteca) and they **sat** down.
" What **did** your husband do after dinner last night ? "
" When we **finished** dinner, Jeremy **said** he **was** tired, and he **went** to the bed."
" **Did** you go to bed then ?"
" No, I didn't. I **went** for a walk in the garden."
" What time **did** you go to bed ?"
" About quarter to 12 "
" **Was** your husband asleep ? "
" I don't know, Inspector. We... we **slept** in separate rooms."
" **Did** you hear anything when you **were** in your room ?"
" Yes, I **heard** Jeremy's bedroom door. It opened. I **thought** it **was** Jeremy. Then it closed again. I **read** in bed for half an hour and then I **went** to sleep."
" What time did you get up this morning ? "
" I **got up** at about 7.15. I **had** breakfast and at 8.00, I **took** my husband a cup of tea. I **found** him in bed. He **was** ....dead. "
" Tell me, Mrs. Travers, **did** you love your husband ?"
" Jeremy is .... **was** a difficult man."
" But **did** you love him, Mrs. Travers ?"
" No, inspector. I **hated** him. "

- **Check for understanding:** So, what did Amanda do when she went to her room?
- Expected response:
  - She read and then went to sleep.
- Teacher: We will now work in small groups to mark whether the following sentences are true or false. If they are false, you will search for the correct information from the story.
- **Modeling:** I will help you with the first one. Did somebody kill Jeremy between 12:00 am and 2:00 am? Hmm, let's see what the detective said at the start of the story. Adrusmar, can you read the first paragraph? What did he say? Mr. Travers died between midnight last night and 7 o'clock this morning. Yes! So, this information is false. The correct information is: Somebody killed Jeremy between 12:00 am and 7:00 am. Now, you will do the rest. You have 10 minutes.
- **Check for understanding of instructions:** Walter, can you tell us what will we do in our small groups?
- **Scaffolding:** They can discuss the responses with each other in Spanish.

Read the story. Mark the sentences T or F. Correct the F sentences.

	True (T) or False (F)
1. Somebody killed Jeremy between 12:00 a.m. and 2:00.	
2. The detective questioned Amanda in the living room.	
3. Jeremy went to bed before Amanda.	
4. Amanda and Jeremy slept in the same room.	
5. Somebody opened and closed Amanda's door.	
6. Amanda got up at 7:00.	
7. Amanda didn't love Jeremy.	

- Discuss answers after they return from the small groups. Expected responses:
  - F (He died between midnight and seven in the morning.)
  - F (In the library)
  - T
  - F (They slept in separate rooms.)
  - F (Somebody opened and closed Jeremy's door.)

- o F (She got up at about 7:15.)
- o T
- Teacher: Now, let's review regular and irregular verbs once more. Regular verbs end in -ed in the simple past tense. Irregular verbs are different from their base forms in the simple past.

Review

- Teacher: You will now work in small groups to find regular and irregular verbs in the story. You will also challenge yourself to find the base forms. You have 5 minutes.
- **Modeling:** Let's do one together. Hmm, I can see arrived is a regular verb because it has -*ed* at the end. Its base form is arrive.
- **Check for understanding of instructions:** Ivan, can you tell us what do we have to do in our small groups now?
- **Scaffolding:** They can discuss the responses with each other in Spanish. The verbs have been highlighted in blue to make them easier to identify.
- Discuss answers after they return from the small groups. Push them to reason why a verb is regular or irregular. Expected responses:
  - o This verb is regular because it has -*ed* at the end.
  - o The verb is irregular because it does not have -*ed* at the end/it looks different from its base form.

The story

Inspector Granger (detective) **arrived** at about 9.00. He **was** a tall man with a black mustache (Bigote). Amanda, Barbara, Claudia, and Gordon **were** in the living room. The inspector **came** in. "Mr. Travers **died** between midnight last night and 7 o'clock this morning," he said. "Somebody in this room **killed** him." He **looked** at them one by one but nobody spoke.

The Story

"Mrs. Travers, I want to talk to you first. Come into the library with me, please."
Amanda Travers **followed** the inspector into the library (Biblioteca) and they **sat** down.
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" When we **finished** dinner, Jeremy **said** he **was** tired, and he **went** to the bed."
" **Did** you go to bed then ?"
" No, I didn't. I **went** for a walk in the garden."
" What time **did** you go to bed ?"
" About quarter to 12 "
" Was your husband asleep ? "
" I don't know, Inspector. We... we **slept** in separate rooms."
" Did you hear anything when you **were** in your room ?"
" Yes, I **heard** Jeremy's bedroom door. It opened. I **thought** it **was** Jeremy. Then it closed again. I **read** in bed for half an hour and then I **went** to sleep."
" What time did you get up this morning ? "
" I **got up** at about 7.15. I **had** breakfast and at 8.00, I **took** my husband a cup of tea. I **found** him in bed. He **was** ....dead. "
" Tell me, Mrs. Travers, **did** you love your husband ?"
" Jeremy is .... **was** a difficult man."
" But **did** you love him, Mrs. Travers ?"
" No, inspector. I **hated** him. "

- Teacher: As detectives, we must question the suspects. We questioned Amanda, the wife, and wrote her answers down. This is what we have:

Amanda

	Amanda
What did she do after dinner?	She went for a walk.
What time did she go to bed?	11:45
Did she hear anything?	Jeremy's door opened and closed.
Possible motive (posible motive, reason)?	She hated him

- Teacher: We must now repeat this for all the other suspects as well. In small groups, you will work together as detectives to write down Barbara's, Gordon's, and Claudia's responses to the detective's questions after reading the interview. Group 1, you will work on noting down Barbara's responses. Group 2, you will work on noting down Gordon's responses. Group 3, you will work on noting down Claudia's responses. You have 10 minutes.
- **Scaffolding:** They can listen to the audio of the interview. They can discuss the responses with each other in Spanish.
- **Check for understanding of instructions:** Magaly, do you know what do we have to do in our small groups now?

Barbara

Then the detective questioned Barbara Travers. (D = Detective, B = Barbara)

D = What did you do after dinner yesterday evening?
B = After dinner? I played cards with Gordon and then I went to bed.
D = What time was that?
B = It was about eleven thirty. I remember I looked at my watch.
D = Did you hear anything in your father's room?
B = No, I didn't hear anything.
D = Miss Travers, did you have any problems with your father?
B = No, I didn't have any problems with him at all. My father was a wonderful man and a wonderful father.

	Barbara
What did she do after dinner?	
What time did she go to bed?	
Did she hear anything?	
Possible motive (posible motive, reason)?	

Gordon

Then the detective questioned Barbara Travers. (D = Detective, G = Gordon)

D = What did you do after dinner, Gordon?
G = I played cards with Barbara. Then she went to bed.
D = Did you go to bed then?
G = No. I stayed in the living room. I had a cup of tea. Then I went to bed.
D = What time was that?
G = I don't remember. I didn't look at the time.
D = Did you hear anything during the night?
G = No I didn't. I was very tired. I slept very well.
D = You and Mr. Travers were business partners, weren't you?
G = Yes, that's right.
D = And it's a very good business?
G = Yes, it is.
D = And now, it is your business.
G = Listen Detective, I didn't kill Jeremy. He was my partner and my friend.

	Gordon
What did he do after dinner?	
What time did he go to bed?	
Did he hear anything?	
Possible motive (posible motive, reason)?	

Claudia

Then the detective questioned Barbara Travers. (D = Detective, C = Claudia)

D = What did you do after dinner yesterday evening?
C = I went to my room, took a bath and went to bed.
D = What time was that?
C = About 11 o'clock.
D = Did you hear anything?
C = Yes, I heard somebody go into Jeremy's room. It was about 12 o'clock.
D = Who was it?
C = It was Amanda, his wife.
D = Are you sure? Did you see her?
C = No, I didn't see her. But I'm sure it was Amanda.
D = You were Mr. Travers's assistant, Claudia?
C = Yes, I was.
D = Were you just his assistant?
C = What do you mean?
D = Were you in love with Mr. Travers?
C = No, I wasn't.
D = The truth please.
C = Fine. Yes, I was in love with him and he was in love with me. He said he wanted to leave his wife and marry me. I was stupid and I believed him. Detective, I was very angry with him!
D = Did you kill him?
C = No, I loved Jeremy.

	Claudia
What did she do after dinner?	
What time did she go to bed?	
Did she hear anything?	
Possible motive (posible motive, reason)?	

- Discuss answers after they return from the small groups. Push them to write and say out loud the complete sentences. Expected responses:
  - *Barbara:*
    - *She played cards with Gordon.*
    - *11:30*
    - *No.*
    - *No motive, she loved him.*
  - *Gordon:*
    - *He played cards with Barbara. He had a cup of tea.*
    - *He doesn't remember.*
    - *No.*
    - *Now he has the business.*
  - *Claudia:*
    - *She went to her room and took a bath.*

- ▪ *11:00*
  - ▪ *She heard somebody go into Jeremy's room. She thinks it was Amanda.*
  - ▪ *She loved him, but he used her. He said he wanted to marry her, but he didn't.*

- Teacher: So, finally, who could be the murderer? Work together in the whole group to discuss who it is. Give your reasons for why you think someone is the murderer. You have 5 minutes.
- **Scaffolding:**
  - o Sentence stem: *"I think _____ is the murderer because _____ .*
  - o They can discuss in Spanish.

Who is the murderer?

Before dinner, Gordon met with Jeremy in the library.

G = Happy birthday, Jeremy.

J = Ah, thanks, Gordon.

G = Listen, I want to talk to you about Barbara. I am in love with her and I want to marry her.

J = Marry Barbara? Marry my daughter! Are you crazy? Never! You don't love her! You only want my money!

G = That's not true. I love her.

J = Listen, if you marry her, when I die all my money goes to Claudia.

G = To Claudia? To your assistant?

J = Yes.

G = Is that your last word?

J = Yes, it is.

A = Dinner everybody!

At midnight, Gordon was in the living room. He finished his tea and went upstairs.

J = Who is it? Gordon?

- Teacher: Now, individually, write whether the following verbs are regular or irregular in the simple past. Find the simple past affirmative and negative forms of the following verbs. The first one has been done for you.

Simple past: regular and irregular verbs

Are the following verbs regular or irregular in the simple past? Write the simple past form + and – for each verb.

Come	Came	Irregular	Didn't come
Kill			
Close			
Speak			
Sleep			
Sit			
Hate			
Walk			

- Expected responses:
  - o *Kill – Killed – Regular – Didn't kill*
  - o *Close – Closed – Regular – Didn't close*
  - o *Speak – Spoke – Irregular – Didn't speak*
  - o *Sleep – Slept – Irregular – Didn't sleep*
  - o *Sit – Sat – Irregular – Didn't sit*
  - o *Hate – Hated – Regular – Didn't hate*

o *Walk – Walked – Regular – Didn't walk*	
TIME: How much time will you spend on the meat?	50 minutes

Reflection/Next Steps: How will you close this lesson and/or give the students something to think about until the next lesson?
• Teacher: Congratulations everyone! We have caught the murderer! Today, we solved a murder mystery using regular and irregular verbs. Now, please fill the KWL chart to indicate one thing that you know, one thing you wonder about and one thing you learned in today's lesson.   • Teacher: For your homework, you will complete two exercises. You must change the verbs in the parathesis into the simple past. Thank you!

TIME: How much time will you spend on the reflection/next steps?	10 minutes

Rationale

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

   This lesson plan allows learners to work together "in a cooperative venture" (Brown, 2007, p.43) to solve a murder mystery. It involves several discussion opportunities where learners can argue with one another using the evidence provided in the text and finally arrive at the conclusion.

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?**

   Content and language objectives are clear and productive to a large extent. Learners develop discourse competence by taking turns to explain their rationale during small groups activities. They practice linguistic competence by applying the rules of regular and irregular verbs. They practice actional competence by remembering information, expressing, explaining and discussing their opinions and also by agreeing and disagreeing on each other's opinions. They also practice sociocultural competence by actively listening to each other (Celce-Murcia, Dörnyei, & Thurrell, 1995).

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?**

   As far as content is concerned, learners are working together to determine the murderer in a mystery. The tasks encourage curiosity and eagerness to arrive at a conclusion. This increases engagement. As for the academic language, in whole group discussions, I encourage the learners to give reasons as to why they think their answer is correct. For example, a question I often ask is, "Why do you think this is a regular

verb?" This encourages them to think cognitively about their answers (Echevarría et al., 2017, p. 133).

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

The lesson starts of by investigating into the learners' funds of knowledge (Moll et al., 1992). The teacher asks them whether they have read any murder mystery novels before and whether they have a favorite one. As they are advanced readers in their L1 i.e., Spanish, I expect them to name their favorite Spanish murder mystery novels. The lesson also builds on their previous knowledge of the simple past tense and, specifically, regular and irregular verbs and gives them more opportunities to practice identifying these in a text.

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?**

To scaffold tasks, I use several strategies. I translate new vocabulary into Spanish to make it easier to comprehend. I highlight the verbs in the text to make them easier to identify. I also model the small group activity and give clear instructions. After giving instructions for a small group activity, I check for understanding by asking a learner to repeat them. In small groups, I make sure more experienced readers are paired with those with lesser experience so that they can assist them (Echevarría et al., 2017, p. 131). I provide sentence stems to help support learners' responses. Opportunities for differentiation can be providing learners with the audio if they have difficulty reading the text and accepting oral responses if they are unable to write them down.

References

Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco: Pearson. (Chapter 3.)

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Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, *31*(2), 132–141. https://doi.org/10.1080/00405849209543534

Artifact E – SIOP-based Observation Lesson Plan for Practicum

Teacher: Mariha	Date: 09/20/21
Students in Small Group: Will be assigned at the time of breakout room activity.	Group WIDA Rubric Levels: **CIRCLE** Speaking: **1. 2. 3. 4. 5.** Writing: **1. 2. 3. 4. 5. 6.**
Unit of Study: 7	WIDA STANDARD(S):
Main Objective of Lesson: asking for and understanding directions giving simple directions review of Unit 7	Language Objective of Lesson: Language used for asking direction e.g. *Can you tell me the way to…?*
KEY VOCABULARY: Please, sorry, turn right, turn left, excuse me, across from, straight ahead, go past, on the corner, across from, could you, can you	Materials Needed:

SIOP FEATURES OF THIS LESSON. *CHECK ALL THAT APPLY* ✔

PREPARATION	SCAFFOLDING	GROUP OPTIONS

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

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

Hook: How will you capture the attention of the students and share what you will be learning/doing that day?	
Starting off with the review of the last class and discussing the homework, I will then move on to the objectives of the lesson. I will ask the students if they have ever asked for directions from somebody.	
TIME: How much time will you spend on the hook?	10 mins

Meat: How will you sequence the learning so that the students are properly scaffolded for and challenged? What will you do to accomplish the objective? How will this lesson fit in with the other lessons you plan?	
I will first model how to ask for and get the directions. Using a few visual examples and the key vocabulary, I will elicit how to politely ask for and give directions. Students will then work in pairs and complete the dialogue for asking and giving directions. This will be on jam board.	
TIME: How much time will you spend on the meat?	15 min

Reflection/Next Steps: How will you close this lesson and/or give the students something to think about until the next lesson?	
I will review Unit 7 and give them more practice exercises so that they are prepared for the quiz.	
TIME: How much time will you spend on the reflection/next steps?	15 min

Artifact F – Evaluate Student's Level of SLA

For this assignment, I chose to analyze Pedro's oral language sample posted on the Purdue College of Education ELL Language Portraits website. Pedro, a 16-year-old, is originally from Panama and has been in the United States (US) for five months. He is a 10th grader in a Midwest high school. He was born deaf but now has cochlear implants and speaks Spanish, Portuguese, and English. He finds learning English to be difficult. He receives 1 period of English as a Second Language (ESL) instruction per day while the rest of the instruction is given by teachers with no English Language Learners (ELL) training.

Sample Elicitation Prompt

To obtain an oral language sample from Pedro, he was interviewed. The questions revolved around his linguistic, academic, and cultural background. The interviewer began by asking Pedro what languages he speaks and then progressed to how he likes school in the US. He asked him about the differences between schools in Panama and schools in the US. He also asked Pedro about soccer – a sport he loves playing.

The interviewer supported Pedro's productive language use by using various strategies. After asking a question, he would wait patiently for Pedro to respond. At one point, when Pedro did not seem to understand the question, a translator helped him understand it in Spanish. Pedro himself opted for conveying some phrases in his native language rather than English. Additionally, the interviewer paraphrased and repeated Pedro's responses to model correct English pronunciation and usage (Gottlieb, 2016). To questions where Pedro's first response would be *'I don't know'* followed by a shrug, the interviewer provided phrases for possible answers to allow him to form a proper response.

To aid Pedro's receptive language use, the interviewer asked questions slowly and repeated certain parts of the question as and when necessary. Below is a snippet of the interview where the interviewer repeats his question:

Interviewer: *How are the schools in Panama different from the schools here?*

Pedro: *Uhh… when they speak English but I understand sometime but Spanish did very well.*

Interviewer: *Yeah… so in Panama, school was in Spanish?*

Pedro: *Uh, Spanish?*

Interviewer: *In Panama?*

Pedro*: Yeah, everything in Spanish.*

Interviewer: *Everything's Spanish. What else is different? How is the school in Panama different* (emphasis on 'different') *from the school here?*

Pedro: *Different, no equal. Here have more… more education. In Panama, little.*

Interviewer: *Just a little bit.*

The questions asked only elicited general information and did not allow for an elicitation of Pedro's discipline specific language use. The language sample was 4 minutes and 17 seconds long and was not too varied. It covered only basic questions related to Pedro's background and contrasting his life in the US with his life in Panama.

Oral Language Sample Analysis

Pedro's oral language use analysis was challenging because in addition to him being an ELL, his pronunciation has also been impacted by his being born deaf. Even though he has cochlear implants, his speech remains impacted by his hearing disability. But, judging by his response to one of the questions, he knew he must work on his pronunciation and seemed motivated to do so. He said:

"…but I don't like the English. But I under… I understand sometime but I cannot speak very well or pronounce it. I have problem with my pronouncing."

Pedro gave short answers to most questions. For example, when asked whether he liked his school in the US, he said:

"Yeah (nodding)*… I like… with everybody."*

The interviewer then asked him to elaborate on his response by asking him, "Well, what do you like about this school?" to which he provided further details. Hence, it is my understanding that he took the questions at face value and did not divulge more details than necessary until and unless he was explicitly asked to do so.

Pedro's responses became more elaborate when the interviewer also prompted him with possible phrases that he could use as a response rather than just an *'I don't know'.* I observed this in the snippet below:

Interviewer: *What do you like better – do you like school in the United States better or Panama better?*

Pedro: *Here.*

Interviewer: *How come?*

Pedro*: Uhh… I don't know* (shrugs).

Interviewer: *More opportunity?*

Pedro: *For learning?*

Interviewer: *Yeah.*

Pedro: *Uhh… also, studying.*

Regarding his grammar, Pedro sometimes omitted the object from sentences and only had the subject followed by the verb. For example, when he was asked if he liked the school here, he responded:

"Yeah… I like…"

He also did not use the present participle form of the verb in some responses. For example, he said, "*I like study"* instead of saying *"I like studying".*

As for his vocabulary, Pedro seemed to use the words the interviewer used repeatedly to emphasize on a point. This is observed in the snippet below where he picked up the word 'popular' and used it multiple times:

Interviewer: *So soccer is very popular* (enunciating properly) *in uh.... Panama.*

Pedro: *Yeah it is popular. And uh… and the people? Everybody like… really popular and the one in Panama. Basketball… sometime. Football… no.*

Interviewer: *What about baseball?*

Pedro: *Baseball? Yeah.*

He also responded very well in some instances where he could not remember information. Rather than just an 'I don't know', to a question about how long he has been in school in the US, he said:

"In school? I don't remember very well, okay. So I think it is four… four months."

At one point when he could not understand the interviewer's question, he heard the translated version in Spanish but did not respond in Spanish. He responded in English instead. This tells me that Pedro understood fully that he had to respond to the interviewer and not the translator. I admired this about him.

I also appreciated how Pedro was listening closely to the questions and even leaned forward in his chair to do so. Of course, this could be partly because of his hearing disability.

Rubric Oral Language Sample Analysis

I have used the Foreign Language Oral Skills Evaluation Matrix (FLOSEM) for the purpose of this assignment. Padilla and Sung developed the FLOSEM for foreign language teachers interested in assessing the communicative language proficiency of their learners. The authors opine that this tool is simple and carries utility. The FLOSEM rubric is used by foreign language teachers worldwide as it is a reliable method of measuring a student's language proficiency across several categories. It has five categories on the left: Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar and five numbers across the top with 1 being the lowest and 5 being the highest. After assigning a score for each category, everything is totaled, and the total score is divided by 5 to get the average. Using a scale given in the scoring guide, we determine the learner's English Language Proficiency (ELP) level. FLOSEM can be used as a formative or a summative assessment. I have attached this rubric in the appendix section of this assignment. I have also highlighted the levels I have assigned to Pedro in each category in the figure below.

For Comprehension, Pedro is on Level 3. The interviewer spoke at a slow pace and had to repeat some of his questions for Pedro to comprehend them fully.

In Fluency, Pedro is again on Level 3. Pedro had to stop and gather his ideas repeatedly. He used short statements to respond to the interviewer's answers.

I assigned him a Level 2 for his Vocabulary. He used high frequency words to make simple statements, but he also demonstrated use of some less frequent words once he was prompted. For example, his use of the word 'popular'.

In Pronunciation, he is on Level 2. During several moments in the interview, it was very difficult to understand what he meant by his response and even more difficult to determine whether he was speaking Spanish or mispronouncing English words during these moments.

Lastly, in Grammar, I assigned him a Level 2. Even though he mostly used the correct grammar structures, he still demonstrated some grammatical errors as already discussed in the previous section.

In the scoring guide of the FLOSEM rubric, each cell is worth 5 points. Thus, I have multiplied each assigned level by 5, added these together and then divided by 5 to arrive at the average.

$$((3*5) + (3*5) + (2*5) + (2*5) + (2*5))/5 = 12$$

Figure 1

Standard FLOSEM (Foreign Language Oral Skills Evaluation Matrix)

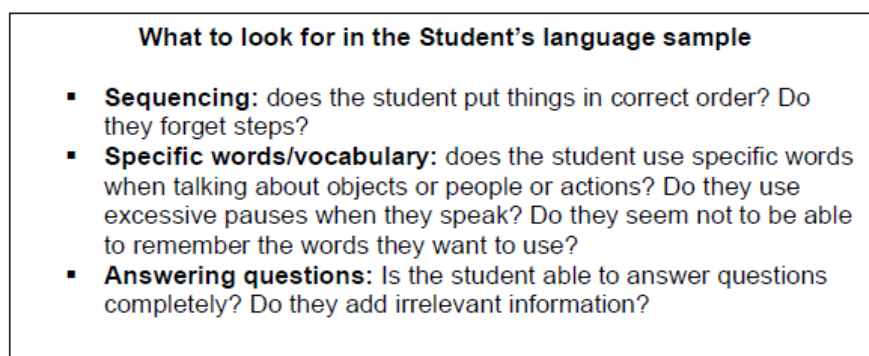|	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
COMPREHENSION	Learner can recognize a limited number of high frequency words in isolation and short, common conversational formulaic expressions (e.g., "How are you?", "My name is...").	Learner can understand short questions and simple non-formulaic statements when they are embedded in a short dialogue or passage. However, the entire dialogue or passage must be repeated at less-tan normal speed for the learner to understand	Learner can comprehend the main point(s) of a short dialogue or passage which contains some statements with embedded structures heard at less-than-normal speed, though it is likely that details will be lost. Even at this speed, some repetition may be necessary.	Learner understands most of what is said (all main points and most details) in both short and longer dialogues and passages which contain abstract information heard at almost normal speed. Some repetition may be necessary, usually of abstract information	Learner understands nearly everything at normal speed although occasional repetition may be necessary.	Learner understands everything at normal speed like a native speaker.
FLUENCY	Learner can participate only in interactions which involve producing formulaic question-answer patterns and/or offering very short responses to simple questions.	When participating in a simple conversation on familiar, everyday topics, the leaner frequently must pause to formulate short, simple non-formulaic statements and questions.	While participating in a conversation or discussion, learner can express themselves using simple language, but consistently falters and hesitates as they try to express more complex ideas and/or searches for less common words and expressions. These efforts noticeable impede flow of communication.	Learner can effortlessly express herself, but may occasionally falter and hesitate as they try to express more complex ideas and/or searches for less-common words and expressions. Although distracting, these speech rhythms do not noticeable impede the flow of communication.	Learner is generally fluent, with occasional minor lapses while they search for the correct manner of expression.	Learner's fluency is native-like.
VOCABULARY	Learner's vocabulary is limited to: a) high frequency words for common everyday items and actions, and 2) some conversational formulaic or idiomatic expressions.	Learner has enough vocabulary (including high frequency idiomatic expressions) to make simple statements and ask questions about concrete things in a simplified conversation	Learner has an adequate working vocabulary. Further, learner is at a beginning stage of showing knowledge of synonyms and a limited number of alternative ways of expressing simple ideas.	Learner clearly demonstrates knowledge of synonyms and alternative ways of expressing simple ideas. Learner also has enough vocabulary to understand and participate in conversations which include abstract ideas.	Learner possesses a broad enough vocabulary to participate in more extended discussions on a large number of concrete and abstract topics. Learner is aware of some (but not all) word connotations and nuances in meanings.	Learner possesses an extensive vocabulary.
PRONUNCIATION	Even at the level of isolated words and formulaic expressions, learner exhibits difficulty in accurately reproducing the target language sounds and sound patterns	Although learner is beginning to master some sounds and sound patterns, they still have difficulty with many other sounds, making meaning unclear.	Learner is beginning to demonstrate control over a larger number of sounds and sound patterns. Some repetition may be necessary to make meaning clear.	Learner's speech is always intelligible, though a definite accent and/or occasional inappropriate intonation pattern is apparent. *Is it bad to have an accent? Deficit view?*	Pronunciation and intonation approaches a near-native-like ability. *What is 'native-like'? Who defines 'native'?*	Learner's pronunciation and intonation is clearly native-like.
GRAMMAR	Since learner's productive skills are limited to high frequency words and short formulaic conversational expressions, it is difficult or impossible to assess their knowledge of grammar.	Learner can produce utterances which show an understanding of basic sentence and question patterns, but other grammatical errors are present which obscure meaning.	Learner is beginning to show a limited ability to utilize a few complex constructions, though not always successfully. Other noticeable grammatical errors persist which may make meaning ambiguous.	Learner shows an almost consistent command over a limited range of more complex patterns and grammar rules. Although occasional errors are still present, they are few in number and do not obscure meaning.	Learner's speech exhibits a good command over a large (but not complete) range of more complex patterns and grammar rules. Errors are infrequent.	Learner's speech shows a native-like command of complex patterns and grammatical rules.

Hence, Pedro lies in 11 – 15 Speech Emergence level of ELP according to the FLOSEM matrix.

Critiquing the Rubric

The FLOSEM rubric is helpful in determining the ELP level of a learner. The scoring guide lists some questions to keep in mind while scoring the learner and outline the things to look for in a learner's language sample. I found these very helpful while analyzing Pedro's language sample and it is something I have not seen in other rubrics before. These questions are shown in the figure below.

Figure 2

Guiding Questions in the FLOSEM Rubric

What to look for in the Student's language sample

- **Sequencing:** does the student put things in correct order? Do they forget steps?
- **Specific words/vocabulary:** does the student use specific words when talking about objects or people or actions? Do they use excessive pauses when they speak? Do they seem not to be able to remember the words they want to use?
- **Answering questions:** Is the student able to answer questions completely? Do they add irrelevant information?

I did find a few things to be questionable and confusing in the rubric, though. Firstly, under the Pronunciation category, the higher scores imply that having an accent somehow makes the learner less proficient in the language they are now learning. In my opinion, if the pronunciation is clear and the meaning is communicated accurately, then whether or not the learner has an accent should not matter. I found this to be deficit terminology.

Secondly, all categories besides Vocabulary reserve the highest level for the learner who exhibits 'native-like' communicative language features. But what really is 'native-like' and who defines what 'native' means when there are so many diverse dialects of English? I found this to be problematic as well.

Lastly, I found the scoring instructions to be confusing. They are vague and I was unsure of what they meant by a 'cell'. If we are multiplying the level we have assigned for each category by 5 but also dividing by 5 to take out the average, a better method is to simply add all the assigned levels together instead since the multiplication and division cancel each other out.

Figure 3

Scoring Instructions in the FLOSEM Rubric

Score: Each cell is worth 5 points. Add up column scores and divide by 5. The average is the score.

This part is confusing.

Concluding Remarks

As a revision of the FLOSEM rubric, I would change the deficit terminology used and bring more clarity to the scoring instructions.

In the future, to elicit oral language samples that are extended and varied I will have the learner talk about various social issues in the US as well as their home country and then compare the two.

For Pedro, after determining that he is at the Speech Emergence level on the FLOSEM rubric, I would recommend that his teachers work on increasing his vocabulary by using a word wall with simplified definitions (Gottlieb, 2016), for example. They can also focus on improving his pronunciation by asking him to repeat a word after them. I would also encourage Pedro to read more story books and watch English television shows to see how two people converse with each other.

References

Gottlieb, M. (2016). Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement. Corwin Press.

Padilla, A., & H. Sung. (1999). *The Stanford foreign language oral skills evaluation matrix (FLOSEM): A rating scale for assessing communicative proficiency.* Palo Alto, CA: Stanford University Press. Eric Document Reproduction Service No. ED445538.