

## **Domain: Identity and Content**

*Standard 4: Teachers understand the importance of who learners are and how their communities, heritage and goals shape their 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.*

Teachers need to know their students' language and culture background via various avenues, for example, surveys, interviews and daily communication; beside, teachers need to incorporate students' first language and cultural background into the curriculum and instructions. Teachers should conduct culturally responsive teaching to facilitate students' language and content learning.

I used **artifact D** to substantiate my understanding for this standard.

**Artifact D** would be my investigation paper for my "ELL foundation" class. I investigated the Nashville Chinese community, Vanderbilt Chinese students community in particular, trying to find out how the Chinese community adapt to the new academic and language environment, and how could I encompass their language and culture background into my future instruction, to help my future Chinese college undergrad' language and content learning.

1)     **Learners and learning:** in my investigation paper, I conducted a survey and interviews to get to know the Chinese students' language and cultural background. I also visited the Chinese students and scholars' families and

communities, to get a holistic picture of their family and community literacy status, and will inform them how to capitalize on their first language and family literacy to promote their English and content learning at Vanderbilt. Little by little, I will get a more objective and holistic picture of Chinese students and scholars' language profiles, as well as their learning habits. Since the Vanderbilt Chinese students and scholars share the same language and culture with my future Chinese college students. I could learn from what my research findings here, and apply what I learned from to design the curriculum and lesson plans to accommodate my future Chinese students' learning habits and needs.

2) **The learning environment:** After getting to know my future Chinese students' background and learning needs, I will create an environment that is not only welcoming and communicative, but also culturally congruent with their background. Students will feel valued and comfortable in this learning environment, and will feel more motivated and confident to learn the English language and content learning. I will also provide more scaffolding and feedback to support students' language development. In addition, I will also seek help from the parents and community members, model to them how to help students build a supportive learning environment to facilitate their English and content learning.

3) **Curriculum:** I will incorporate the Chinese community literacy project and unique Chinese culture into my instruction, if necessary; adapt the instruction to accommodate students' learning needs and interests. Also the authentic bilingual language materials, realia and bilingual research findings would constitute part of my handout, along with the hands-on community literacy

projects, which would not only tap into students' background knowledge, but also could facilitate and further their English and content learning. Students could also benefit immensely from the comparative studies between Chinese and English languages and cultures; they could also foster their critical thinking skills to appreciate the differences of languages and cultures from different perspectives, what's more, my students would become more aware of the importance of maintaining their Chinese language and culture, and could transfer their first language and culture skill into facilitating their English language and content learning.

4) **Assessment:** Apart from encompassing students' Chinese language and culture into my future assessment, and assess students' Chinese language and cultural knowledge to obtain a more accurate picture of students' language profile; I will also organize some class activities, for instance, using the bilingual community literacy projects to assess students' understanding of the importance of their Chinese cultures and languages, meanwhile, making them realize that their English and Chinese literacy skills are transferable and complimentary to each other. In addition, I will also add the short essay questions or composition about the comparative study between Chinese and English languages, to measure students' understanding of the cultural and language difference. For the formative assessment, I will use the classroom observation and portfolio, to collect students' performance data, and use these data and language samples to assess students' engagement and mastery of the transnational community literacy, if

necessary, I would let students design a lesson plan and artifacts for teaching the importance of transnational community literacy on their own.