

ELL Capstone Portfolio

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February 26, 2017

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Abstract

The ELL Capstone portfolio is aimed at demonstrating my understanding of teaching English Language Learners (ELLs) and my mastery of relevant theoretical frameworks and pedagogy.

It consists of three parts: My Philosophy of Teaching; TESOL Domains and Standards; Application to Practice. In the first part, I state my teaching philosophy by identifying what I value when teaching English as a foreign language, which is grounded on conceptual theories. In the second part, I demonstrate my interpretations of eight TESOL domains and standards, Planning, Instructing, Assessing, Identity and Context, Language Proficiency, Learning, Content and Commitment and Professionalism. Except Language Proficiency, along with each domain, one to two artifacts completed by me during my study in Peabody College are presented to assist in illustrating my understanding, in terms of the learner, the learning environment, the curriculum and the assessment, of the domain addressed. In the third part, I reflect upon what I have learned in the past two years and describe my ideal teaching model from the perspectives of lesson preparation, lesson delivery, assessment and reflection. More importantly, I anticipate possible challenges regarding my future teaching context and propose potential solutions. The portfolio is concluded by presenting my expectations for myself.

Keywords: ELL; adult learner; portfolio; TESOL; CLT.

Table of Contents

Abstract.....2

I. My Philosophy of Teaching.....5

 Real-World Application.....6

 Background Knowledge & The Use of First Language in Classroom.....8

 Appropriate Assessments.....9

II. TESOL Domains and Standards.....13

 Domain: Planning.....13

 Domain: Instructing.....17

 Domain: Assessing.....20

 Domain: Identity and Context.....23

 Domain: Language Proficiency.....26

 Domain: Learning.....28

 Domain: Content.....32

 Domain: Commitment and Professionalism.....36

III. Application to Practice.....43

 My Ideal Teaching Model & Potential challenges & Possible Solutions.....44

 Conclusions.....48

Appendix.....50

 Artifact A: Unit Plan.....50

 Artifact B: Three-Genre Lesson Plan84

 Artifact C: The Struggling Reader Case Study.....92

 Artifact D: The Case Study at Preston Taylor Ministries.....119

ELL CAPTSTONE PORTFOLIO

Artifact E: The Case Study of a Non-Native English Speaker.....	134
Artifact F: The Practicum Lesson Plan.....	163
Artifact G: The Observe Paper.....	170
Artifact H: Investigate I & II Paper.....	174

ELL Capstone Portfolio

I. My Philosophy of Teaching

As an English language learner and a future teacher working toward becoming an excellent ELL teacher at the same time, I realize that what the teacher believes about language teaching and what practices the teacher implements in the classroom have an enormous impact on students' learning results, learning experience and even their attitude toward the language they are learning. I think that learning a new language is like an unknown adventure. I want this adventure to be as meaningful and pleasant as possible to my students. I want them to enjoy the journey and to be willing to work hard to reach their full potential. I want them to be able to find a new world and meet new people by using the language. My vision for myself in the next five years is to work with adult English language learners in the United States. Particularly, I find that helping those who are novice to intermediate is my biggest passion. Therefore, adult learners in the United States and novice to intermediate will be the context of my philosophy of teaching.

Growing from Lev Vygotsky, sociocultural theory suggests that interactions with others influence development and development may differ in different cultures (Vygotsky, 1978). Though Vygotsky's theory is mainly a study of children, I think it is also true for adult learners. We are shaped and continually influenced by the society we are in. The language teaching theory that is aligned with sociocultural theory is the communicative language teaching (CLT), which serves as the framework of my philosophy. Besides, the Zone of Proximal Development (Vygotsky, 1978) also contributes to my philosophy. Students who can be challenged in an appropriate range with appropriate scaffolding will be able to progressively extend their zone of proximal development. Furthermore, Second Language Acquisition theories are emphasized in my philosophy. Last but not least, I find H. Douglas Brown extremely inspiring to me. Many of

my practices in classroom come from his book *Teaching by principles: an interactive approach to language pedagogy* (2007).

Real-World Application

Usually, adult learners come to the classroom with practical needs and desire to be able to engage in meaningful communication with real people in real world. Therefore, my primal goal is to prepare my students to actually communicate in English. To achieve this, I believe that comprehensible and authentic input and chances to allow them to interact with real-life scenarios in the classroom are crucial.

The other vital principle is that when I design my lesson, I always keep my students in mind. They are intelligent adults with mature cognition and adult emotions, though they might not be able to express complex thinking in new language (Brown, 2007) yet. I must “show respect for the deeper thoughts and feelings that may be ‘trapped’ for the moment by a low proficiency level” (Brown, 2007).

1. Comprehensible Input

Proposed by Stephen Krashen, Comprehensible Input indicates that language acquirers acquire language by hearing and understanding language that is slightly above current level of competence with the help of context, knowledge of the word and extra linguistic information (Krashen, 1982). This theory perfectly applies the Zone of Proximal Development theory (Vygotsky, 1978) into language acquisition. To aid comprehension, it's highly necessary for me to give my students more processing time by speaking slowly and clearly, using student-friendly language like high frequency vocabulary and shorter sentences, paraphrasing and repeating as needed, using body language and gestures, providing a model and visual aids, giving graphic organizers when necessary, offering repeated exposures of key language structure, making use of

technology in classroom (Echevarría, Vogt, & Short, 2013). Equally importantly, I need to try to make the input as authentic as possible, by which I mean I need to show my students reading materials, videos, recordings and songs that are aimed at native speakers so that they are able to know what and how native speakers would say or act in certain contexts. I try to avoid using oversimplified materials in my classroom to avoid the risk of little exposure of real-life language. They are only in my classroom for a short time every week and everything I do should prepare them for embracing life outside the classroom.

2. Interact with Real-Life Scenarios

CLT requires a large amount of use of authentic language (Chambers, 1997). I think it is extremely important for me to create real-life scenarios in classroom when I teach adult learners so that they can have opportunities to respond input and practice the language they will use outside the classroom. After all, language is acquired through meaningful language use in authentic context. Another vital instructional choice I make for my students is task-based language teaching. Task-based language puts top priority on meaning and task completion also has some priority (Skehan, 1998). The assessment of the task is in terms of outcome (Skehan, 1998). In the process of completing a task, learners are able to practice language in a spontaneous environment and have chances to interact with peers, teachers and even people outside the classroom.

There are two types of tasks I usually implement in my classroom: real-world tasks and pedagogical tasks (Nunan, 2004). Real-world tasks might include ordering food in a restaurant, making an airline reservation, borrowing a library book, making a hotel reservation, etc. (Long, 1985). Pedagogical tasks might include “drawing a map while listening to a tape, listening to an instruction and performing a command” (Richard, et al. 1986: 289). These two tasks are usually

combined. The tasks are chosen based on my students' proficiency level, the topic we are studying, the resources we have and students' interests and needs. All of these views and ideas underpin CLT. An example I applied task-based language teaching might be that when I taught my adult learners "how to ordering food in a restaurant", they were given a real menu and were asked to take turns to be the waiter/waitress and to fill out a worksheet. We talked about the language of ordering food before and after the task. Students felt engaged and focused most attention on the task and clear communication instead of the form of language. They may have forgotten they were in a language class and their inquiry with the "waiter/waitress" and negotiation with their partners were quite exciting and enjoyable.

Background Knowledge & The Use of First Language in Classroom

From my point view, it's a pity if teachers and schools do not view diversity as productive resources. Students from diverse backgrounds bring plenty of precious strength to the classroom that we can make good use of when designing the curriculum and creating classroom activities. Specifically, students who are from different countries or have different races usually have different cultures and customs about food, clothing, art, etc. and may speak various languages. Students from different socioeconomic backgrounds may have different experiences that they can share. Students who have different religions may have different values and moral standards about same things. All of these can be applied as Funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) to my classroom. By connecting students' cultural knowledge, prior experiences, and performance styles to academic knowledge and curriculum design in ways that legitimize what students already know (Gay, 2000), this is exactly how cultural responsive teaching works. Plus, effective teaching takes students from where they are and leads them to a

ELL CAPTSTONE PORTFOLIO

higher level of understanding (Echevarria, Vogt, & Short, 2013; Krashen, 1982; Vygotsky, 1978). If we do not know what they have already known, how we can know where is the starting point to lead them to new knowledge.

Regarding first language (L1), I am in favor of the use of L1 in the classroom. Allowing students to use L1 can effectively assist them in gaining a deeper understanding of the content and instruction, increasing interactions (Pan, & Pan, 2010) and also can greatly reduce affective filters.

Making my diverse students feel their cultures and languages valued and appreciated in my classroom can help me build a pleasant and welcoming environment. This is extremely important for beginners and new comers. Many of my students just came to U.S. and suffered homesickness. Talking about things they are familiar with can engage them to a large extent. Human beings tend to associate feelings with facts. It would be my honor if my students can associate my classroom with happiness, love and even home.

Appropriate Assessments

Assessment is an integral element of teaching and learning, helping to determine whether the purposes have been achieved and whether the instruction is effective enough (Butler, & McMunn, 2006). Having assessments in mind when I design my lesson helps me keep “to teach what I’m supposed to teach” always in mind. And knowing how, what and when my students will be assessed plays an important role in designing the curriculum and the classroom activities as well as in controlling the pace of the lessons. Pre-assessment, formative assessment and summative assessment, and classroom observations all play different roles in my lesson. I also include similar form of final assessment with adjusted difficulty level and length in my daily

ELL CAPTSTONE PORTFOLIO

lessons so that my students can get familiar with the assessments beforehand. IPA (Integrated Performance Assessments) can be used at any time, for example, shortly after the lesson/unit/semester begins, in the middle and after the lesson/unit/semester finishes, which is quite handy and helpful. Besides, discernment tests such as reorganizing sentences can be used to test students' understanding in the initial stage; exit tickets function well at the end of the class. Assessments can also associate with technology. Websites like Padlet and Poll Everywhere can be combined into assessments. In short, appropriate assessments in regular basis assist me in checking students' learning progress and also monitoring my instruction.

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ELL CAPTSTONE PORTFOLIO

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II. TESOL Domains and Standards

Domain: Planning

Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

Planning is an essential skill for teachers as well as a crucial component of teaching. Plans including course plan, unit plan and lesson plan are the key to guarantee the expected learning sought through focused and deliberate teaching. When creating plans, it is important to consider the learners' needs and goals, the teacher' expectations, context, resources, etc. However, bear in mind that "Prepare thoroughly. But in class, teach the learners not the plan" (Scrivener, 2011), which means that adjusting plans based on what actually happens in the classroom is a must if we truly want our students to be successful.

The artifact I choose to demonstrate my understanding of this domain is the Unit Plan (see Artifact A) that I completed for the course of Teaching Writing and Multimedia Composition for a 9th grade ELL class. It also includes an extended calendar of four lessons and one detailed lesson plan. This unit is to teach memoir. Although the target students are not adults, it still is aligned with my core belief about CLT and can strongly prove my knowledge of planning.

The Learner. As mentioned, this unit plan is intended for 9th grade ELL class with 15 students in total. It is a culturally and linguistically diverse class with Spanish speakers, Chinese speakers and Arabic speakers. Their writing level is intermediate-high in average.

Adolescence is a period when people really want to be heard. They tend to show strong feelings and intense emotions. Various changes happen at the same time. Besides their bodies, their relationship with people around them, with the world and with themselves is changing. For

ELL CAPTSTONE PORTFOLIO

ELLs who came from a different culture and are tackling complicated issues like identity and social relationship, I cannot imagine how much is going on in their brains. Memoir is one of the best ways to record life, express our feelings and organize our thoughts. Besides, it aligns with the Common Core State Standards.

The Learning Environment. Students will grow more quickly in an engaging and cooperative learning environment. This unit plan incorporates several participant structures: individual work, pair work, small group activities, whole class discussion, etc. Through the use of different participant structures, the teacher will “be able to provide different levels of support for different groups of students and were also able to ‘push’ their students to engage with increasingly complex concepts and understandings” (Hammond, & Gibbons, 2005).

Additionally, a cooperative learning environment is less stressful. Students can focus their attention on the tasks. It can also build the rapport within the whole learning community. Student-student, student-teacher and teacher-student will all become closer, since memoir talks about personal experiences and people usually feel closer to the one they can share their life with. Moreover, the main goal of this unit is to help students write a well-organized personalized memoir. Meaning is the top priority instead of grammar or other linguistic knowledge, which reflects the adoption of CLT in my lesson.

The Curriculum. The Common Core State Standards that guide this unit is “CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.”

In this unit, we talk about to how to select unique and intriguing topics to write, how to keep writing on topic and how to revise in terms of ideas, organization, voice and word choice. Therefore, by virtue of memoir, several important aspects about writing narratives have been

ELL CAPTSTONE PORTFOLIO

addressed. The carefully designed lesson sequence can lead students from where they currently are to next level with appropriate scaffolding. For example, when I teach the structure, activities like the Extended Moment, teacher's modeling, Kernel Essay and Storyboard prepare students for the goal step-by-step. From the whole unit's perspective, the big goal is to write a great memoir, but I would neither just ask my students to finish one independently from day one nor teach them everything and then ask them to submit one at the end. Instead, they have a whole month to finish it. They construct their memoir while we talking about it. They have many opportunities to polish their work. Overall, the curriculum is accessible to students with teacher's instruction.

The Assessment. Proper assessments hold me accountable for teaching what I supposed to teach and monitoring students' progress and my instruction. I adopted "backward-design" when I created this unit plan. I started with setting goals of the unit and of everyday lesson. The big idea is to teach students to write a well-organized personalized memoir and know how to revise their work in the process of writing, and accordingly, the culminating assessment is the memoir my students submit at the last day. All of the evidence to prove that they meet the goals can be traced in their final draft of the memoir.

In addition, pre-assessments serve a critical role for me to know what my students have known and for my students to activate their prior knowledge. For example, the pre-assessment on day 1 is a Gallery Walk. When students think about all of those questions about memoir, they are actively extracting their prior knowledge about memoir and from their answers, I can know what they know about memoir and what they do not know.

I also have formative assessments for my students every day. Many of them are conducted by the form of peer-revision. Students will use what they learned in that lesson to help

ELL CAPTSTONE PORTFOLIO

improve their partners' work and need to fill out some worksheets. I will circulate in the classroom during this time to see if they grasp what has been taught.

Domain: Instructing

Standard 2: Teachers create supportive environment that engage all learners in purposeful learning and promote respectful classroom interactions.

I interpret this standard based on the three key words “supportive”, “purposeful” and “respectful”. A supportive environment should be a place where students feel relaxed and safe, and are willing to take risks without the fear of making mistakes and being judged (Bucholz, & Sheffler, 2009). Students’ self-esteem, confidence, identity and curiosity can be enhanced in a positive way. In order to achieve this, teachers should consider carefully classroom design, classroom procedures, and classroom strategies (Bucholz, & Sheffler, 2009). Regarding “purposeful”, I think it means that students can know exactly what they are expected to do and where they are moving to. I have seen teachers who are obsessed with keeping their students busy with nonproductive and meaningless work. It is extremely not responsible. With clear objectives in mind, students can be highly motivated and engaged. As for interactions, CLT suggests that students should be encouraged to construct meaning through genuine linguistic interaction with others (Brown, 2007). Personally speaking, “respectful” interactions means that the differences and similarities among all learners in the classroom are respected and appreciated during the interactions. It is crucial for teachers to model what respectful actions are expected in classroom.

The artifact for this domain is the three-genre lesson plan (See Artifact B) I designed in the course of Reading and Learning with Print and New Media. The target class is 5th grade language arts class for ELL students. The topic is mom’s birthday and the goal is to teach comparison and contrast language and review summarization skills. I have very clear purpose

with this lesson. The highlight of this lesson plan is the interesting combination of multi-genres (poetry and media texts: photo, song, video, etc.) leading to a highly engaging and interactive lesson.

The Learner. Children are in the intellectual development. They might find abstract and vague concepts highly challenging to understand and unlike adults, have little appreciation of correctness and tend to focus on what the new language can be used (Brown, 2007).

Accordingly, Language with rich contexts embedded will be more readily accepted by children (Brown, 2007). “Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language-these will establish a context within which language can be received and sent and thereby improve attention and retention” (Brown, 2007, p.90). So I decided to teach comparison and contrast via a topic that everyone can have something to say about. The song, the poem and the cartoon provide rich contexts that my students can draw on.

The Learning Environment. Children can be extremely sensitive, especially to peers (Brown, 2007). In many ways, they are much more fragile than adults (Brown, 2007). “Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted” (Brown, 2007, p.89). My job is to try my best to eliminate such potential harm in my classroom. I try to create more cooperative opportunities and avoid making those with limited English proficiency or with more introverted personality working alone or speaking in front of the whole class if they do not want to or not feel ready to do that. If it is an individual activity, I make sure I give enough guidance and assistance. A caring supportive environment can definitely promote participation and learning outcome.

The Curriculum. Mom’s birthday is a topic familiar by anyone. No matter if students celebrated birthday for their moms or not, they can have something to say. If they never did this

ELL CAPTSTONE PORTFOLIO

before, we can talk about why and still can come up with some ideas for them to do so in the future. Plus, my students from diverse background might have different ways to celebrate birthday. That would be fascinating to talk about! It is a wonderful chance to teach tolerance, love and respect. The linguistic emphasis of this lesson is comparing and contrasting. Rich contexts and engaging topic can be significantly helpful to boost interaction and aid reaching our objectives.

The Assessment. The introductory activity serves as a pre-assessment to link students' personal experiences and prior knowledge that I can build on later. I have designed several formative assessments in this lesson. One example would be acting out the poem. It is a pleasing way to assess students' understanding of the poem and the key vocabulary. The summative assessment of this lesson is the exit slip that students need to complete before class is dismissed. The exit slip consists of two multi-choice questions and one writing prompt, which can comprehensibly assess their grasp of what we learned in the lesson.

ELL CAPTSTONE PORTFOLIO

Domain: Assessing

Standard 3: 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 assessment of their learning.

This standard clearly illuminates that the purposes of assessment are to gather information and to make future instructional plan. As Biggs (1999) states, one of the major functions of classroom assessment is to show whether or not the learning has been successful. This is a process of gathering data that should be considered seriously when teachers make future plans. Students can also monitor their own progress and should receive feedback from their teachers.

The Struggling Reader Case Study (see Artifact C) I did in the course of Reading and Learning with Print and New Media is the perfect artifact that illustrate my knowledge of assessing. It was a one-on-one assessing project. My participant, Kayla (pseudonym), was a 11th grader whose reading level was considered highly below grade level. I had an informal interview with her before determining what assessments I wanted to use. Eventually, a Motivation to Read survey, Read & Think Aloud and a Maze Comprehension Test were executed to gather more information. Then I designed two lesson plans to help her improve reading based on the results of the survey and gave recommendations. We had four meetings in total.

ELL CAPTSTONE PORTFOLIO

The Learner. I collected much useful information during our first meeting. I wanted to locate her weak areas before rushing into any conclusions. She told me that she did not like reading and school, because she and her friends thought reading was not cool and fun. Her biggest obstacle of reading was unfamiliar vocabulary and her solution was just to skip those words, which frequently resulted in giving up whatever she was reading because she got lost. She said she did not know how to use reading strategies. On her Student Profile Report, it said that she was a student with disability and her actual reading level was 3.8 – 4.5 grade.

The Learning Environment. I tried to create a relaxing environment either during our assessments or teaching and learning activities. Due to the lack of interest and confidence, my goal was to motivate her and make her feel more confident as a reader. I wanted her to feel comfortable to share her confusions and problems. We would usually start our meeting with some casual talk about some topics she was interested in, such as her favorite TV shows. I chose less challenging texts for her to read, praised her and appreciated her contribution. All of these worked. As time went by, she seemed more willing to ask for help and more focused and engaged in our meeting.

The Assessment. The goal of this project is to conduct assessments to gather data and to design lesson plans based on the results. According to my informal assessment, an interview, I located Kayla's problems with reading. She lacked interest and reading strategies, especially had difficulty in unknown words. Hence, I asked her to fill out a Motivation to Read survey, did a Read & Think Aloud and a Maze Comprehension Test. Then I designed two lessons, one was to make guesses of the meaning of unfamiliar words based on the context clues; the other one was to experience reading flow so that she could feel the fun of reading. Both of these two lessons also had their own assessment part. In the first lesson, Kayla was required to answer some

ELL CAPTSTONE PORTFOLIO

questions without help. In the second lesson, to assess her understanding, she was asked to make a story trailer in a website based on the story she just read. As mentioned in My Philosophy of Teaching, I involved technology in the assessment.

The Curriculum. My lessons were grounded on my participant's interest and the results of the assessments we did before our lesson. The first lesson was to talk about how to guess unknown words' meaning. Scaffolding was carefully provided. The complexity of the texts and tasks was cautiously considered. A lot of interactions happened between Kayla and me. I also applied IRF (initiation, respond, feedback) (Hammond, & Gibbons, 2005) to guide her to the right answer. Learning responsibility was gradually released to her. Moreover, the second lesson was highly technology-involved, since she told me that she liked playing phone and computer. Her feedback for my lessons was positive.

Domain: Identity and Context

Standard 4: 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.

Culturally and linguistically diverse (CLD) students bring different and valuable funds of knowledge to classroom. Teachers should understand how funds of knowledge and CLD students influence each other mutually. Students' identity and learning experience continuously are affected by the culture and the environment they live in. To understand students better and to give them a more enjoyable learning experience, it is beneficial for teachers to tap into these funds of knowledge and strategically incorporate them into classroom (Moll, Amanti, Neff, & Gonzalez, 1992).

I choose a case study at Preston Taylor Ministries (PTM) (See Artifact D) I did for the course of Parents, School and Community as the artifact for this standard. I had a wonderful opportunity to learn about and engage in the Preston Taylor community in Nashville. The whole class visited Preston Taylor Ministries once and I went there four times to tutor and to learn more about the children and families there. I had the privilege to work with more than one child every time.

The Learner. Most of the children at PTM had limited family support, lived below the poverty line, and was being raised by a single parent or guardian. Because of these disadvantages, most PTM students are behind academically (Preston Taylor Ministries, 2016). People in Preston Taylor community lived in an isolated area and repeated a similar life circle,

ELL CAPTSTONE PORTFOLIO

going to school here, dropping out of school, being pregnant at a very young age and ending up spending the rest of life here. They even did not realize that they could have a different life. This was heartbreaking. The most significant role that PTM played in those children's life was to offer access to the world outside the community, let people see much more possibilities and help them walk out of this "desert" if possible. From this case study, I can see how much impact a community can have on people. In the case of PTM, how teachers influence students the way of thinking is extremely essential, since teachers can be the bridge to outside world.

The Learning Environment. PTM offered afterschool programs. The initial goal of PTM was to confront many of the problems present in the Preston Taylor public housing area, problems like drug use, gang involvement, teenage pregnancy, illiteracy, poor school performance and crime (Preston Taylor Ministries, 2016). With the development of 17 years, it has created more meaningful programs and committed to providing a happier and healthier life for people of this community. Besides varied academic assistance, they also had programs such as Health & Wellness Program, Lunchmate, Mentoring, Breakfast & Bible Study and Dinner and Devo (Preston Taylor Ministries, 2016). Another highlight of PTM was that they worked hard to engage children's families and the whole community and was trying to establishing a warm and welcoming environment for everyone who wanted to help those children. They made great use of community resources. Volunteers also played an important role in PTM. PTM was different from regular school. When walking into their place, I could feel the magical atmosphere. The smiling on faces of PTM staff, parents and families, and volunteers clearly showed me that they shared the same goal and strived to improve the community and make a difference in their children's life. It was touching. PTM has achieved satisfactory outcome. They have changed many children's lives.

ELL CAPTSTONE PORTFOLIO

The Curriculum. I went to tutor their children who were in elementary school four times and had chances to observe how they ran the afterschool program. They would usually give students some time to play outside, since the students had spent all day in school and sitting in classroom. Next, the lead teacher would read stories with children in an engaging way. Then half of students would stay with volunteer to finish their homework and the rest would go to attend computer-based reading and math programs. After they finished, they would finish their homework with the help of volunteers and the another half of students would go to the computer room. At last, the whole group would come together again and share their daily life with others while waiting for the parents to pick up their children. Overall, I think the curriculum was well-designed and meaningful. They created ample interactive and cooperative opportunities for children to learn. It was suitable for the age group and a great supplement to children's regular schools. However, it might be more advantageous if they can differentiate their program according to students' level. All students needed to do the same work, but some of them might find it quite challenging and others might feel too easy.

The Assessment. Regarding assessment, I think this was one of limitations PTM had. Probably because of the nature of PTM, they barely had assessment for their students. How to prove their program is actually working for their students as expected is something to consider for PTM. Another issue might be, according to my observation, how to guarantee tutoring quality. Offering some training and having an assessment for volunteers can be one way to do this. I saw some volunteers, even PTM teachers, directly told students how to do their homework with little explanation, which I do not think is advisable. As a program which relies heavily on volunteers, it is fundamental to make sure volunteers know how to better help the children there.

ELL CAPTSTONE PORTFOLIO

Domain: Language Proficiency

Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.

High proficiency of the target language is a fundamental threshold of becoming a foreign language teacher. Regarding an ELL teacher, it is impossible to become an excellent teacher without high English proficiency in both academic and non-academic setting. Teachers' language is an important input for students and can influence students' learning explicitly and implicitly. Besides, knowing **about** English language allows teachers to design their lessons in a more reasonable and manageable way.

I will demonstrate my English proficiency in academic and non-academic setting in terms of speaking, listening, reading and writing.

I have been studying English since third grade in elementary school. It was always one of my strongest subjects. I chose English as my major in undergraduate school. During the four years of undergraduate study, I passed CET 4 (The College English Test 4, a national English test in China) and CET 6. As an English major student, I also passed TEM 4 (Test for English Majors 4) and TEM 8 (the highest level test for English majors in China) with the second highest score in my undergraduate school. Additionally, I passed TOEFL (Test of English as a Foreign Language) with a score of 106 out of 120. Furthermore, during my study at Peabody College, I am able to comprehend instructors' lectures and actively engage in class discussions with peers and teachers. I can give academic presentations and make myself understood by all audience. I can also comprehend course readings and complete all writing tasks without difficulty. Besides,

ELL CAPTSTONE PORTFOLIO

my voluntary tutoring experiences at Preston Tylor Ministries and Nations Ministry Center and my student teaching experiences at English Language Center of Vanderbilt University are also strong evidence of my high English proficiency. In the last summer, I also had a wonderful opportunity to be an intern teacher in one international secondary school in Shanghai, China. All of these can illustrate my high academic English proficiency level as well as continue to enhance it.

As for in non-academic setting, I value and take advantage of the English-speaking environment. I actively participate in social activities and use English to communicate with native English speakers and people of other languages. I read and listen to news and use social media in English; I like watching English TV shows and movies; I also write journals in English. What is more, I worked at the front desk as well as the cashier in Vanderbilt Recreation and Wellness for a year, providing high-quality customer service via face-to-face communication, phone calls and emails, which all had to be done in English.

Hence, I believe that my high English proficiency level has made me a qualified ELL teacher. More importantly, as a non-native English teacher, I am more sensitive towards the rules of English compared to native speakers who acquired English in the English environment. I believe this is actually one of my advantages to better help students who did not have this environment to learn the language.

Domain: Learning

Standard 6: 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.

My understanding of this standard is that excellent teachers should always ground their lessons and practices on theoretical frameworks and empirical researches. Teachers' high language proficiency does not necessarily mean that they can transfer the knowledge and skills to students. Successful teaching requires teachers' understanding of how learners acquire a language so that they can know how to offer more effective instruction and scaffolding. This is why an excellent teacher should never stop learning how to teach.

I choose to use the Case Study of a Non-Native English Speaker (See Artifact E) I did in the course of Educational Linguistics/Second Language Acquisition to demonstrate my grasp on this standard. Informed by Second Language Acquisition (SLA) theoretical frameworks, it was to analyze a non-native speaker English oral and written proficiency in terms of phonology, semantics, grammar (morphology and syntax), and pragmatics by conducting formal and informal assessments for the participant and give instructional plans for the participant.

The Learner. My participant, John (pseudonym), speaks Japanese as his first language (L1). He was thirty years old. He came to Vanderbilt to pursue his master degree in June, 2015. Before coming to U.S., he had been learning English for 10 years. In Japan, he said that the emphasis of English learning and teaching were placed on grammar, reading and writing, but listening and speaking were much less important. Having a high score in the college entrance examination may be the greatest goal for most Japanese students. He did not have many

opportunities to practice his speaking and listening skills, but his reading and writing levels were relatively high.

His biggest problem was his pronunciation. John began to learn English when he was 12 years old in junior high school. The Critical Period Hypothesis claims that in order to reach native-speaker proficiency in the second language (L2), learners need to be exposed to the L2 within a narrow, neurologically-determined “window” at a very young age (Baker, Trofimovich, Flege, Mack & Halter, 2008). Accordingly, he missed his critical learning period. The interaction hypothesis posits that the L1 exerts a powerful influence on adults’ ability to learn L2 sounds and the Contrastive Analysis Hypothesis suggests that adult’s variation from native L2 speaker production is often traceable to their L1 (Baker, Trofimovich, Flege, Mack & Halter, 2008). The lack of opportunities to use English to communicate with others and the numerous differences between his L1 and L2 have made his English acquisition much more challenging.

However, unlike second-language phonological acquisition which is subject to a sensitive period (Chipongian, 2000), Bialystok and Hakuta argue that the amazing human ability to learn grammar remains with us as long as we remain human (1994). Vocabulary learning also has no critical period to learn (Singleton, 1995). John had a better learning results of grammar and vocabulary, which was consistent with second language theories.

The Learning Environment. John told me a typical English class in Japan was that the teacher gave lecture in front of the blackboard, spoke all the time and mainly imparted grammar knowledge and writing skills, while the students’ job was to listening and take notes. It was not an interactive environment for students to learn second language. When he came to U.S., the environment has changed. Not only his classes at Vanderbilt were much more interactive, more importantly, he was living in an English environment, which would force him to practice his

ELL CAPTSTONE PORTFOLIO

communicative competence. Nevertheless, he found it demanding to fit in such environment. Japanese culture is high-context, in which the rules of communication are primarily transmitted through the use of contextual elements (i.e., body language, a person's status, and tone of voice) and are not explicitly stated (Study.com, 2015). This is in direct contrast to low-context cultures, such as American culture, in which information is communicated primarily through language and rules are explicitly spelled out (Study.com, 2015). John told me that sometimes he felt embarrassed when talking to American people, because Americans tended to more direct and straightforward, but Japanese people preferred to be more euphemistic. These cultural differences can cause Japanese learners to struggle to find the best way to express themselves, or even sometimes make them feel embarrassed and anxious, leading to the increase of affective filters; it can also result in the production of English that native speakers may find excessively vague or tentative (FIS, 2015). For John, sometimes, he just shut down and watched people talking in front of him. Interactions opportunities were deprived. Fortunately, John has realized this and made great efforts to step out of the comfort zone and ready to grab every chance to talk to people. I am certain that he will benefit greatly from his efforts.

The Assessment. To gather information about John and identify John's current stage of second language acquisition, I collected his speaking samples and written samples around both academic and non-academic topics. I collected two speaking samples. One was an informal interview, mainly talking about his prior English learning experiences. The other one was to complete some academic tasks, for example, picture-description, presentation and terminology explanation. I collected five writing samples. Two were his daily emails sent to his professors; one was a picture description; one was a chart analysis; one was a personal journal. Based on the

Language Acquisition Chart (LAC), I identified John's English language proficiency was Level 3, Low Intermediate, but in a transition to Level 4, High Intermediate Fluency.

The Curriculum. In this case study, I did not give lessons to John, but I offered some instructional plans for him. I think his top priority should be to improve phonological abilities. Interaction Hypothesis states that the development of language proficiency is promoted by face-to-face interaction and communication (Johnson & Johnson, 1999). Creating more chances to use English to communicate in different contexts is more important for him than anything else. Actions like being more active in class discussions and participating more social activities will all help. Besides, it is highly recommended that he pay more attention to the pronunciation and prosody features of English native speakers in daily life. Observing their mouth movements, mimicking their rhyme, and listening and following along with American TV shows can be effective strategies to help him obtain more native-like pronunciation and prosody.

Domain: Content

Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

I interpret this standard from two perspectives. First, teachers know language is acquired through meaningful use for genuine purposes, which is accordance with the features of CLT that “language learning is learning to communicate” and “effective communication is sought” (Brown, 2007, p.45). Second, teachers know how to create abundant opportunities for students to practice the skills they need in real-life communication. CLT also proposes that “attempts to communicate are encouraged from the very beginning” (Brown, 2007, p.45). This is why I prioritize real-world application in my philosophy of teaching.

I present the lesson plan (See Artifact F) that my partner, Bo, and I designed for our practicum class, General English for Spouses / Partners (GES) offered by Vanderbilt English Language Center, as the artifact to illustrate my knowledge of this domain. Chosen by the students, this lesson plan’s topic was how to order food in a restaurant. According to the definition of different features of communicative competence (Celce-Murcia, Ddrnyei, & Thurrell, 1995), this lesson plan mainly stresses discourse competence, actional competence and sociocultural competence. Linguistic competence is less stressed, but still is touched upon. They will know how to ask for food (discourse competence and actional competence). Particularly,

ELL CAPTSTONE PORTFOLIO

they will know how to make polite request by using modal verbs (sociocultural competence and linguistic competence).

The Learner. The students in my class are from three Asian countries, China, Japan and South Korea, sharing a similar high-context culture. They are all female. Their English proficiency levels vary from novice low to novice mid. All of them are new to U.S. Due to the type of their visa, they cannot work here, so their primary job is to take care of their husbands and their children if they have.

Students said they had difficulty in ordering food in a restaurant. They neither could understand well what the waiter/waitress said nor knew how to respond. CLT proposes that classroom tasks should equip students with skills necessary for communication in unrehearsed contexts outside the classroom (Brown, 2007). Thus, to meet their needs, Bo and I planned this lesson. Because of their low English proficiency, we made many efforts to make the content more reachable and designed various scaffolding.

The Learning Environment. We tried to create a supportive and relaxing environment for them in the following ways. First, we did not stop them if they preferred to sit with someone who shared the same language with them. The student with higher proficiency can help the student with lower proficiency in native language. It can also diminish affective filters. Besides, because all of them come from similar high-context culture and have relatively introverted personality compared to westerners, we designed more pair-work or group activities instead of putting them on the hot spot. Even if we wanted them to speak in front of the whole class, we gave them sufficient time to practice. Furthermore, the carefully-designed lesson sequence gave them enough time to get familiar with something before moving to tasks of higher level. We wanted them to feel prepared and confident before producing more complex language.

The Curriculum. Effective teaching takes students from where they are and leads them to a higher level of understanding (Echevarria, Vogt, & Short, 2013; Krashen, 1982; Vygotsky, 1978). Therefore, we started our lesson with asking students about their prior experiences of ordering food in U.S. and difficulties they encountered. The purpose of this warm-up activity was to activate their prior knowledge as well as let us know the areas they were struggling so that we could better cater their needs. It was also an opportunity for them to engage in meaningful unrehearsed conversation.

A highlight of our lesson plan is thoroughly-considered lesson sequence as mentioned. Showing them a video at the beginning, we discussed it from word and sentence level first. Then they needed to complete a discernment activity – reorganize sentences so that they could continue to practice what they just learned and be prepare to move to a more challenging task, a role-play task. The role-play served as a wonderful opportunity for them to organize and practice everything they learned in this lesson.

We understand that communication is made more understandable through speech that is appropriate to students' proficiency levels (Echevarria, Vogt, & Short, 2013). The video we wanted to show our students might be challenging for them due to the fast speech rate and the speech length, but it's greatly authentic and almost covering everything we wanted to talk about. Luckily, the video has subtitles and we made it even more comprehensible by playing it twice, giving students the transcription, using pictures to illustrate, explaining their questions about the video and returning to the video many times during the entire class.

The Assessment. We designed two types of assessments in the lesson. The last activity was a role-play. After they did the role-play in their small groups, we invited them to pair with different students, come to the front of the class and do the role-play. Through observations, I

ELL CAPTSTONE PORTFOLIO

could know how much they have mastered and areas that needed to work on. Besides, an easy exit-ticket could also reveal what they have learned in the lesson.

Domain: Commitment and Professionalism

Standard 8: 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.

When students are learning, teachers should learn, too. An excellent English teacher should never stop growing, keeping up with the development of technology, learning about classic and new SLA theories and teaching methodology and learning from other teachers and the broader teaching community so that s/he can continue to perfect expertise. More importantly, s/he should use their growing knowledge and skills to make a difference in themselves, students and the community. This is the virtuous circle that can benefit everyone.

Two artifacts are presented in this domain. One is the Observe Paper (See Artifact G) written in the course of Foundations for Teaching English Language Learners, in which I described a local school I visited and two short lessons that I observed. The other one is the Investigate I & II Paper (See Artifact H) also written in the Foundations class, in which I introduced this local school's diversity, its language policy and supports and its efforts to involve parents. The reason why I chose these two artifacts is that I believe that visiting different schools and shadowing other teachers' classes can be one of the most rewarding actions for teachers to take. In this process, we will consciously reflect on our own teaching as well as the teachers' we are observing, assimilate the essence and apply it to our own classroom.

The Learner. I visited J.E. Moss Elementary School in a field trip, a public school that was built in 1988, serving 865 students in PreK-4 (Metro Nashville Public Schools, 2015). It is

ELL CAPTSTONE PORTFOLIO

extraordinarily diverse in their students' ethnic and linguistic. 62.1% of their students are Hispanic/Latino, which is the highest population in the school; 20.1% are black; 14.8% are white; 2.9% are Asian and 0.1% are Native Americans (Nashville School Finder, 2015). Second, their students, who are come from all over the world, speak over 21 languages and 54% of them are English language learners (Nashville School Finder, 2015). We interviewed the assistant principal, Dr. Bianca Jefferson. She was very proud of the diversity of her school, making the school much more fascinating. I truly appreciated her attitude toward this issue. Instead considering it from a negative way and thinking that ELLs would drag down the school to some extent, she thought this was one of the best things about the school and could develop students' global perspective. I could not agree more.

The Learning Environment. The physical setting of the school and its classrooms was attractive. All of the classes I observed were decorated beautifully with colorful posters, students' photos, drawings and handwork on the wall and windows. Nonetheless, the possible problem was that I did not notice any decoration written in any other languages other than English. Considering the incredible linguistic diversity of this school, I believe that they could do better to make students feel more welcomed in the school. In my future class, I would do everything, such as decorating the classroom with something written in their languages and presenting their cultures, to make my diverse students feel their languages and cultures valued and appreciated. I do not want them to feel alienated when they are in the classroom.

The Curriculum. Despite the large population of non-native English speakers, Dr. Bianca Jefferson told us that they did not have bilingual services, but they had free EL services for students and parents (Interview, September 4, 2015). This school was on the English-only side. Emphasis is placed on socializing students from different backgrounds to the cultural norms

ELL CAPTSTONE PORTFOLIO

of the mainstream (De Jong, 2011) possibly in the wake of the federal NO Child Left Behind Act of 2001, which gives much pressure to schools to “ready” the students for the English test more quickly at the cost of bilingual instruction and makes linguistic and cultural diversity no longer be viewed as productive resources in the school (De Jong, 2011).

Like I said in my philosophy of teaching, I am in favor of bilingualism or multilingualism. I might not be able to change the nation or the state language policy, I can change the language policy in my classroom. Maybe because I only stayed in J.E. Moss half a day and did not gather enough data, the teachers whom I observed did not try to take advantage of students’ L1. In my future class, I will consider students’ L1 as the bridge to L2, rather than the problem obstructing them from acquiring L2.

What I need to learn from J.E. Moss is that from my observations, most of their teachers spoke in a student-friendly way. They incorporated varied forms of activities to make learning fun and more importantly, to make it comprehensible. This was significant. Although understanding alone does not guarantee that learning will occur, it does set the scene for learning to take place (Gass, & Selinker, 2001). They also designed some competitions in their lessons to engage students, which worked great for the age group of their students.

The Assessment. Because of the large number of ELLs in this school, Dr. Bianca Jefferson specifically introduced their ELL program and the assessment for this group. They did not separate ELLs from the mainstream students due to the reality. Instead, when every student came to the school on the first day, they needed to complete a language survey. If identified as ELL, the student needed to participate an assessment. Students with 3-4 level English proficiency would receive 1 hour of EL services every day and students with lower level would receive 2-hour services every day. Equally important to the question of how students are

ELL CAPTSTONE PORTFOLIO

classified if the question of how they get reclassified. In this school, students would have to have at least overall score 5 in the reading portion of the assessment before they are considered to exit. They would be monitored for two years before exiting from the program completely. At any point, if their grades fell, and teachers and parents thought they should go back, they could receive EL services again (Interview, September 4, 2015).

I think a tricky question about these assessments is not to make assumptions too soon. If a student does not perform well in the assessment, how can we know it is because they do not have the language to transfer the knowledge from their L1 to L2 or are not familiar with the content at all? Is it language problem or cognitive problem that causes the low performance on the tests? Particularly for J.E. Moss, does scoring high in reading mean the student is fully academically ready to exit? How can we increase the reliability? I think classroom observation might be a potential solution.

Overall, I have learned so much in the field trip. “Absorb the essence and discard the dross” works perfectly here.

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III. Application to Practice

The past two years of studying at Peabody have been an incredibly wonderful experience for me. It's no exaggeration to say that this experience has completely changed my point view about language teaching. With the help from all extraordinary Peabody professors and peers, I have accomplished a considerable number of course readings and writing assignments, many meaningful presentations, inspiring group discussions and instructive case studies, which are exceptionally essential to provide me with professional skills and theoretical frameworks for my future teaching. From the perspective of different domains, I have taken varied courses related to teaching reading, writing and literacy. Particularly, to better understand and serve ELL, I have taken courses of Foundations of Teaching ELL, Second Language Acquisition, Foundations in Learning and Development and methodology. The field trips embedded in the courses allowed me to think as an educator, considering the central questions like “what and how should I know about my students”, “what can I make use of to better serve my students”, etc. The practicum offered me a perfect opportunity to apply everything I have learned in the past two years to practice, showing me that there is no perfect theory and methodology that can fit in all contexts and teachers should always adjust and polish their lessons according to what actually happens in the classroom. All of these have promoted me to be a well-prepared ELL teacher and made me realize that “if you think teacher is an easy and stable job, then you are sorely mistaken”. It is dynamic and always challenging. If you are a lazy person, then you are absolutely not cut out for this occupation.

My Ideal Teaching Model & Potential challenges & Possible Solutions

Generally speaking, my ideal teaching model has four steps: lesson preparation, lesson delivery, assessment and reflection (See Figure 1). Teachers may be back and forth between them. In the following section, I will talk about my ideal teaching model from these four steps. I will also bring forward some potential challenges along with each aspect and propose possible solutions to overcome them.

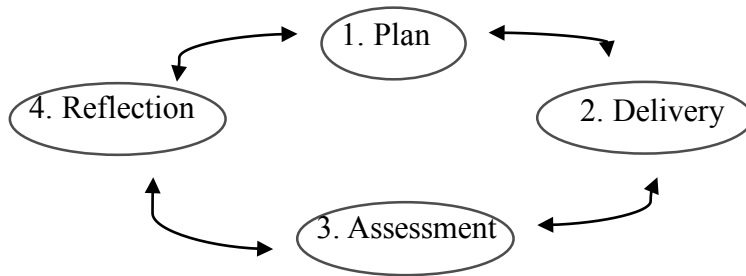


Figure 1

Lesson Preparation

Backward design is adopted, identifying desired results, determining acceptable evidence and planning learning experiences (Wiggins, & McTighe, 2011), which works perfectly to hold myself accountable. In my previous teaching experiences, I found myself beginning to plan my lesson with thinking about what materials I wanted to use and what I activities I wanted to do. Sometimes I forgot my purposes of using those materials and doing those activities. It might be fun. It might be time-consuming. But it did not take my students to where they should go. The thinking mode of backward design makes sure that I always bear my objectives in mind. The objectives have the right to determine what resources and activities should appear in class, not the other way around. What also might be important is to always have “Plan B”. Teachers also have affective filters and can be affected negatively. There is absolutely no harm thinking about questions beforehand like “What if the technology does not work in the classroom and I cannot fix it? What if this activity does not work well and my students seem have no interest in it? Do I

ELL CAPTSTONE PORTFOLIO

have backup plans?” Last but not least, as mentioned in my philosophy of teaching, real-world application is always my top priority. I need to tightly connect my lessons with real-life topics and situations. Particularly for my class, adult learners always bring so much life experience with them to the classroom, so never underestimate them just because of their language proficiency. As soon as I open a topic they can relate to, every student, no matter what his or her proficiency is, will desire to participate.

Challenges & Solutions. When teaching adult ELLs, it is not uncommon that multi-level students can be in the same classroom at the same time. How to deal with this issue without making more proficient students feel bored and making less proficient students feel frustrated? My mentor in my practicum told me that a good idea can be always trying to “hit in the middle”, which totally makes sense to me. Besides, I think that preparing differentiated materials and tasks for different level students can be beneficial. Technology can also be a great helper. Internet has abundant information that can be tailored to fit different needs. Web. 2.0 can be powerful tools to cater for different levels and to engage students.

Lesson Delivery

SIOP Model suggests that teachers should engage students 90% and 100% of the class period, which does not necessarily mean that “they need to be highly active (writing, reading, moving) the entire time”, but means that “they are following the lesson, responding to teacher direction, and performing the activities as expected” (Echevarria, Vogt, & Short, 2013, p.195). The most urgent thing I need to learn to engage students is to learn to “shut up”, trying to keep a balance in teacher talk and student talk. What I can do is to apply IRF (initiation, response, feedback) to encourage students’ participation (Hammond, & Gibbons, 2005). I ask questions,

ELL CAPTSTONE PORTFOLIO

wait for students' responses, elicit answers by encouraging students to think and promoting them to give responses, and restate or elaborate on the responses (Echevarria, Vogt, & Short, 2013). I need to pay attention to giving students more thinking time, instead of just finishing their sentences or giving answers directly. My practicum mentor teacher told me that teachers should wait for 30 seconds more if they sense the awkward atmosphere caused by silence, because if teachers just continue to talk every time, students will get used to it and expect the teacher to talk without actually thinking what they can say to contribute. What is also essential for me to make my lesson more comprehensible and efficient is modeling. Model what is right as well as model what is wrong. It is easy to say, but in real lesson, I found myself not doing it enough from observing my students' confused faces and their whispering with their classmates. As a result, if it is an individual activity, I need to model it first. If necessary, I might need to start doing 1 or even 2 questions to show students what they need to do. If it is an interactive activity, I can find my highest level student to model it with me. To sum up, it is always vital to provide varied suitable scaffolding to promote learning.

Challenges & Solutions. I think a major challenge may still come from multi-level students in the same classroom. A potential solution can be taking advantage of varied grouping configurations, whole class, small groups, grouping by different standards, pair work, individual work, etc. More importantly, designing interactive activities in which students of different levels can help each other is the key. In this way, less proficient students can “learn from good language models” (Echevarria, Vogt, & Short, 2013, p.155) and more proficient students can practice the language when helping with others. Anyway, I cannot emphasize INTERACTION enough!

Assessment

Formative and summative assessments, formal and informal assessments, and classroom observations will all play an important role in my classroom so that I can have a comprehensive understanding of students' progress and my instruction's effectiveness. What I should keep in mind when designing assessment is to think about each student, both those who perform satisfactorily and those who struggle with my lessons (Echevarria, Vogt, & Short, 2013). It is not reasonable to have the same expectations for everyone and to compare students with lower proficiency level with their more proficient peers. My goal for them is to make improvement compared with themselves. I do not mean to lower my expectations, but mean to set up different goals for students of different level.

Challenges & Solutions. In my context, adult learners in community English class usually do not have pressure from academic tests. They come to the class, because they want to. They can leave, if they do not think it is helpful. It might not work if we tell them that "you need to come to class every time and study hard, because you need to get a good grade in our final test". So how to motivate them? I think they do have pressure, but from real life. Many of them are new-coming immigrants or refugees and need survival languages, which can actually be more serious pressure. This might be more relevant to lesson preparation, but the possible solution is to relate the lessons to real-life skills and knowledge as tightly as possible. Rather than teaching how to analyze characters of a story, teach them how to make appointments with doctors, how to perform in a job interview, how to book a hotel, etc. If they find they can actually use what they learned in my class to live an easier life when they walk out the classroom, I am sure that they will come back and want to learn more.

Reflection

After each class, I need to reflect on the lesson by thinking about questions like “What went well and what did not? If it did not go well, why? Is it because of me or my learners? What can I do to avoid the same problem happening again or to better serve my learners?” “Did my learners meet the goals that I had for them?” “Is there anything unexpected happened in the classroom? Did I deal with it properly? Any better solutions?” “Did I enjoy the lesson? Is there anything else I want to share with them?” Reflection offers another opportunity to adjust our lessons to better help students. It is also important for teachers to continue to develop our expertise. It does not need to take long time, but it is critical. After all, a stitch in time saves nine.

Conclusions

As a pre-service ELL teacher, my hope for myself is to be adventurous and flexible. Every teacher will make mistakes and find that their plan does not work well in the classroom. Fortunately, we always have opportunities to restart with adjustment. So always try something new. Besides, there is no perfect teaching methodology suitable for all contexts. Even for the same group of students, an activity can work sometimes and not work well sometimes. So be flexible and responsive. Plan the lesson, but teach the students (Scrivener, 2010).

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Artifact A: Unit Plan



UNIT PLAN-MEMOIR

Final Project

Shuang Xie

Vanderbilt University, Peabody

College

ENED 3380/6380

Teaching Writing and Multimedia

Composition

Dr. Melanie Hundley

Section I: Unit Overview

- **Rationale:** Why this content for these students at this time?

There are tons of reasons why we should teach and write memoir, from both academic perspective and social perspective. Memoir certainly aligns with the Common Core State Standards. However, the most important reason for me to teach memoir might be real life is always stronger than fiction. Through memoirs, we can see how “we” become “we”. We will go through those significant moments again and see how they shape us; we will obtain a deeper understanding of our life and this world; we will learn to appreciate what we already have; we will have come to see ourselves in new ways; and finally, we will be more confident and stronger to embrace the future. Last but not least, memoirs help to build a closer community in classroom.

Jake Wizner, a teacher who has spent the past two decades developing and inspiring young writers, mentioned three fundamental ideas about memoir in his book *Worth Writing About: Exploring Memoir with Adolescents* (2015), which I think are quite inspiring and useful.

- ▶ Memoirs do not need to be factually accurate, but they need to be truthful.
- ▶ Every story must have an understory.
- ▶ Memoirs should move seamlessly between the sea and the mountain.

The first one is self-explanatory enough. We don’t need to get everything exactly right and perfectly accurate in our memoir, because the goal here is to “recreate our past experiences in a way that reveals larger truths about our lives and about who we are” (Wizner, 2015). One of reasons why students feel difficult to write a memoir is that they think nothing interesting enough to write about ever happened in their life or they think they don’t remember what exactly happened. As soon as they understand that “the inadequacy of memory is not so much a limitation” (Wizner, 2015) for them to share their stories, they will feel more confident and liberated to move forward. In this unit, I will lead my students to file their memories and help them dig deeper, which can make sure they have enough to say and have something they really want to share.

Secondly, a good memoir should be about more than just the events themselves, which is called the “understory” by Wizner, “because it signifies that there is something lurking beneath a story’s surface, a deeper significance, and it is our job as writers to bring it forth” (2015). A good memoir teaches something, reflects on something or uncovers something. It is definitely not just a detailed description of some events that happened before. In this unit, by asking students to write the purpose statement of their memoir, I want to make sure their memoir beyond the events themselves and actually communicate meaningful ideas with readers.

ELL CAPTSTONE PORTFOLIO

The third one is a metaphor. “Writing from the sea involves re-creating past incidents as scenes, using dialogue, descriptive action, access to the character’s thoughts and feelings, and sensory detail to bring the reader into the middle of what is unfolding (Wizner, 2015).” “Writing from the mountain means asking ourselves: What do I understand now about this story and about myself that I did not understand when I was living through it? (Wizner, 2015)” People stand on the mountain see a bigger picture. When writing memoir, we want to “zero in on the sights and smells and sounds and feelings of past moments in such detail that our readers can fully experience these moments for themselves” and at the meanwhile, we want to “zoom out from these moments and reflect on how and where they fit into the grand scheme of who we are and the lives we’ve lived (Wizner, 2015).” Accordingly, I design this unit in the way that help students focus on the bigger picture as well as the important details.

This unit plan is intended for 9th grade ELL (English Language Learner) students in the United States. After graduation from Peabody College, I want to find a job here to teach ELL students for a year or two. Since this is an imagined class, I would assume that I would have 15 students in my classroom, and mostly, their writing level is intermediate-high.

By virtue of memoir, another focuses of this unit are to teach how to select an interesting topic to begin and how to organize our writing. A problem that is mentioned in *Crunch Time* (Bernabei, Hover, & Candler, 2009) and I think is so true and urgent to be fixed is that “the student’s paper is boring because the topic is generic with details common to everyone”. I think teaching memoir is the best chance to teach students how to select a topic that can truly represent themselves. The authors suggest that one way to help students personalize general topics is using Levels of Personal Experience. I love this idea, so I will incorporate it into my unit plan. As for organization, it can be challenging for writers to keep themselves on topic, more challenging for struggling writers. “They have a story to tell and wonderful words they want to use. They have some voice in there, too, but it can be disorganized-wandering from the main path onto little rabbit trails (Bernabei, Hover, & Candler, 2009).” This is why teaching students how to only emphasize details that are important and leave out other unnecessary details becomes so vital. To achieve this, I will teach students to prewrite the structure.

We will also touch upon revision in terms of 6 traits (ideas, organization, voice, word choice, sentence fluency and conventions & presentation) (Spandel, 2013). “Many students have stereotypes of what revision is or isn’t (Heard, 2013).” They might “view revision as punitive (Heard, 2013)”, or “believe that revision and editing are the same thing (Heard, 2013)”. Many of them don’t consider revision as a process of writing. Instead, they think it is just the last step after they finish their writing and before they submit their final work. And they think if a teacher asks them to revise their work, it means the teacher doesn’t like their writing. There are just too many misunderstandings of revision that need to be clarified. We have to make students realize

that it's okay to have imperfect draft and actually, nobody can have perfect first draft, because every writer, even those most phenomenal ones, needs to revise their work again and again.

Speaking of 6 traits, we will not talk about all of them in one unit. We will talk about ideas, organization, voice and word choice. Because there are some overlaps between how to select topics and ideas (of 6 traits) and between prewriting the structure and organization (of 6 traits), we will only spend one lesson on ideas and one lesson on organization. The emphasis is on word choice. Three lessons will be working on word choice from different layers.

Crunch Time (Bernabei, Hover, & Candler, 2009), *The Revision Toolbox* (Heard, 2013), *Creating Writers* (Spandel, 2013) and *Worth Writing about* (Wizner, 2015). I have to mention them again, because these books greatly inspire me and play a significant role in designing my unit plan. I incorporate many ideas and activities from these books into my unit plan.

Last but not least, I choose *Through Grandpa's Eyes* by Patricia MacLachlan (See Appendix) as our mentor text. It is short, simple and touching. It has focus and clear structure. It has strong voice. I like it. I'm sure that my students will like it, too.

References

- Bernabei, G. S., Hover, J., & Candler, C. (2009). *Crunch Time: Lessons to help students blow the roof off writing tests--and become better writers in the process*. Portsmouth, NH: Heinemann.
- Heard, G. (2013). *The revision toolbox: Teaching techniques that work*. Portsmouth, NH: Heinemann.
- Spandel, V. (2013). *Creating writers: 6 traits, process, workshop, and literature*. Boston, MA: Allyn & Bacon.
- Wizner, J. (2015). *Worth writing about: Exploring memoir with adolescents*. Portland, ME: Stenhouse.

- **Standards**

The Common Core State Standards that are addressed in this unit:

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

- **Goals/Objectives**

Big Goals:

1. Students can write narratives by using effective technique, well-chosen details, and well-structured event sequences.
2. Students will feel comfortable and confident to revise their work.

Key Objectives:

1. Students will write a well-organized personalized memoir.
2. Students will come to understand what is revision, why it is so important and how to revise their work in terms of ideas and word choice.

- **Big Idea**

The big idea of this unit is to help students realize that they can organize and explore their life by writing and writing memoir is one way to do this. Consider how what we experience shape us and how perspectives might shape truth.

(But why memoir? Because we feel more confident to write about our life experiences. We feel less pressure to search for what to be written, since we all have life; most of us are willing to share our stories, because it feels good to be heard.)

- **Key Knowledge, Understandings, and Skills**

1. Students will be able to know how to pick up topics that are unique and intriguing for readers to read.

2. Students will be able to know how to decide what details should be included and what can be left out.

3. Students will be able to explain what is revision, what can be revised, when writers revise their work as well as the difference between revision and editing.

4. Students will be able to know that how ideas, organization, voice and word choice can influence their writing.

5. Students will be able to apply their knowledge of revision into their writing process.

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○ **Know/Understand/Do Chart**

Name of Unit: Memoir		
Unit Goals: 1. Students will write a well-organized personalized memoir 2. Students will be able to know how to pick up topics that are unique and intriguing for readers to read. 3. Students will be able to know how to decide what details should be included and what can be left out. 4. Students will be able to explain what is revision, what can be revised, when writers revise their work as well as the difference between revision and editing. 5. Students will be able to know that how ideas, organization, voice and word choice can influence their writing. 6. Students will be able to apply their knowledge of revision into their writing process.		
Students will know:	Students will understand:	Students will do:
What is a memoir	The characteristics of memoir	Read memoirs and talk about them; discussion.
How to select topics	What is a good topic	Students will use Levels of Personal Experiences to build their own “memory bank”; pair-share
How to keep writing on topic	What details are necessary to keep and what are not	Six word memoir http://www.sixwordmemoirs.com/ → Extended Moment (why, who, where, how, what) → Kernel Essay → Storyboard; pair-share.
What is revision	The differences between revision and editing.	Mini lessons about revision; discussion.
How to revise	What to revise and when to revise	Self-revision; peer-revision; teacher-revision.

Students will also know how to write a good memoir. **All of these** will help them to reach this goal!

Section II: Calendar

Unit Title: Memoir

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>DAY 1</p> <p>Daily goal: <u>To know the characteristics of memoir.</u></p> <p>Pre-Assessment: what do you know about memoir. (Gallery Walk: what is a memoir; who writes memoir; what can be written in a memoir; what is the purpose of a memoir; who is the audience of memoir)</p> <p>Read: <u>Through Grandpa's Eyes</u> by Patricia MacLachlan</p> <p>Teacher-lead discussion: talk about the questions of Pre-Assessment by using the text.</p> <p>HW: find another short memoir that you think is good and you want to share with others.</p>	<p>DAY 2</p> <p>Daily goal: <u>To know what makes a good memoir.</u></p> <p>Pair-share: what happened in this memoir; why you like it; what makes it a good memoir.</p> <p>Read <u>Through Grandpa's Eyes</u> by Patricia MacLachlan out again.</p> <p>Teacher-lead: what happened in this memoir; why you like it; what makes it a good memoir.</p> <p>Class brainstorming time: What makes a good memoir.</p> <p>HW: Begin to think about what you want to write about in your memoir. Use the graphic organizer to organize your thoughts. Write down at least 5 things that you</p>	<p>DAY 3</p> <p>Daily goal: <u>To select topics.</u></p> <p>Introduce Levels of Personal Experiences to students.</p> <p>Ask students to read the graphic organizer they finished yesterday as HW and classify them again by different levels.</p> <p>Give them Student Chart for Brainstorming "Bank" Experiences.</p> <p>Teacher's modeling: Fill out the Chart for Brainstorming "Bank" Experience in front of students and "think aloud".</p> <p>Students fill out their chart.</p> <p>In small groups, share one or two</p>	<p>DAY 4</p> <p>Daily goal: <u>To select THE topic.</u></p> <p>Read <u>Through Grandpa's Eyes</u> by Patricia MacLachlan again and talk about why the author chose this topic and what it meant to the author and readers.</p> <p>Teacher's modeling: to make final decision.</p> <p>Students choose their topic.</p> <p>Teacher's modeling: share your memoir subject with your partner. Teachers have to model the talker's job (talk as much as possible) as well as the listener's job (ask questions).</p> <p>Pair-share: students share their memoir</p>	

ELL CAPTSTONE PORTFOLIO

		want to write about for each category. (Person; Place; Animal; Object)	<p>memories in your “memory bank”.</p> <p>HW: Continue to work on the Chart for Brainstorming “Bank” Experience. Maybe read your journal or take a look at your family album to dig deep in your memory and find more inspiration.</p>	<p>subject with partners.</p> <p>HW: You have shared a lot of details of your story with your partner. Now, you need to use 6 words to express the story and post it to http://www.sixwordmemoirs.com/.</p>	
	<p>DAY 5 Daily goal: <u>To prewrite the structure.</u></p> <p>Extended Moment chart (why, who, where, how, what): to build on 6-word-memoir.</p> <p>Teacher’s modeling first, and then students complete their Extended Moment chart.</p> <p>Kernel Essay: teacher’s modeling → students finish.</p> <p>Pair-share: students share their stories by using Kernel Essay and Extended Moment chart.</p>	<p>DAY 6 Daily goal: <u>To prewrite the structure.</u></p> <p>Teacher’s modeling: show your Storyboard to the students and tell your story. Ask students to ask questions about your story.</p> <p>Pair-share: show your Storyboard to your partner and tell your story. Remember what is the talker’s job and what is the listener’s job.</p> <p>Write a purpose statement. Finish this sentence: I’m writing about _____ (the subject). I want my</p>	<p>DAY 7 Daily goal: <u>To start the first draft.</u></p> <p>By referring to all the materials, especially the Extended Moment and Storyboard, students will start to write their first draft in class.</p> <p>Teachers: tell students that you will conference with every student, in case they need help.</p>	<p>DAY 8 Daily goal: <u>To complete the first draft.</u></p> <p>Students continue to work on their first draft and teachers continue to conference with individuals.</p> <p>HW: If you haven’t finish your first draft, finish it by next Monday.</p>	

ELL CAPTSTONE PORTFOLIO

	<p>Storyboard: you need to draw 6 pictures to tell your story. Each picture will be along with a short paragraph of description. Remember, try your best to include all the details you think are necessary and important to be included in your memoir.</p> <p>HW: Continue to finish the Storyboard.</p>	<p>readers to know that _____ _____ (about me and my subject).</p> <p>Teacher's modeling→Give more examples→ students finish→ share with the whole class.</p> <p>HW: organize all the materials you have done for your memoir and bring them to the class tomorrow, because you will finish your first draft in class.</p>			
	<p>DAY 9 Daily goal: <u>Mini-lesson about revision.</u></p> <p>Ask students to revise their memoir for 5 minutes.</p> <p>Ask students what they did in the past 5 minutes.</p> <p>Revision Pre-Survey: give students sticky notes and put chart paper on the wall. Once they finish one question on the sticky note,</p>	<p>DAY 10 Daily goal: <u>Ideas.</u></p> <p>Writing Prompt: what makes ideas of a writing piece work.</p> <p>Class discussion: about the writing prompt question.</p> <p>Handout for students: Student Writing Guide for IDEAS.</p> <p>Ask students to score their memoir based on the handout.</p>	<p>DAY 11 Daily goal: <u>Organization.</u></p> <p>Writing Prompt: What is a good organization.</p> <p>Class discussion: about the writing prompt question.</p> <p>Handout for students: Student Writing Guide for ORGANIZATION.</p> <p>Ask students to score their memoir based on the handout.</p>	<p>DAY 12 Daily goal: <u>Voice.</u></p> <p>Class brainstorming: what is voice?</p> <p>Handout for students: Student Writing Guide for VOICE.</p> <p>Ask students to score their memoir based on the handout.</p> <p>Teacher's modeling: Take the Voice Out; The</p>	

ELL CAPTSTONE PORTFOLIO

	<p>stick it on the chart paper.</p> <p>Teachers read the sticky notes and explain what revision is and clarify the potential misunderstandings.</p> <p>Introduce revision tools: caret signs; sticky notes; spider legs; blank pates; asterisks; circles; arrows.</p> <p>Exit ticket: Revision After-survey.</p> <p>HW: Revise your memoir based on what we have learned today.</p>	<p>Teacher’s modeling: write a short paragraph and ask students to revise it with you. Focus on keeping the message small and focused.</p> <p>Peer-revision: evaluate your partner’s memoir by using Student Writing Guide for IDEAS, revise it and finish Peer Conference Feedback Sheet.</p> <p>HW: Continue to revise your memoir. Especially focus on ideas and think about what you have learned in class and the advice your peer gave to you.</p>	<p>Teacher’s modeling: Re-Ordering Random Story Events. (Ask students to reorder them with you and pay attention to talking about the lead, the transitions and the ending.)</p> <p>Peer-revision: evaluate your partner’s memoir by using Student Writing Guide for ORGANIZATION, revise it and finish Peer Conference Feedback Sheet.</p> <p>HW: Continue to revise your memoir. Especially focus on organization and think about what you have learned in class and the advice your peer gave to you.</p>	<p>Power of Detail; Write Dialogue.</p> <p>Peer-revision: evaluate by using Student Writing Guide for Voice, revise it and finish Peer Conference Feedback Sheet.</p> <p>HW: Continue to revise your memoir. Especially focus on voice and think about what you have learned in class and the advice your peer gave to you.</p>	
	<p>DAY 13</p> <p>Daily goal: <u>Word choice - Elaboration.</u></p> <p>Writing Prompt: 1. What is a good word choice? What do you look for in strong word choice? 2. What kinds of word choice problems</p>	<p>DAY 14</p> <p>Daily goal: <u>Word Choice – Verbs.</u></p> <p>Teacher-lead activity: Make that Thesaurus work for you.</p> <p>Students-centered activity: Choosing Specific verbs.</p>	<p>DAY 15</p> <p>Daily goal: <u>Word Choice – Nouns.</u></p> <p>Teacher’s modeling: Choosing Specific Nouns.</p> <p>Self-revision: students revise their memoir and focus on nouns.</p>	<p>DAY 16</p> <p>Daily goal: <u>To publish memoir.</u></p> <p>Teachers continue to give feedback.</p> <p>Each student will need to have digital version of their memoir. (So the location of this</p>	

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	<p>annoy or confuse you?</p> <p>Class discussion: about the writing prompt questions.</p> <p>Handout for students: Student Writing Guide for WORD CHOICE.</p> <p>Ask students to score their memoir based on the handout.</p> <p>Teacher’s modeling: Cracking Open Words</p> <p>Peer-revision: Find 2 tired words in your memoir that you think can be added more details and ask your partner to crack them for you. Discuss why make such changes and what effects these changes bring.</p> <p>HW: Continue to revise your memoir. Especially focus on word choice and finish Show, Don’t tell chart for at least 5 tired words.</p>	<p>Read <i>Through Grandpa’s Eyes</i> by Patricia MacLachlan again and ask students to highlight concrete and vivid verbs and share them with the whole class.</p> <p>Peer-revision: ask students to select a piece of their memoir and underline the verbs. Then their partners will brainstorm or look up other resources for alternative verbs to make their words more powerful.</p> <p>HW: Continue to revise your memoir, especially focus on verbs.</p>	<p>“Finish your final draft and make it readable.”</p> <p>Teacher-revision: Students who finish revision give the draft to teachers. Teachers give feedback to students. Students who finish their final draft in class may get feedback from teachers in class as well.</p> <p>HW: Students who don’t finish their final draft in class finish it at home and send it to teachers.</p>	<p>class might be the school library.)</p> <p>Students publish their memoir here if they want to share with others. https://www.flipsnack.com/newhd/</p> <p>Teachers give final grades to students’ memoir. (This can be done after class.)</p>	
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ELL CAPTSTONE PORTFOLIO

Extended Calendar

Day 3 – 50 min	Day 5 – 50 min
<p>Objectives:</p> <ul style="list-style-type: none"> - Students know Levels of Personal Experiences. - Students know how to classify their memories based of Levels of Personal Experiences. - Students build a “memory bank” of Level 2 or 3 that they can refer to when they write memoir. 	<p>Objectives:</p> <ul style="list-style-type: none"> - Students can describe an important moment in details. - Students decide the structure of their memoir before actually writing the first draft. - Students can write Kernel Essay which helps them keep writing on topic later. - Students decide what details they need to include in their memoir and what can be left out.
<p>Whole class:</p> <ul style="list-style-type: none"> - Introduce Levels of Personal Experiences. - Give examples of each level. <p>Individuals:</p> <ul style="list-style-type: none"> - Students classify the graphic organizer (which they finished on Day 2 as HW) based on different levels. <p>Whole class:</p> <ul style="list-style-type: none"> - Give students the Chart for Brainstorming “Bank” Experiences (which can trigger memories of Level 2 or 3 ideas). - Teacher’s modeling: Fill out the chart in front of students and “think aloud”. <p>Individual:</p> <ul style="list-style-type: none"> - Students fill out the chart. <p>Small Group:</p> <ul style="list-style-type: none"> - Share 1 or 2 memories in your “memory bank”. 	<p>Whole Class:</p> <ul style="list-style-type: none"> - Share 6-word-memoir. - Teacher’s modeling: Extended Moment chart (why, who, where, how, what). <p>Individual:</p> <ul style="list-style-type: none"> - Students complete Extended Moment chart. <p>Whole Class:</p> <ul style="list-style-type: none"> - Teacher’s modeling: Kernel Essay. <p>Individual:</p> <ul style="list-style-type: none"> - Students finish Kernel Essay. <p>Pair:</p> <ul style="list-style-type: none"> - Students tell stories by using Kernel Essay and Extended Moment chart. <p>Individual:</p> <ul style="list-style-type: none"> - Storyboard: students need to draw 6 pictures to tell the story. Below each picture, they need to a short paragraph to describe. They need to try their best to include all the details they think are necessary and important to be included in their memoir.
<p>Homework:</p> <p>Continue to work on the Chart for Brainstorming “Bank” Experience. Consider what you heard from your peers , and maybe read your journal or take a look at your family album to dig deep in your memory and find more inspiration.</p>	<p>Homework:</p> <p>Continue to finish the Storyboard.</p>

Extended Calendar

Day 9 – 50 min	Day 13 – 50 min
<p>Objectives:</p> <ul style="list-style-type: none"> - Students can explain what is revision. - Students know what can be revised, when writers revise their work and what symbols can be used during revision. - Students know the difference between revision and editing. - Students feel more comfortable and confident during revision. 	<p>Objectives:</p> <ul style="list-style-type: none"> - Students can explain what is a good word choice. - Students know how to evaluate a writing piece in terms of word choice. - Students can identify the words that are too vague and need to more specific. - Students can “crack” open words by adding descriptions.
<p>Individual:</p> <ul style="list-style-type: none"> - Revise memoir for 5 minutes. <p>Whole class:</p> <ul style="list-style-type: none"> - Ask students what they did in the past 5 minutes. <p>Teacher:</p> <ul style="list-style-type: none"> - Put some chart papers on the wall. Each one will include a question from Revision Pre-survey. <p>Individuals:</p> <ul style="list-style-type: none"> - Give students sticky notes and ask them to write down their responses to each question and stick them on the wall. <p>Whole class:</p> <ul style="list-style-type: none"> - Read students’ responses and talk about Pre-survey those questions together. - Teachers (T) need to clarify the misunderstandings students have. - Introduce revision tools: caret signs; sticky notes; spider legs; blank pates; asterisks; circles; arrows. <p>Exit ticket: Revision After-survey.</p>	<p>Individual: Writing Prompt:</p> <ul style="list-style-type: none"> - 1. What is a good word choice? What do you look for in strong word choice? - 2. What kinds of word choice problems annoy or confuse you? <p>Whole class:</p> <ul style="list-style-type: none"> - Teacher-lead discussion about the writing prompt questions. - Give handouts for students: Student Writing Guide for Word Choice. <p>Individual:</p> <ul style="list-style-type: none"> - Ask students to grade their own memoir based on the handout. <p>Whole class:</p> <ul style="list-style-type: none"> - Teacher’s modeling: Cracking Open Words. <p>Pair-work:</p> <ul style="list-style-type: none"> - Students find 2 tired words in their memoir that they think can be added more details and ask their partners to crack them. (Cracking Open Words Sheet) - Talk about together: why to make such changes; the effects that the changes may have.
<p>Homework:</p> <p>Revise your memoir based on what we have learned today.</p>	<p>Homework:</p> <p>Continue to revise your memoir. Especially focus on word choice and finish Show, Don’t tell chart for at least 5 tired words.</p>

○ **Unit Plan Pre-Planning Handout (tool)**

Unit Plan Sheet

Overarching Theme/Guiding Question/Big Idea
The big idea of this unit is to help students realize that they can organize and explore their life by writing and writing memoir is one way to do this. Consider how what we experience shape us and how perspectives might shape truth.

Brief Rationale (Why this topic for these kids at this time? Length of unit, etc.)
<p>Why to teach memoir:</p> <ol style="list-style-type: none">1. Memoir aligns with the Common Core State Standards.2. Real life is always stronger than fiction. Through memoirs, we can see how “we” become “we”. We will go through those significant moments again and see how they shape us; we will obtain a deeper understanding of our life and this world; we will learn to appreciate what we already have; we will have come to see ourselves in new ways; and finally, we will be more confident and stronger to embrace the future.3. Memoirs help to build a closer community in classroom. <p>Why to teach revision:</p> <ol style="list-style-type: none">1. Students don’t like revising their work.2. Students have a lot of misunderstandings of revision.3. Every writer has to know how to revise their work. <p>Length: 4 weeks; four lessons each week; 50 minutes for one lesson.</p>

Reading Strategies to be Targeted (What reading skills do you want them to learn, practice, and develop fluency in over the course of the unit?)
To read like a writer: Is it a good memoir? Why? Ideas are good? Organization is good? Word choice is good? How to improve?

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Writing Skills to be Targeted (What writing skills do you want them to learn, practice, and develop fluency in over the course of the unit?)

1. how to pick up topics that are unique and intriguing for readers to read.
2. how to decide what details should be included and what can be left out.
3. how ideas, organization, voice and word choice can influence their work.
4. how to apply the knowledge of revision into the writing process.

Grammar Skills to be Targeted ((What grammar content/skills do you want them to learn, practice, and develop fluency in over the course of the unit?)

We will talk about adjectives, nouns and verbs when we talk about word choice.

Literary Terms/Elements (What literary terms do you want them to learn, practice, and develop fluency in over the course of the unit?)

Memoir;
Revision;
4 of 6 traits (ideas, organization, voice, word choice).

Vocabulary (What vocabulary/vocabulary skills do you want them to learn, practice, and develop fluency in over the course of the unit?)

Avoid generic words;

Crack open words.

Formative Assessments (What are your data points for checking student learning? How will you assess this learning?)

Peer-revision;

Exit ticket;

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Teacher's monitor and observation.

Summative Assessments (What products will you use to assess whether or not students have learned)

Write a memoir with knowledge and skills you learn from this unit.

Section III: Assessment

- **Pre-Assessment:**

One of my Pre-Assessments is a small survey about memoir, which will be conducted in the form of Gallery Walk. I will stick some chart papers on the wall and each one will have a question about memoir on it, including what is a memoir; who writes memoir; what can be written in a memoir; what is the purpose of memoir; who is the audience of memoir, etc. Students write down their initial thoughts about these questions on the sticky notes and stick them on the wall. They will walk around to read others’ responses to each question.

I choose it because I want to know how much they know about memoir so far. By virtue of memoir, a genre, this unit talks about how to select topics and keep writing on topic, and how to revise. Students have to know memoir well so that they can focus on other things; otherwise, they would just get stuck with this genre. Therefore, this genre is a starting point and the foundation of this unit. By doing this survey and reading students’ responses, I can know what they already about memoir, what they don’t know and what misunderstandings they might have about memoir and how they feel about writing a memoir, excited or reluctant, etc. I can know what aspects about memoir we should discuss and what strategies I can use in the classroom.

- **Formative Assessment:**

Many of my formative assessments are in the name of peer-revision. For example, on Day 10, after we talk about how to evaluate and revise ideas, I ask students to evaluate their partners’ memoir based on the standard (Student Writing Guide for IDEAS) we just talked about, revise it by focusing on ideas and finish Peer Conference Feedback Sheet (see below) at the same time. “Sometimes, it’s just easier to revise somebody else’s words before we revise our own-it’s less personal and easier to spot what needs to be revised (Heard, 2013).” Conducting peer-revision is a great way to test if students grasp what we just taught without making students feel stressful. Plus, they can help each other to improve! It’s nice to kill two birds with one stone, isn’t it? Of course, during this process, I will walk around and talk to each student to see if they need extra instruction and monitor their progress.

Peer Conference Feedback Sheet

Questions?	What sticks with you:	I wonder:

- **Culminating Assessment:**

My culminating assessment is the memoir my students submit at the last day. I think their memoir is the best evidence to show if they meet the goals and objectives or not. Although they started their memoir form Day 1 and finished it with the help form their peers and from me, it's totally okay. The point of this unit is here. I want students to get used to revising their work again and again.

Before starting this unit, I hope they can write a well-organized and focused memoir and know how to revise their work in the process of writing. All of these can be traced in their final draft of the memoir. Whether they selected a fascinating topic? Whether they kept their memoir on the right track all the time? Whether they had a great organization, a captivating lead, smooth transitions and a strong ending? Whether they had the best word choices? These are the focuses of this unit and I can tell if my students meet the expectations from their final work. I will use Teacher Writing Guide for 6 traits (see below) in the *Creating Writers: 6 Traits, Process, Workshop, and Literature* (Spandel, 2013) to grade the memoirs.

References:

Heard, G. (2013). *The revision toolbox: Teaching techniques that work*. Portsmouth, NH: Heinemann.

Spandel, V. (2013). *Creating writers: 6 traits, process, workshop, and literature*. Boston, MA: Allyn & Bacon.

FIGURE 3.3

Teacher Writing Guide for IDEAS

6

- Clear, focused, compelling—holds reader's attention
- Strong main point, idea, story line
- Striking insight, in-depth knowledge of topic
- Takes reader on journey of understanding
- Significant, telling details paint a vivid picture

5

- Clear and focused
- Evident main point, idea, story line
- Reflects thorough knowledge of topic
- Authentic, intriguing information
- Important, helpful details expand main points

4

- Clear and focused more often than not
- Main point, story line easily inferred
- Sufficient knowledge for a broad overview
- Some new info, some common knowledge
- Details provide development on general level

3

- Some undeveloped text—or a list of general ideas
- Reader must work to get the message
- Some gaps in writer's knowledge of topic
- Mostly common knowledge, best guesses
- Generalities, broad brushstrokes

2

- Writer still defining, shaping message
- Main idea or message hard to infer
- Writer struggles to fill space
- Broad, unsupported generalities
- Repetition, filler, minimal support

1

- Minimal text
- Topic not yet defined in writer's mind
- Reader left with many questions
- Notes, first thoughts
- Writer needs help choosing/defining topic

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FIGURE 4.2

Teacher Writing Guide for ORGANIZATION

- | | |
|---|---|
| <p>6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thoughtful structure guides reader through text <input type="checkbox"/> Provocative opening—satisfying, “just right” conclusion <input type="checkbox"/> Smooth, well-crafted transitions create coherence <input type="checkbox"/> Balanced pacing—slows or speeds up to fit the moment <input type="checkbox"/> Easy to follow throughout—may have a surprise or two <p>5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purposeful organization, sense of direction <input type="checkbox"/> Strong lead, conclusion that provides closure <input type="checkbox"/> Thoughtful transitions connect ideas <input type="checkbox"/> Good pacing—time spent on what matters <input type="checkbox"/> Easy to follow—stays on track <p>4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization supports message/story <input type="checkbox"/> Functional lead and conclusion <input type="checkbox"/> Helpful transitions keep ideas flowing <input type="checkbox"/> Balanced—<i>most</i> time spent on key points <input type="checkbox"/> Easy to follow—sometimes predictable | <p>3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization somewhat loose—or formulaic <input type="checkbox"/> Lead and/or conclusion needs work <input type="checkbox"/> Transitions sometimes needed—or overdone <input type="checkbox"/> Too much time spent on trivia, too little on key points <input type="checkbox"/> Not always easy to follow without work <p>2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order more random than purposeful <input type="checkbox"/> Lead and/or conclusion missing or formulaic <input type="checkbox"/> Transitions unclear or missing <input type="checkbox"/> Hard to tell what points matter most <input type="checkbox"/> Requires rereading to follow writer’s thinking <p>1</p> <ul style="list-style-type: none"> <input type="checkbox"/> No clear sense of direction <input type="checkbox"/> Starts right in (no lead); just stops (no conclusion) <input type="checkbox"/> A challenge to follow the writer’s thinking <input type="checkbox"/> Everything is as important as everything else <input type="checkbox"/> Writer needs help sorting/organizing ideas |
|---|---|

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FIGURE 5.3

Teacher Writing Guide for VOICE

- | | |
|---|--|
| <p>6</p> <ul style="list-style-type: none"> <input type="checkbox"/> As individual as fingerprints <input type="checkbox"/> Writer AND reader love sharing this aloud <input type="checkbox"/> Mirrors writer’s innermost thoughts and feelings <input type="checkbox"/> Passionate, vibrant, electric, compelling <input type="checkbox"/> Pulls reader right into the piece <p>5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Original, distinctive <input type="checkbox"/> A good read-aloud candidate <input type="checkbox"/> Reveals writer’s thoughts, feelings <input type="checkbox"/> Spontaneous, lively, enthusiastic <input type="checkbox"/> Shows sensitivity to readers <p>4</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stands out from many others <input type="checkbox"/> Share-aloud moments <input type="checkbox"/> Writer is present in the piece <input type="checkbox"/> Earnest, sincere <input type="checkbox"/> Shows awareness of readers | <p>3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sporadic—voice comes and goes <input type="checkbox"/> Not quite ready to share—but getting there <input type="checkbox"/> Needs <i>more</i> voice—or a <i>different</i> voice <input type="checkbox"/> Restrained, quiet, cautious <input type="checkbox"/> Reader awareness? Sometimes, perhaps . . . <p>2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writer not really “at home” in this writing <input type="checkbox"/> Hint of voice—or we could be reading in <input type="checkbox"/> Reader cannot tell who writer is <input type="checkbox"/> Distant, disengaged—or wrong for the purpose <input type="checkbox"/> Not yet “writing to be read” <p>1</p> <ul style="list-style-type: none"> <input type="checkbox"/> No sense of person behind the words <input type="checkbox"/> Writer is not ready to share this piece <input type="checkbox"/> Writer’s own thoughts/feelings do not come through <input type="checkbox"/> Something (topic choice?) is stifling the voice <input type="checkbox"/> Writer needs help with topic—or voice |
|---|--|

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FIGURE 6.2

Teacher Writing Guide for WORD CHOICE

6

- Clear, fresh, original language adds voice
- Quotable—the right word at the right moment
- Every word counts—any repetition is purposeful
- Powerful verbs, unique phrasing, memorable moments
- Words create vivid message, striking images

5

- Natural language used well and confidently
- Engaging—moments to remember or highlight
- Concise yet expressive—a good balance
- Strong verbs, striking expressions
- Words create clear message, image, impression

4

- Functional, clear language used correctly
- Understandable—sometimes noteworthy
- Minimal wordiness or unintended repetition
- Strong moments—few clichés or overwritten text
- Words help reader get the “big picture”

3

- Vague words (*special, great*)—OR thesaurus overload
- An occasional stand-out moment
- Moments need pruning—or expansion
- Writer rarely stretches for individual expression
- Images/impressions still coming into focus

2

- Words may be unclear, vague, or overused
- Writer settles for first words that come to mind
- Fuzziness, wordiness, unintended repetition
- Words lack energy, life, vitality
- Reader must work to “see” and “feel” the message

1

- Getting words on paper seems a struggle
- Word choice feels random—not a real “choice”
- Writer says very little—or repeats a lot
- Overworked words—*nice, good, great, fun*—flatten voice
- Writer needs help with message or wording

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FIGURE 7.2

Teacher Writing Guide for SENTENCE FLUENCY

6

- Easy to read with inflection that brings out voice
- Rhythm you want to imitate—poetic, musical
- Striking variety in sentence style, structure, length
- Fragments or repetition are rhetorically effective
- Strong sentences make meaning instantly clear

5

- Readable even on the first try
- Easy-on-the-ear rhythm, cadence, flow
- Variety in sentence style, structure, length
- Fragments or repetition add emphasis
- Readily understandable

4

- Readable with minimal rehearsal
- Pleasant, rhythmic flow dominates
- Some sentence variety
- Fragments or repetition are not a problem
- Sentences are clear and connected

3

- Readable with rehearsal and close attention
- Sentence-to-sentence flow needs work
- More sentence variety needed
- A few moments cry out for revision
- Sentences not always clear at first

2

- Hard to read in spots, even with rehearsal
- Many sentences need rewording
- Minimal variety in length or structure
- Problems (choppiness, run-ons) disrupt the flow
- Reader must pause or reread to get the meaning

1

- Reader must pause or fill in to read this aloud
- Many sentences need rewording
- Hard to tell where sentences begin or end
- Sentence problems may block meaning
- Writer needs help revising sentences

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FIGURE 8.3

Teacher Writing Guide for CONVENTIONS & PRESENTATION

6

- Only the pickiest editors will spot problems
- Creative use of conventions enhances meaning, voice
- Complexity of text shows off writer's editorial control
- Enticing, eye-catching presentation (as needed)*
- Virtually ready to publish

5

- Minor errors that are easily overlooked
- Correct conventions support meaning, voice
- Shows writer's control over numerous conventions
- Pleasing, effective presentation
- Ready to publish with light touch-ups

4

- Errors are noticeable, but not troublesome
- Errors do not interfere with the message
- Shows control over basics (most spelling, punctuation)
- Acceptable presentation
- Good once-over needed prior to publication

3

- Noticeable errors may slow reader
- Reader may pause to mentally "correct" text
- Some problems even on basics
- More attention to presentation needed
- Thorough editing required prior to publication

2

- Distracting or repeated errors
- Errors may interfere with writer's message
- Shaky control over basics—reads like a hasty first draft
- Immediately noticeable problems with presentation
- Line-by-line editing needed prior to publication

1

- Serious, frequent errors make reading a challenge
- Reader must "decode" before focusing on message
- Writer not yet in control of basic conventions
- Writing not yet ready for final design/presentation
- Writer needs help with editing

*Note: Presentation should be weighted to reflect its importance given the purpose and audience for the document.

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Section IV: Learning Segment

• **Lesson plans**

Lesson Plan Framework

Name	Shuang Xie
Lesson Title	Cracking Open Words: Elaboration
Date (including day of week)	Day 13; Monday
Grade Level & Class Title	9 th Grade; Writing class
Instructional Context	
<p>○ What do I know about my students that will inform this lesson?</p> <p>There are 15 ELL students in the class. Mostly, their writing level is intermediate high. They can write on topics related to school, work, and community in a generally organized way, but less detailed. They can state what happened in narratives, but they use generic words like fun, nice, and scary too often, resulting in not describing anything specific for the reader. This lesson is intended to help students to identify those generic worn words and remain caution when they want to use them. More importantly, I want teach my students how to make the generic words and sentences more specific and vivid so that they can create images in reader’s mind.</p>	
<p>○ How does this lesson connect with and build on the previous lesson(s)?</p> <p>This is the fourth lesson that is focused on revision as well as 6 traits. We have learned the basic knowledge of revision and particularly, learned how to revise ideas, organization and voice. Students are getting more comfortable in the revision process. However, previous revision lessons focus more on the bigger picture of a writing piece. This lesson helps students to pay attention to the little bricks of their writing-words. It’s like building a house. Now, it’s time for the brickwork.</p>	
<p>○ How do you expect to build on this lesson in subsequent lessons?</p> <p>This is the first lesson about word choice, and we have two more lessons about word choice coming. We will start from talking about what is a good word choice and the effects that a good words choice might have so that students can have a general idea. By watching teacher’s modeling and trying it on their own, they start to get a sense of how they can play with words, which they will continue to learn in the following lessons. Plus, this lesson focuses on working on any generic words, but the following two lessons will be more targeted to verbs and nouns.</p>	
Standards & Objectives	
Standards Addressed	
<p>○ List state and local standards addressed in lesson.</p> <p>- CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>- CCSS.ELA-LITERACY.W.9-10.5</p>	

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<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p>		
Learning Objectives		
<ul style="list-style-type: none"> ○ List the specific content learning objectives for the lesson. 		
<ul style="list-style-type: none"> - Students can explain what is a good word choice. - Students know how to evaluate a writing piece in terms of word choice. - Students can identify the words that are too vague and need to more specific. - Students can “crack” open words by adding descriptions. 		
<ul style="list-style-type: none"> ○ Note any goals or expectations related to student participation in the lesson. 		
<p>Students will participate individually (writing prompt, grade their own memoir), in small groups (pair-revision), and as a whole class (discussion, teacher’s modeling).</p>		
Academic Language Objectives		
<ul style="list-style-type: none"> ○ List the Academic Language or content language needed for this lesson. 		
<p>Students will explain what is a good word choice. Students will explain why a word is needed to be “cracked” and the differences made by “cracking” it.</p>		
Assessments		
Assessment	Pre/Formative/Summative	Objective
Writing Prompt	Pre-Assessment	Students will talk about their current understanding of word choice.
Pair-revision	Formative	Students will use what they just saw and learned to help their partner to revise their memoir.

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
7:37	<p>7:30- Writing Prompt: 1. What is a good word choice? What do you look for in strong word choice? 2. What kinds of word choice problems annoy or confuse you? (Show it on the screen) (PPT is attached)</p>	<p>This is a way to assess students’ prior knowledge of word choice.</p>
7:45	<p>7:37- Whole class: Teachers (T) will draw a T-chart on the whiteboard, listing strengths (the first question) on one side and problems (the second question) on the other. Ask students (S) to share their thoughts and T write down the key words on the chart.</p>	<p>T can have a sense that how much students know about word choice. The whole class can reach a consensus on the characteristics of good word choice.</p>

ELL CAPTSTONE PORTFOLIO

<p>7:50</p> <p>7:45-</p>	<p>Handouts for students: Student Writing Guide for Word Choice (see below).</p> <p>Give S 2 minutes to read the guide and ask them if they think this chart is consistent with our ideas (listed on the T-chart) or not and clarify questions they have.</p>	<p>Students can associate different characteristics with strong or ineffective word choice.</p>
<p>7:52</p> <p>7:50-</p>	<p>Individuals: Ask S to grade their own memoir based on the Student Writing Guide for Word Choice.</p>	<p>Students can get more familiar with the rubric. Students begin to think about how they can improve the word usage in their memoir.</p>
<p>8:07</p> <p>7:52-</p>	<p>Teacher's Modeling: You have already known what a good word choice is and you might have noticed that there are some words in your memoir that can be more powerful. Now, it's time to learn how to make this happen exactly. Today, I want to show you a magic, a way to make your words much more beautiful and powerful. It's called Cracking Open Words. Words like fun, nice, wonderful and sad are too general and vague. They actually don't describe anything specific for the reader, let alone create a vivid picture in their mind. I want to show you how to make these words more powerful.</p> <p>For example,</p> <p>"It was a nice day." (Show it on the screen) The word, nice, isn't really creating any picture here. It's telling me it was a nice day, but it wasn't showing me one. Sometimes, we just don't believe what people tell us unless it has been shown to us, right?</p> <p>Now, let me think about what a nice day might look like or feel like. Sun; me, at the beach; wave.</p> <p>Now, how about writing it this way: "The sun came up over the sea. Cold water splashed my feet sending a chill over my body. The air smelled of sweet salt water. The sunrays made the water glitter like fireworks. The sand felt warm on my frozen feet. The wet rocks made a beautiful shade of gray. The stars came up. The little sparkling dots made me feel safe in bed." (Show it on the screen)</p>	<p>Introduce a way to make generic words more detailed.</p> <p>Reduce students' affective filter by watching teacher's modeling first.</p> <p>Show students how to do it so that they know how use in their own writing.</p>

	<p>Which one do you like? Which one creates a picture in your mind?</p> <p>Now, who remember what I just did exactly?</p> <p>First, we need to “spot” the tired words. What kind of words can be considered as tired words?</p> <ol style="list-style-type: none"> 1. vague, abstract words 2. clichés 3. words or phrases used more than once 4. “habit words” (words a writer uses too frequently) <p>(Show it on the screen) All of these words can’t show us anything.</p> <p>After we identify these tired words, we will crack them.</p> <p>What did I do? I began to think about what “a nice day” might look or feel like. And then I just described the image in my mind.</p> <p>Let’s summarize again how to crack open words:</p> <p>Step 1: spot them. Step 2: envision them. Remember you should use all of your senses, not just visual. What do you see? What do you hear? What do you smell? What do you feel? What do you say? What do you taste?) Step 3: describe them.</p> <p>(Show it on the screen)</p> <p>Before you practice this magic, let’s build a tired word list together and give those words a rest in the future.</p> <p>Fun; awesome; nice; bad; special; cool; great; super; good; great... (Write them down on the whiteboard)</p>	
<p>8:07-8:17</p>	<p>Give students Cracking Open Words Sheet (see below).</p> <p>Pair-work: Now, you need to find 2 tired words in your memoir and your partner will help you to crack them.</p> <p>After both of you crack open words for your partner, you will tell your partner why you make</p>	<p>This pair-word serves as a practice as well as a formative assessment at the same time. In the process of practice, it will test them how much they have mastered what they were taught in the teacher’s modeling.</p>

ELL CAPTSTONE PORTFOLIO

	such changes and the effects that the changes may have.	
8:20	8:17- HW: Continue to revise your memoir. Especially focus on word choice. You need to revise at least 5 tired words in your memoir and finish Show, Don't tell Sheet (See below) when you revise. The difference between the Cracking Open Words Sheet and the Show, Don't Tell Sheet is that you don't need to list what you envision when you try to crack open words. You show them in your rewritten piece.	Practice the skills that were taught today. Improve their memoir.
Student Supports		
<ul style="list-style-type: none"> ○ Consider the topic, skills, and strategies used in this lesson. How and where have supports and scaffolds for these been incorporated into the lesson(s)? 		
<p>A rubric that students can refer to</p> <ul style="list-style-type: none"> Modeling Group practice Individual practice Pair-share Graphic organizers 		
<ul style="list-style-type: none"> ○ What are the places in your lesson where the content might be confusing or "knot up"? What alternative ways do you have to present/explain the content if you need it? 		
<p>They might still have difficulty in how to crack open words. I can show them more examples or I can lead them to do it once by asking them questions. (why you think it's a tired word; close your eyes, what you see in your mind? What you hear? How does it smell?...)</p>		
<ul style="list-style-type: none"> ○ Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted? 		
<p>My students are ELL students. They might not have a rich English vocabulary bank yet, so they can use tools, like dictionary, thesaurus, or other online resources.</p>		
Materials and Resources		
<ul style="list-style-type: none"> ○ List the handouts, notes, books, and other materials you will need for the lesson. 		
<p>Whiteboard; Markers; Handouts: Student Writing Guide for Word Choice; PPT; Projector; Handouts: Cracking Open Words Sheet. Homework sheets: Show, Don't Tell.</p>		

FIGURE 6.1

Student Writing Guide for WORD CHOICE

6

- My word choice is clear and creative.
- I stretched for the word or phrase that was just right.
- Every word counts. If I repeated, I meant to do it.
- I used many strong verbs—and found my own way to say things. Look for stand-out moments.
- My words make pictures in your mind, touch your senses, or take you right inside my thinking.

5

- I wrote to make meaning clear—not to impress you.
- There are moments you'll notice or remember.
- My writing is concise. If I repeated, it works.
- Look for strong verbs—and some read-aloud moments.
- My words create meaning or help you picture things.

4

- My writing makes sense. I used words correctly.
- You'll spot a moment or two to highlight.
- Not much repetition. Not many wordy moments.
- In spots I tried too hard—or not hard enough!
- You will get the main idea.

3

- I have too many vague words: *nice, good, fun*.
- There's at least *one* part I like, however.
- Parts are wordy—or else I didn't say enough.
- I need more verbs—and more *precise* words.
- I'm still finding the "right" words to say what I mean.

2

- Some words seem unclear—or maybe incorrect.
- I wrote down the first words I thought of.
- Caution: Repetition! Fuzzy language! Wordiness!
- Strong verbs? No way! It's all *is, are, was, were*.
- The reader will need to work to "get the message."

1

- I struggled just to get words on the page.
- I wasn't sure what to say—or how to say it.
- I didn't say enough—or I just repeated things.
- I used the same old words I *always* use.
- I need help with word choice—or the whole message.

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Cracking Open Words Sheet

Tired Word/Phrase/Sentence	What You Envision	Cracked Open Rewrite

Show, Don't Tell

Tell	Show
E.g. She was weak and ill.	She couldn't even get out of bed. Her face was white. She had a bowl next to her bed in case she threw up.

Appendix

Through Grandpa's Eyes by Patricia MacLachlan

Grandpa and I walk outside, through the front yard and across the field to the river. Grandpa is blind, but he has not been blind forever. He remembers in his mind the gleam of the sun on the river, the Queen Anne's lace in the meadow, and every dahlia in his garden. He gently takes my elbow as we walk so that I can help show him the path.

"I feel a south wind," says Grandpa.

I can tell which way the wind is blowing because I see the way the tops of the trees lean. Grandpa tells by the feel of the meadow grasses and by the way his hair blows against his face.

We come to the riverbank. I see that the water is high and has cut in by the willow tree. It flows around and among the roots of the tree, making paths. I see a blackbird with a red patch on its wing, sitting on a cattail. Without thinking, I point my finger.

"What is that bird, Grandpa?" I ask excitedly.

"Conk-a-ree," the bird calls to us.

"A red-winged blackbird," says Grandpa promptly.

He can't see my finger pointing, but he hears the song of the bird.

"And somewhere behind the blackbird," he says, listening, "a song sparrow."

I hear a scratchy song, and I look and look until I see the earth-colored bird that Grandpa knows is here.

Nana calls from the front porch of the house.



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“Nana’s made hot bread for lunch,” Grandpa tells me happily, “and spice tea.” Spice tea is his favorite.

I close my eyes, but all I can smell is the wet earth by the river.

As we walk back to the house, Grandpa stops suddenly. He bends his head to one side, listening. He points his finger upward.

“Honkers,” he whispers.

I look up and see a flock of geese, high in the clouds, flying in a V. “Canada geese,” I tell him.

“Honkers,” he insists. And we both laugh.

We walk up the path again and to the yard where Nana is painting the porch chairs. Grandpa smells the paint.

“What color, Nana?” he asks. “I cannot smell the color.” “Blue,” I tell him, smiling. “Blue like the sky.” “Blue like the color of Grandpa’s eyes,” Nana says.

When he was younger, before I can remember, before he was blind, Grandpa did things the way I do. Now, when we drink tea and eat lunch on the porch, Grandpa pours his own cup of tea by putting his finger just inside the rim of the cup to tell him when it is full. He never burns his finger. Afterward, when I wash the dishes, he feels them as he dries them. He even sends some back for me to wash again.

“Next time,” says Grandpa, pretending to be cross, “I wash; you dry.”

In the afternoon, Grandpa, Nana, and I take our books outside to read under the apple tree. Grandpa reads his book with his fingers, feeling the raised Braille dots that tell him the words. As he reads, Grandpa laughs out loud.

“Tell us what’s funny,” says Nana. “Read to us, Papa.” And he does.

Nana and I put down our books to listen. A gray squirrel comes down the trunk of the apple tree, tail high, and seems to listen, too. But Grandpa doesn’t see him.

After supper, Grandpa turns on the television. I watch, but Grandpa listens, and the music and the words tell him when something is dangerous or funny, happy or sad.

Somehow, Grandpa knows when it is dark, and he takes me upstairs and tucks me into bed. He bends down to kiss me, his hands feeling my head. “You need a haircut, John,” he says.

ELL CAPTSTONE PORTFOLIO

Before Grandpa leaves, he pulls the light chain above my bed to turn out the light. By mistake, he's turned it on instead. I lie for a moment after he's gone, smiling, before I get up to turn off the light.

Then, when it is dark for me the way it is dark for Grandpa, I hear the night noises that Grandpa hears—the house creaking, the birds singing their last songs of the day, the wind rustling the tree outside my window.

Then, all of a sudden, I hear the sounds of geese overhead. They fly low over the house.

“Grandpa,” I call softly, hoping he's heard them too. “Honkers,” he calls back.

“Go to sleep, John,” says Nana.

Grandpa says her voice smiles to him. I test it. “What?” I call to her.

“I said, ‘Go to sleep,’” she answers.

She says it sternly. But Grandpa is right. Her voice smiles to me. I know— because I'm looking through Grandpa's eyes.

Artifact B: Three-Genre Lesson Plan

Name: Shuang Xie

Class: 5th Grade, Language Arts

Lesson #, Lesson Title: Mom’s Birthday

Date: Day of Week, Date, Time: Friday, 04/01/2016, 70 minutes

Instructional Context	
What do I know about my students that will inform this lesson?	
How to celebrate mom’s birthday? The topic is simple and engaging. Every student should have something to say, which means students have the schema that I can take advantage of.	
How does this lesson connect with and build on the previous lesson(s)?	
Our previous lesson may have talked about how to summarize the text. This is a very important skill that we need to use for several times. For example, when students are finishing the “compare and contrast” form of the poem, they can’t write the whole poem down. They have to summarize each part of the poem before they actually start to compare and contrast.	
How do you expect to build on this lesson in subsequent lessons?	
Next class, I may teach students how to guess the meaning of words and phrases as they are used in a text according to the context, including figurative language such as metaphors and similes. I might ask students to compare and contrast the common meaning and usage of the words with their uncommon meaning and usage. Students will have the opportunities to continue to practice comparing and contrasting in my next class.	
Standards Addressed	
Common Core State Standards/Local Standards	
Key Ideas and Details:	
CCSS.ELA-LITERACY.RL.5.2	
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
CCSS.ELA-LITERACY.RL.5.3	
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Learning Objectives	
Objective	Assessment
SWBAT find or have some good ideas of how to show their love to their mothers.	The exit slip requires students to make a plan of their mothers’ next birthday.
SWBAT continue to work on their summarizing skills	When they fill out the form after acting out the form and also when they need to compare and contrast their own way to celebrate their

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	<p>mothers' birthday with the cartoon, they will have to summarize the stories first.</p> <p>Students and the teacher will summarize the cartoon they just watched.</p>	
SWBAT learn how to compare and contrast two things or events.	They need to compare and contrast what every child did and how the mother felt in the poem. Besides, they need to compare and contrast their own ideas with that of the cartoon.	
SWBAT gain a sense of how to guess the meaning of the unfamiliar words with the contexts.	We will work on this in our next class particularly, so I don't really need to assess this part. I just want students to have a general idea of how to do this.	
Note any expectations related to student participation in the lesson.		
I need students to fully engage in the group activities and know how to argue for themselves as well as listen to others' opinions.		
Academic Language Demand/Language Function		
Language Function	Support/Scaffold	
<ul style="list-style-type: none"> o Compare and contrast 	<ul style="list-style-type: none"> • I'll introduce and explain some common words that are used to achieve the language function. • I'll provide many chances for them to practice. • I'll help to improve their sentences. 	
Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
10 min	<p>Introductory Activity:</p> <p>Opening: Teacher: Do you love your mother? Do you know which day is her birthday? You know, it makes you a better kid for remembering this.</p> <p>Let's hear a song first! After hearing it, tell me at least one way that how the child celebrated his mom's birthday in the song.</p> <p>https://www.youtube.com/watch?v=aj6P300TNPs</p> <p>Isn't it very funny? Have you ever done something similar? How did your mom react? But "remember it's the thought that counts more than the result. My heart was in the right place even though I did it wrong. It was all to say on your birthday my love for you is strong." (Write down the lyrics on the whiteboard). Next time, if you do something funny like that again, sing this to you mom, so she can't get mad at you.</p>	To activate students' prior experience about the topic, which may help students better understand the text later.

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	<p>Then, in group of 4, the teacher will ask students to talk about how they usually celebrate their mothers' birthday and share the most unforgettable one with others.</p>	
<p>3 min</p>	<p>Read the poetry together (Read Aloud).</p> <p style="text-align: center;">Who Loves Mother Best?</p> <p style="text-align: center;">“Oh happy birthday, Mama dear.” Sang Ben, Liz and Bess with cheer “We love you much, we love you true.” They kissed their mother, hugged her too.</p> <p style="text-align: center;">Then quickly Ben skipped out to play And went with playmates all the day. Then rushed home in time to see His sister Liz aglow with glee.</p> <p style="text-align: center;">For Liz held up an ice cream cone, Enjoying it, she sat alone. Ben grabbed the cone, and slipped away, So Liz cried out, “For that you’ll pay!”</p> <p style="text-align: center;">Like cats and dogs the two did struggle Each making sure to win the battle. They tried to push and then to pull, While Mama almost lost her cool.</p> <p style="text-align: center;">But little Bess with Mom she stayed, She set the table, drinks she laid. And helped to serve Mom’s friends and guests Now tell me, who loves Mother best?</p>	<p>Read aloud the text can help students concentrate on reading.</p>
<p>7 min</p>	<p>Teach vocabulary in context.</p> <p>Key vocabularies: skip out, rush, aglow with glee, slip away, pay, lose one’s cool</p> <p>Ask students to make guess before the teacher explains the meaning of the word. Emphasize the context of the word in the poem.</p> <p style="text-align: center;">For example, “aglow with glee” Then rushed home in time to see His sister Liz aglow with glee. For Liz held up an ice cream cone, Enjoying it, she sat alone.</p>	<p>Teach students vocabulary in context so that they will know when and how they can use the words. They will obtain a deeper understanding of the vocabulary.</p>

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	<p>The teacher might say, “Liz was enjoying her ice cream cone. How do you feel if you are enjoying an ice cream? Happy? Excited? Sad? Frustrated?”</p> <p>Pictures will be provided if necessary.</p>							
<p>13 min</p>	<p>Act out the poem.</p> <p>Each group will act out a small episode of the poem. Students are encouraged to add more lines if they want. Every group has 3 minutes to practice and 2 minutes to act out to the whole class.</p> <p>Group 1: “Oh happy birthday, Mama dear.” Sang Ben, Liz and Bess with cheer “We love you much, we love you true.” They kissed their mother, hugged her too.</p> <p>Then quickly Ben skipped out to play And went with playmates all the day. Then rushed home in time to see His sister Liz aglow with glee.</p> <p>Group 2: For Liz held up an ice cream cone, Enjoying it, she sat alone. Ben grabbed the cone, and slipped away, So Liz cried out, “For that you’ll pay!”</p> <p>Like cats and dogs the two did struggle Each making sure to win the battle. They tried to push and then to pull, While Mama almost lost her cool.</p> <p>Group 3: But little Bess with Mom she stayed, She set the table, drinks she laid. And helped to serve Mom’s friends and guests Now tell me, who loves Mother best?</p>	<p>This is a way to assess the students’ understanding of the key words and the poem. Besides, they will become much more familiar with the details of the poem, which can make it easier for them to complete following activities. What’s more, children will have a lot of fun in this activity. They might love my lesson just because of it!</p>						
<p>5 min</p>	<p>Back to small groups, students will complete the form about the way how every children showed their love for their mother and how the mother felt.</p> <table border="1" data-bbox="349 1795 1110 1890"> <thead> <tr> <th data-bbox="349 1795 604 1858"></th> <th data-bbox="604 1795 831 1858">What did s/he do?</th> <th data-bbox="831 1795 1110 1858">How did the mother feel?</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 1858 604 1890">Ben</td> <td data-bbox="604 1858 831 1890"></td> <td data-bbox="831 1858 1110 1890"></td> </tr> </tbody> </table>		What did s/he do?	How did the mother feel?	Ben			<p>Students can continue to practice their summarizing skills as well as prepare for our following activities.</p>
	What did s/he do?	How did the mother feel?						
Ben								

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	<table border="1"> <tr> <td>Liz</td> <td></td> <td></td> </tr> <tr> <td>Bess</td> <td></td> <td></td> </tr> </table>	Liz			Bess			
Liz								
Bess								
6 min	<p>After students finish the chart, the teacher will give them the handout about “compare and contrast” (See Appendix).</p> <p>The teacher will tell students, “when you compare something, you are telling how they are similar or alike, but when you contrast something, you are telling how they are different”. Then the teacher will explain the words or expressions that students might not be very familiar with in the handout by giving examples and offering opportunities for students to practice.</p>	Students will learn some common expressions of comparing and contrasting.						
7 min	<p>In small groups, students will use the “compare and contrast” language they just learned to make several sentences based on the poem. They can either compare or/and contrast children’s behavior or the mother’s reaction. Write down the sentences on the chart paper.</p> <p>Invite every group to read their sentences aloud to the whole class. The teacher and students may correct or improve the sentences together.</p>	Students will have a chance to practice what they just learned.						
6 min	<p>The teacher: Now, you have already been very familiar with the story the poem talked about. Let’s watch a video. It’s a cartoon episode. It might look a little bit silly to you since you are all big kids now, but it’s very cute. However, the most important thing is that I want you to watch carefully how each kid pig did on their mom’s birthday. Then, you have to complete your exit slip according to your memory. But I don’t want to distract you from enjoying the cartoon, so I will not give you the exit slip now. No worries. You’ll be fine. Enjoy the cartoon.</p> <p>https://www.youtube.com/watch?v=TsPK7iMZjR0</p>	It’s been a long time since we started this lesson. Hopefully, a short video can wake up those sleepy and bored students. More importantly, this is the preparation work for the following assessment.						
5 min	<p>The teacher and the students will summarize the episode together. (What, when, why, where, who, how).</p>	Students with limited English proficiency might find challenging to finish the exit question 2 if they can’t fully understand the episode, since this is not a group activity and they don’t have partners to ask for help. In addition, this is another chance for them to practice summarizing.						
6 min	<p>Then the teacher will give students the exit slip. Students need to answer these questions.</p> <p>1. Questions and Answers</p>	To assess if the students have learned what they are expected to learn.						

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	<p>a. Choose the words that signal comparison.</p> <p>A. Similarities B. Can C. Too D. With E. Alike</p> <p>b. Choose the words that signal contrast.</p> <p>A. Nevertheless B. After C. Different D. Before E. Unlike</p> <p>c. Which answer shows a comparison of rain and snow?</p> <p>A. Rain and snow both are water. B. Although rain and snow are both water, snow is frozen.</p> <p>2. Now you have seen how the whole pig family celebrated mommy pig’s birthday. Write a short paragraph to compare and contrast the way how you will celebrate your mom’s next birthday with the way how they did on mommy pig’s birthday. Are you going to do something similar? Do you have some different ideas? Write them down. Please use the words and phrases we just learned today. You need to write down at least three sentences to compare and contrast your way and their way.</p> <p>3. Do you have any other questions?</p>	
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Student Supports	
	<ul style="list-style-type: none"> ○ Consider the topic, skills, and strategies used in this lesson. How and where have supports and scaffolds for these been incorporated into the lesson(s)?
	<p>First, I chose a topic that everyone could have something to say. This is very important to engage students. When I teach the vocabulary, I will provide authentic contexts instead of telling students what this means directly, which can help students master the words better. Besides, I design many group activities, since students usually feel more comfortable and confident to work with their peers. Additionally, I will give adequate guidance before asking students to do something and be clear of what I expect them to do.</p>
	<ul style="list-style-type: none"> ○ What are the places in the lesson where the content might be confusing or “knot up”? What alternative ways do I have to present/explain the content if I need it?
	<p>I’ve tried to make the lesson as accessible as I can, though there still might be some places that need particular attention. For example, when students are asked to fill out the form after acting out the poem, they might not be very clear about how they should do. If this happens, I may give them one or two examples. For example, I may finish the first row for them to show how to do this.</p>
	<ul style="list-style-type: none"> ○ Are there additional supports that specific students/student groups might need? ELL? IEP? 504? Gifted?
	<p>For ELL students with limited or little English proficiency, I will try to avoid making them working alone or speaking in front of the whole class if they don’t want to or feel comfortable to do that. I don’t want to make them feel stressed. If an activity is designed to be finished alone, I will make sure I give</p>

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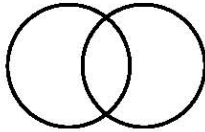
enough guidance and assistance. Making good use of their prior knowledge and experiences also is a good way to engage them and better support them.

Materials and Resources

- Handouts for every student (the poem, the form that needs to be finished after reading the poem, the common compare and contrast expressions)
- Some chart papers
- Exit Slip for every students.

Reflection

- What worked and for whom? Why?
- What didn't work and for whom? Why?
- What are instructional next steps based on the data from this plan?



Compare and Contrast

Use the language of compare and contrast when you are asked to:

- discuss similarities and differences
- choose the best options
- identify common characteristics

Words and phrases to create transitions and link ideas:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ■ but ■ however ■ yet ■ unlike ■ like ■ similarly ■ whereas | <ul style="list-style-type: none"> ■ contrary ■ same ■ both ■ share ■ each ■ produced ■ although | <ul style="list-style-type: none"> ■ in common ■ on the other hand ■ as opposed to ■ a distinction between ■ share the same ■ just like ■ in contrast ■ compared to |
|---|---|---|

Artifact C: The Struggling Reader Case Study

The Struggling Reader Case Study

I'm so glad that I could have such a wonderful opportunity to get to know and work with such a wonderful girl. Her name is Kayla (pseudonym). We had met for four times in total and really had a good time together. In my eyes, she is a very smart and interesting girl. I wish I could have more time to work with her.

I. "Getting to Know You"

Kayla is a 17-year-old girl. She is in 11 grade. On her Student Profile Report, it says that she is a student with disability and her actual reading level is 3.8 – 4.5 grade.

She told me that she likes watching TV (see Appendix 1), talking on the phone with her friends and riding her bike. She thinks she is really good at dancing and fixing things. Her dream job is to be a model. She doesn't like Pearl-Cohn High School. She thinks the worst thing about school is the food is not good and the best thing about school is getting to learn and to spend time with friends. She has transferred from one school to the other for three times since she went to elementary school. Her favorite TV shows are Teen Wolf and My Babysitter is a Vampire. She watched TV for 2-3 hours a day while playing games on the phone.

The word that popped into her mind when she thought of reading a book is boring. She wishes that she could have more chances to discover interesting books by herself. She doesn't read too much at home, but her room is her favorite place to read. Friends' recommendation is an important way for her to find books she loves to read. Besides books, she likes reading on some social media, such as Facebook. She doesn't like reading academic books or newspaper, because she thinks they usually have many unfamiliar words and it's too challenging for her to understand. She doesn't use many strategies when she reads. The topics she enjoys reading about

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are romantic or scary stories. The book she reads recently is Fifty Shades Darker, though she hasn't finished it yet.

English is her native language, but she took Spanish last year and enjoyed it (see Appendix 2). She's planning to take it next year as well. Her favorite subjects in school are math, English and biology, but she hates history and broadcasting class. The most important reason why she likes biology is that she thinks the teacher knows how to teach and can simplify what he is teaching by showing examples to students. To know about her language abilities in relation to subject matter, I asked her to explain what she learned in her last biology class. After a few seconds of silence, she said that she couldn't remember what they learned last class. So I asked her to explain what was DNA. After thinking about a few seconds, she said that DNA was something that parents give to children that can decide some features of children. She took herself as an example. Both of she and her father have brown eyes. She looks more like her father, but acts more like her mother. She and her mother don't like talking to people too much. Based on her answer, though she didn't use any advanced words to explain, she understood the main idea.

Her family is from Nashville, which she thinks is not a fun place to live. She lives with her mother and her younger brother. Her home is not very far from her school, just 3 or 4 miles away. She doesn't like her little brother, because she thinks he is annoying. Her mother stays at home to take care of children. During vacations, she usually hangs out with friends and sometimes goes shopping with her mother.

These information is definitely very helpful for me to design the assessment and lesson plans properly and personally. She gives me a feeling that she lacks of interest and motivation to read, because reading is not a fun and cool thing to do. Accordingly, I'm planning to ask her to

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complete the “Motivation to Read” survey, which we have also analyzed in the class before and serves as a part of her reading assessment. Additionally, she didn’t think that she used any strategies when she was reading. I want her to do a Think Aloud, because I think she might use some strategies that she doesn’t even realize. Besides, she mentioned that she had difficulties of dealing with unfamiliar words, so I’d love to design a mini-lesson to work on this problem. I may try to find some articles that she might be interested in, for example, some scary stories, as our learning materials. However, the most vital role of “Getting to Know You” part is to build a more personal relationship with her, since I always feel more comfortable and more willing to talk with my teacher when we know each other in a personal basis. I hope she can feel comfortable to share her true thoughts, confusions and questions with me.

II. Reading Assessments

A. Assessments design

Assessment	Rationale	Materials Needed
Motivation to Read	To assess Kayla’s reading motivation, she needs to complete a survey.	One copy of the survey
Read & Think Aloud	To assess if Kayla can use reading strategies or not, she needs to read aloud an article and tell me her thinking process.	“Nightmare in Time” (By Frederic Brown)
Maze Comprehension Test	To assess Kayla’s general comprehension abilities, she needs to finish a maze test.	A 6-grade level maze test

I choose these three types of assessments for her. Teachers have long recognized that motivation is at the heart of many of the pervasive problems we face in teaching young children to read (Gambrell, Palmer, Codling, & Mazzoni, 1996). The Motivation to Read Profile assesses children’s self-concepts as readers and the value they see in reading (Gambrell, Palmer, Codling,

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& Mazzoni, 1996). Therefore, I want to assess Kayla's motivation level first. The other reason why I choose this to start with the assessments is I want to start with something easy for her and don't want to daunt her. I will evaluate her answers according to the Scoring directions of MRP Reading Survey (Gambrell, Palmer, Codling, & Mazzoni, 1996). Next, I ask her to do a Read & Think Aloud to know if she can use some reading strategies when she is reading. It's also an interesting thing to do, so I list it after the survey. I will evaluate her performance by observing how many reading strategies she uses when she is reading and if they are effective to help her understand the text or not. At last, I give her a maze test to test her general comprehension abilities, including decoding skills, grammar and vocabulary knowledge, etc. This is a more formal test, so I give it to her to do at last. As I mentioned before, based on her Student Profile Report, her actual reading level is 3.8 – 4.5 grade. However, according to our conversation before, it seems to me that her reading level is higher than that, though still below her grade level. So I found a 6-grade level maze test for her. Clearly, I will grade her based on how many questions she answers correctly.

B. Assessments Analysis

Motivation to Read Survey (see Appendix 3). Both Kayla's Self-Concept percentage score and Value percentage score are 0.55, which are relatively low. According to her answers, she and her friends barely talk about books and she thinks people who read a lot are not very interesting. She considers herself an OK reader but thinks reading is kind of hard for her. Overall, she doesn't enjoy reading as a way to spend her leisure time.

Read & Think Aloud. The article I picked is very short (see Appendix 4) and technically only has four sentences. I asked her to read it aloud and also tell me what she was thinking in her mind. Here are some words that she didn't know how to pronounce: equation, machine,

manipulate, reverse. These are words below her grade level. She actually knew the words “machine” and “reverse”, when I read them to her. She just couldn’t recognize them in the written form. However, she didn’t know the words “equation” and “manipulate” at all. She told me that she thought the biggest challenge for her was unfamiliar words. This problem always obstructs her comprehension. Except this problem, overall, she could read fluently and knew she needed to pause based on the thought groups.

As for her Think Aloud, she actually was able to use some reading strategies like re-reading, questioning, connecting to her prior knowledge and making a guess. When she couldn’t understand the text, she would re-read it; after re-reading, if she still didn’t have a clue, she would ask some questions; when she met some unfamiliar words, she would try to make a guess. In general, she was capable to use some basic reading strategies.

Maze Test

I gave her a 6-grade level test (see Appendix 5) and found that she made no mistakes. The problems are that it almost took her around 10 minutes to finish the test and she had to use her pen to point at and sound out every word to improve comprehension. It seems that she had to hear the sound of the word to understand. It was also a way to keep her concentrating on the text. The other thing I noticed was that she adopted some test strategies. For instance, if she was not sure which one was the answer, she would try to put every choice in the sentence to see if it made sense or try to eliminate the wrong answers until she chose one. Sometimes, she would also go back to the last sentence to check or correct her answer after reading the following sentence. Overall, she has some comprehension skills and proficient test skills. This reminds me of *Readicide* (Gallagher, 2009). Teaching students how to get a good grade doesn’t necessarily mean we are teaching reading.

III. Tutoring Plans

A. First Tutoring Plan

My first instructional plan focused on the unfamiliar vocabulary. My purpose was to teach her how to make guesses of the meaning of unknown words based on the context clues.

Time	My instructional plan	Student's response
12 min	<p>I explain several types of context clues (see Appendix 6) that can be used to guess at the meaning of an unknown word: synonyms, antonyms, definition, examples, appositive word or phrase and punctuation.</p> <p>To make it more fun, I use some comics serving as examples.</p> <p>I try to make my thinking process visible to her when I explain the example so that she can model it later.</p> <p>After explaining each type, there will be a question followed to offer an opportunity to apply the theory to practice. We will do the exercises together.</p>	<p>She listened to me very carefully. She would stop me and ask me to clarify or repeat it if she didn't understand. Sometimes, she corrected my pronunciation of some words. (Haha, I liked it when she corrected me. I learned a lot from her, too! More importantly, I'm so glad that she was willing to share her confusions and opinions with me!)</p>
8 min	<p>There are 6 Fill-In-Blank questions that I will do with Kayla together. However, this time I will push Kayla to think by asking her questions and giving hints if she gets confused. The exercises are all two-sentence questions that are easy to do but more difficult than the examples illustrated in the first part.</p>	<p>She actually did a good job. She could answer some of these questions quickly after she finished reading the sentences. As for the harder ones (the ones have advanced words or more complex sentence structure), she might make wrong guesses, but she was not afraid to make guesses. After I gave her more hints, she often could find the right answers.</p>
10 min	<p>"Check Your Understanding"</p> <p>This part serves as the assessment to check if Kayla learns or not. She is supposed to answer all questions by herself. There are 10 questions. Most of them are multiple choice questions and three of them need</p>	<p>Kayla only finished 8 questions, since she read slowly and the questions are more challenging. She used her test skills again on the multiple questions she wasn't sure of the answer. She</p>

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	<p>Kayla to find the synonyms. Generally, these questions are more difficult than those in the second part.</p>	<p>eliminated choices till she chose the one which she thought was right. The good thing was that it seemed that she felt comfortable to tell me her thinking process. She only made one mistake, though I gave her some hints on a few questions after she told me she didn't understand.</p>
3 min	<p>Reflection</p> <p>I will ask her the following questions to see how she feels about this lesson:</p> <p>Do you like it? Why or why not? Do you think it's helpful? Do you have any other questions?</p>	<p>She told me that she liked our lesson and thought this was helpful. She began to understand how this works. Before this lesson, she used to just skip the unknown words and to continue to read, which caused the problem that she couldn't understand the text so she just gave up. Now she knew she could guess at the meaning based on the context.</p>

I think the whole lesson went well. In our whole learning and teaching process, she seemed very concentrating and engaging. It sometimes took her a relatively long time to tell me her answer and explain why she chose it, but most of the time, her answer was correct. However, I feel if we have more time, we can have a deeper learning and probably more satisfying learning results. Because our time was so limited, sometimes I wish I could give her more thinking time, but I couldn't. Besides, if I can redesign the lesson, I would add another part to let her put what she learned into practice. All exercises I gave to her were only one or two sentences. I should have given her a short paragraph. It doesn't have to be very difficult, but at least it will give her more comprehensive understanding of guessing word's meaning within context.

Sadly and unfortunately, we won't have "next time" any more. I will miss her. I think she actually is smart, but just needs more encouragement and patience from her teachers. But

supposing that if we have one more class, I want to plan something to let her see how interesting reading can be.

B. Second Tutoring Plan

The purpose of the second tutoring plan is to try to let Kayla experience the fun of reading. According to the Motivation to Read survey, Kayla has low interest in reading. I always believe that if you are interested in something, you will find ways to know more about it and do it better. I wish in our second tutoring session, Kayla could experience the reading flow and become more interested in reading.

Because she said she loved scary stories, we will read a short scary story together. And this time, we will use some digital tools since she really likes playing her cellphone.

Time	My instructional plan
3 min	<p>I will ask her if she has used the reading strategy we talked about in the last lesson during her reading in the past week.</p> <p>I will recommend her an app to help her memorize SAT vocabulary. It’s called “Visual Vocab”, which has the pronunciation of the word as well as an interesting picture to visualize the word. It can also show one or two synonyms of the key word. She can easily download it from the Internet. I will show it on my phone and encourage her to use it when she has some free time, for example, when she is waiting for the bus.</p>
15 min	<p>Silent Reading: “The Perfect Girl” http://www.scaryforkids.com/perfect-girl/ I will bring my iPad so that she can read it online. It is a short and easy scary love story. I think Kayla should be interested in it since it combines her favorite topics: scary and romantic.</p> <p>I will help her if she doesn’t understand a word or sentence.</p>
1 min	<p>I will ask her to post a comment after she finishes reading. It can be only one sentence. I just want her to talk about how she feels about what happened to the girl in the story.</p>
11 min	<p>https://animoto.com/dashboard</p>

	<p>Then, we will make a story trailer by using this website. We can choose our own song, search some pictures that fit to the story and write several sentences that can arouse readers' interest without telling them the whole story.</p> <p>This can be a good way to assess Kayla's understanding of the story, because if she wants to make a nice story trailer, she has to be very familiar with the story first. Hopefully, this can also activate her background knowledge and prior experiences by making her think about the movie trailer or the book trailer she watched before.</p>
2 min	<p>Reflection</p> <p>She will answer the following questions: Did you have fun? Why or why not? What have you learned today? What do you like or dislike about this lesson? Do you have other questions?</p>

IV. Summary and Recommendations

We met four times in total. I spent two of them on getting to know her, one on the assessment and one on teaching how to guess at the meaning of unfamiliar word. She looked quiet and shy, and didn't talk too much when we first met. I had to keep asking questions to keep our conversation going. However, as time went by, she seemed to be more willing to share her feelings and daily life with me. She also began to talk about more and more her experiences as a reader. At the last time we met, she told me she enjoyed reading a little bit. Our relationship also became closer. In the first two times, when I went to her classroom to bring her to the library, she always looked very fatigued and just followed by me without any facial expression. However, in the last two times, when she saw me showing up at her classroom room, she would jump up and walked toward me smilingly. On our way to the library, she would tell me something about her life, for example, she had an appointment with her dentist on Thursday, so she didn't have to go to school.

I think her reading level might be underrated, since she performed well during our meeting. Her actual reading level should be higher than 5 grade level, although still below 11 grade level. And it's impossible to improve her reading ability greatly within such a short time. What I want most is to give her confidence to be a better reader and make her begin to enjoying reading. According to her response and feedback, I think my goal has been achieved to some extent.

My recommendations for future instruction is to continue to help her build her confidence in reading by being encouraging and patient to her. You can find that she is smart as long as you allow her to make mistakes sometimes and can be patient enough to guide her to the right answer. To help her be more confident, teachers would be better not give her too challenging reading materials. What she needs now is to experience the pleasure and the sense of achievement of reading. Besides, providing scaffolding whenever she needs it can let her know that she is allowed to be confused and have questions.

V. Reflection

This tutor experience makes me realize the importance of getting to know the students before we design instructional plans and assessment. If we know their interest, their struggling, their personality and their background, it's easier for us to design a more personal instruction and assessment and have a more satisfying results. Moreover, this experience confirms the idea that teaching reading is not equal to teaching reading test skills, though there might be some overlap. Students with high test skills might still be a struggling reader. If we want to develop lifelong readers, the first step is to try our best to show students how fun and cool reading is. The reading materials used in this process should be able to interest students. Letting students choose what they want to read might be very beneficial. We should not give students too challenging texts to

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read. As soon as they begin to show their interest in reading, we can increase the difficulty of texts gradually, but remember that we want to challenge students without frustrating them. Especially for struggling readers, helping them build the confidence in reading is always the key to solve other reading problems they have. The basic rule to design instruction and assessment is to make sure the difficulty level accessible to students.

Besides the achievement, I think the most important thing I learned about Kayla is her dream. She wants to go to college and becomes a model after graduation. What upsets me is that she doesn't think her family can afford her to go to college. I told her that may be she can go to a community college that is cheaper and apply for financial aids. She can also find a job to support herself. However, I seriously doubt that my words will have any actual influence on her life. I wish I could help her more, so I gave her my phone number and told her that she could call me whenever she needed help. What I want to say is that her dream makes me realize that every child has a dream and my mission is to encourage them and make them feel they are powerful and talented enough to chase dream.

My goals for increasing my skill in assessment is to design the assessment that can have a more accurate results. I gave Kayla a 6-grade level maze test to do, but actually this test might be a little bit easy for her and couldn't reflect her actual level. I will continue to work on this area. I think I should do more research about the students before I give the assessment and should design a more comprehensive assessment after considering all factors. For instance, my assessment should also include questions of different levels.

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Appendix

1. Reading & Interest Survey

Reading Survey

Name _____ Date _____

Fill in the blanks.

1. What words pop into your mind when you think of reading a book?
boring ; discover interesting books by self

2. Do you read at home? not too much How often do you read at home? _____
time to read

3. Where's your favorite place to read at home? your room At school? _____

4. How do you find books you love to read? friends recommend

5. Besides books, what other types of materials do you read? Facebook
newspaper - challenging Why do you enjoy these? _____

6. Do you own a library card? _____ How often do you visit the library to check out books?

Complete these sentences.

7. My favorite author is Fifty Shades of Darker

8. The best book I read is _____

9. The best book someone read to me is _____

10. The topics I enjoy reading about are romance, scary stories

11. I watch TV for 2-3 hours a day because while playing games on the phone

12. The things I'm great at as a reader are _____

13. Things I need to work on to improve my reading are _____

14. I use these strategies as I read: summaries

15. I enjoy talking about books because _____

16. I enjoy writing about books because _____

Reading & Writing Conferences Scholastic Professional Books, 1998

52

Interest Survey

Name _____ Date _____

1. What TV shows are your favorite? Teen Wolf Hit the floor A Haunting
My Babysitter is a vampier

2. What is reading? _____

3. In general, how do you feel about reading? _____

4. What words pop into your mind when you think of reading a book? _____

5. What is the last movie you saw in the theatre and liked? Insidious Chapter 3
favorite

6. Were you named after anyone? If yes, share details A. Mother

7. If you had to guess...

How many books would you say you owned? _____

How many books would you say there are in your house? _____

How many novels would you say you've read in the last 12 months? _____

8. How did you learn to read? _____

9. What clubs or activities ARE you involved in here at school or church or in the community? _____

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2. Basic Information

1. interest: watch TV, talking on the phone, ride the bike. (Name, neighbor.)

2. linguistic background: English, took Spanish last year, enjoyed it. will take it next year.

3. language abilities in relation to content/subject matter: math, English, biology, history, Broadcasting

Can you introduce me a historical event, like world war II, or any historical event? Easy, teacher get it.

What have you learned during your last science class? ^{or a person} DNA: parents give more like Dad. child, blue eyes, generation act like mom. not talk to pp too much.

4. courses you are learning in school.

Physical, social, emotional development relevant to the content/subject matter biology teacher easy to understand.

Do you like it? Why or why not? take show some examples.

5. cultural background (family and home)

Where are you from? Nashville. not that far fair. live not far from school.

What does your mother/father do? stay home to take care of children. with Mom little brother. x like little brother.

what the most important thing you have learned from Dad/Mom? sometimes help her learn. she is kind support financially.

What do you and your family usually do during vacation? hanging out with friends. birthday gift: car. May 19th

6. school history: moved around. doesn't like the school.

7. special considerations (medical, attendance, etc...) that are pertinent to content area vacation: go shopping.

8. student aspirations and goals: Model:

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3. Motivation to Read survey

22/40 = 0.55 22/40 = 0.55 44/80
Self-Concept as a Reader Value of Reading Full Survey

MOTIVATION TO READ PROFILE

READING SURVEY

Name Andraneka Johnson Date 3-29-16

Sample #1: I am in _____

1st grade 4th grade
 2nd grade 5th grade
 3rd grade 6th grade

Sample #2: I am a _____

boy
 girl

1. My friends think I am _____

a very good reader
 a good reader 2
 an OK reader
 a poor reader

2. Reading a book is something I like to do.

Never
 Not very often 3
 Sometimes
 Often

3. I read _____

not as well as my friends
 about the same as my friends 2
 a little better than my friends
 a lot better than my friends

ERIC

23

4. My best friends think reading is _____ .

- really fun
- fun
- OK to do
- no fun at all

1

5. When I come to a word I don't know, I can _____ .

- almost always figure it out
- sometimes figure it out
- almost never figure it out
- never figure it out

3

6. I tell my friends about good books I read.

- I never do this.
- I almost never do this.
- I do this some of the time.
- I do this a lot.

1

7. When I am reading by myself, I understand _____ .

- almost everything I read
- some of what I read
- almost none of what I read
- none of what I read

3

8. People who read a lot are _____ .

- very interesting
- interesting
- not very interesting
- boring

2

9. I am _____ .

- a poor reader
- an OK reader
- a good reader
- a very good reader

2

10. I think libraries are _____ .

- a great place to spend time
- an interesting place to spend time
- an OK place to spend time
- a boring place to spend time

2

11. I worry about what other kids think about my reading _____ .

- every day
- almost every day
- once in a while
- never

2

12. Knowing how to read well is _____ .

- not very important
- sort of important
- important
- very important

3

13. When my teacher asks me a question about what I have read, I _____ .

- can never think of an answer
- have trouble thinking of an answer
- sometimes think of an answer
- always think of an answer

2

14. I think reading is _____ .

- a boring way to spend time
- an OK way to spend time
- an interesting way to spend time
- a great way to spend time

2

15. Reading is _____ .

- very easy for me
- kind of easy for me
- kind of hard for me
- very hard for me

2

16. When I grow up I will spend _____ .

- none of my time reading
- very little of my time reading
- some of my time reading
- a lot of my time reading

3

17. When I am in a group talking about stories, I _____ .

- almost never talk about my ideas
- sometimes talk about my ideas
- almost always talk about my ideas
- always talk about my ideas

2

18. I would like for my teacher to read books out loud to the class _____ .

- every day
- almost every day
- once in a while
- never

2

19. When I read out loud I am a _____.

- poor reader
- OK reader
- good reader
- very good reader

2

20. When someone gives me a book for a present, I feel _____.

- very happy
- sort of happy
- sort of unhappy
- unhappy

3

4. Read & Think Aloud text

Read / Think aloud.

Nightmare in Time
Frederic Brown

Professor Jones had been working on his time theory for many years.

"And I have found the key equation," he told his daughter one day.

"Time is a field. This machine I have made can manipulate, even reverse that field"

Pushing a button as he spoke, he said, "This should make time run backward run
time make should this," said he, spoke he as button a pushing. Vee

"Field is a time. Field that, reverse even, manipulate can made have I machine this."

Day one daughter told he, "Equation key the found have I and."

Years many for theory time his on working been had Jones Professor.

5. Maze Comprehension Test

CORE Reading Maze Comprehension 6-A

Name _____ Grade _____ Date _____

Not So Boring

Sighing deeply, Jill sat on the bench in the park. A few of her school friends (been, were) 2
 scent) lounging on the grass. Spending time (in, off, shy) the park was something they did 3
 (floor, ruler, almost) every evening during the summer, and (green, tonight, course), they 4
 were waiting for a local (DJ) bat, fear) to put on some music. 5

"This (bird, fact, town) is so boring," said Jill, and (next, most, pine) of the others 6
 agreed, adding that (there, else, case) was nothing to do other than (wish, cow, hang) out in 7
 the park. 8

"I don't (know, plan, spill)," suggested Larry, "how about hiking to (ran, the, fold) top of 9
 the cliff? We all (call, harm, like) to do that, and what about (name, tonight, blaze)? We're 10
 going to get to dance (to, up, bud) music that we picked out." 11

Rita (shake, flower, nodded) her head and smiled. "The best (miss, hike, belt) is the 12
 one we take after (the, sit, cart) last day of school. What about (catch, dark, rafting) down 13
 the river? I think that's (open, even, while) better than hiking the cliff, and (it's, lines, age) 14
 a lot easier. Besides, our parents (step, wait, neat) for us and have a picnic (sadly, throat, 15
 afterward)." 16

Almost everyone agreed with Rita except (every, wear, Gary), who argued for cross-country 17
 skiing across (less, the, bay) lake. "Skiing across Lake Washington is (something, party, hold) 18
 that most people have never done. (Toe, I, Cab) love calling my cousin in Texas (and, why, 19
 top) telling her how much fun it (bow, lap, is) every time we do it." 20

By (if, now, tie), Jill was rethinking her comment. "Okay, (under, argue, maybe) this isn't 21
 as boring a place (as, so, cane) I suggested. After all, we're only (hot, a, side) few hours from 22
 New York City, (low, dart, and) all of us have taken the (bus, air, main) there with our 23
 parents. Remember when (those, ugly, we) went in for that ice-skating show? (Above, From, 24
 Seem) now on, when I do that (logged, room, boring) thing, maybe you should remind me 25
 (to, in, as) think before I start complaining." 26

Number Correct all correct . Number of Errors 0

6. First Tutoring Session Materials

Context clues can be used to guess at the meaning of an unknown word.

Look at the sentences before and after the unknown word for **synonyms, antonyms, definitions, examples, appositive words or phrases, and punctuation** for clues to the unknown word's meaning.

1. Context Clue: Synonyms

A context clue is often available in the form of a synonym: a word that means the same or almost the same as the unknown word. A synonym may appear anywhere in a passage to provide the same meaning as the unknown word.



The Indian children **gathered** the olives. They collected these small fruits for use in cooking.

From the context, you can tell that gathered means the same as _____ . (collected)

2. Context Clue: Antonyms

An antonym—a word that means the opposite of another word—is also a useful context clue. Antonyms are often signaled by words and phrases such as however, but, yet, on the other hand, and in contrast.



Bandits **raided** farms and ranches for food and money. The farmers and ranchers defended themselves with guns and rifles.

From the context, you can tell that raided means the opposite of _____. (defended)

3. Context Clue: Definition

A **settlement** is usually a small community of people who have recently moved there.

From the context, you can tell that a settlement means the same as _____. (community)

4. Context Clue: Examples

Examples may suggest the meaning of an unknown word. To understand how this type of clue works, look at this sentence. "The adverse effects of this drug, including dizziness, nausea, and headaches, have caused it to be withdrawn from the market." The examples—dizziness, nausea, and headaches—helped you figure out that the word adverse means "harmful."

Many of the **crops** come from the fields of California. For example, broccoli, spinach, and olives are grown in this state.

From the context, you can tell that crops means the same as: _____. (broccoli, spinach, olives)

5. Context Clue: Appositive word or phrase

Each pueblo had many adobe houses grouped around a town **square**, or plaza.

From the context, you can tell that town square means the same as: _____ . (plaza)

6. Context Clue: Punctuation

The writer revealed her **thoughts** (ideas) in a diary.

From the context, you can tell that thoughts means the same as: _____ . (ideas)

Directions: Guess at the meanings of the words in boldface type.

1. Mary **was looking forward to** riding on the train. She expected a happy ride. She imagined being able to rest.

You can tell that looking forward to means _____ .

2. The people in the alley did not look **trustworthy**. They did not appear to be honest.

You can tell that trustworthy means _____ .

3. The children of the rich man **scorned** their father's poor uncle. They didn't admire or respect him.

You can tell that scorned means _____ .

4. Elsa was **annoyed** with her little sister for losing her doll. She was furious because it was her favorite doll.

You can tell that annoyed means _____ .

5. Manuel was **weary** from the long trip. He was exhausted from sitting on the bus for fifteen hours. He was so fatigued that he went to sleep immediately.

You can tell that weary means _____ .

6. It **dawned on** Myra that her friend was in trouble. She realized that might be seriously hurt.

You can tell that dawned on means _____ .

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Check Your Understanding

- Nocturnal creatures, such as bats and owls, have highly developed senses that enable them to function in the dark. Nocturnal means
 - feathery.
 - living.
 - active at night.
- Mundane activities such as doing the laundry or dishes or going food shopping or reading the newspaper all help me relax. Mundane means
 - exciting.
 - painful.
 - ordinary.
- Today I had to deal with one mishap after another. I couldn't find my car keys, I dropped a bowl of soup at lunchtime, and my computer crashed twice. Mishap means
 - unlucky accident.
 - event.
 - unexpected question.
- Fresh garlic may not enhance the breath, but it certainly does improve spaghetti sauce.
- I asked the instructor to explain a confusing passage in the textbook. She said, "I wish I could, but it's obscure to me, too."
- When people are broke, they find that many things which seem indispensable are not so necessary after all.
- Many people have pointed out the harmful effects that a working mother may have on the family, yet there are many salutary effects as well. Salutary means
 - well-known.
 - beneficial.
 - hurtful.
- Trying to control everything your teens do can impede their growth. To advance their development, allow them to make some decisions on their own. Impede means
 - block.
 - predict.
 - improve.
- Many politicians do not give succinct answers. They prefer long ones that help them avoid the point. Succinct means
 - brief.
 - accurate.
 - complete.



10. Look at the cartoon above, and then answer the questions which follow.

Using the context clues in the cartoon, write the letter of the best meaning of curtail in the space provided.

- a. improve
- b. reduce
- c. supplement

What kind of context clue helps you understand the meaning of the cartoon?

- a. Examples clue
- b. Synonym clue
- c. Antonym clue

Artifact D: The Case Study at Preston Taylor Ministries

The Case Study at Preston Taylor Ministries

I truly appreciated and enjoyed this wonderful chance of tutoring in Preston Taylor Ministries (PTM). It helped deepen my understanding of course readings as well as provided an opportunity to allow me to put the theories that I have learned into practice. More importantly, I felt very lucky to get to know those fantastic children and learned a lot from them.

I. Introduction

A. About Preston Taylor Ministries. Preston Taylor Ministries, the afterschool program, was created in the spring in 1998 by Patrick Hamilton, who was commissioned by St. Paul Community Church, met pastors, parents, and children in the Preston Taylor community, at the suggestion of a parent. The initial goal of PTM was to confront many of the problems present in the Preston Taylor public housing area, problems like drug use, gang involvement, teenage pregnancy, illiteracy, poor school performance and crime. It began with 25 children and met at St. Andrews Presbyterian, then moved to First Baptist-West Nashville (Preston Taylor Ministries, 2016). With development of 17 years, it has served more than 200 children (Preston Taylor Ministries, 2016), had more interesting and meaningful programs and served enlarged areas.

Generally, each child in our program has limited family support, lives below the poverty line, and is being raised by a single parent or guardian. Because of these disadvantages, most PTM students are behind academically (Preston Taylor Ministries, 2016). PTM offers not only varied academic assistance to students K-12, but also diverse activities that are designed to help students have a happier and healthier life, such as Health & Wellness Program, Lunchmate Mentoring, Breakfast & Bible Study and Dinner and Devo (Preston Taylor Ministries, 2016). As a Christian organization seeking to bring honor to God, PTM empowers Preston Taylor children

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and youth to discover and live their God-inspired dreams, develop a love for learning, and build joy-filled friendships that glorify Christ Jesus (Preston Taylor Ministries, 2016).

So far, PTM has achieved huge success. In our class visit to PTM, Chan Sheppard, the executive director, told us people in Preston Taylor community lived in an isolated area and had little chance to get to see what the world outside their “little world” looks like (Class visit, January 26, 2016). Many of them were born in here, got married and spent their whole life here. What concerned me most was that many people here lived in a circle, going to school here, dropping out of school, being pregnant at a very young age and ending up spending the rest of the life here. They even didn’t realize that they actually could have a different life. For me, the most vital role that PTM plays in those children’s life is to offer more information about the world outside the community and more opportunities to break the circle and walk out of this “desert”. By letting children see that their life actually has much more possibilities and that there are a lot of people who care about them and are willing to help them to succeed, PTM may have completely changed many children’s life. This is truly amazing to me. Besides, PTM also makes many efforts to engage children’s families and the whole community and is trying to establishing a warm and welcoming environment for everyone who wants to help those children. Chan told me one big difference between schools and PTM was that parents or anyone can just walk into PTM and have a conversation with him and other staff there without going through the complex procedures that have to be done in many schools.

B. About St. Luke’s. I chose to tutor at St. Luke (West Nashville) in the elementary program (K-4). This site meets in the basement of St. Luke AME (African Methodist Episcopal Church) on the corner of Michigan Avenue and 40th Avenue North and serves 20 students from

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4:00-6:00 Monday-Thursday (Preston Taylor Ministries, 2016). It locates in an area that has a large population of African Americans with low socioeconomic status.

Most students this site serves go to Cockrill Elementary School and some of them go to Park Avenue Elementary School. Cockrill Elementary School is highly diverse. African American students (35.1%) are the highest population, 33% of them are white and 29% are Hispanic/Latino students (Metro Nashville Public Schools, 2015). 91% of students are receiving a free and reduced lunch (Metro Nashville Public Schools, 2015). In 2015, Cockrill Elementary ranked worse than 74.1% of elementary schools in Tennessee (School Digger, 2015). As we can see from Table 1-4 (School Digger, 2015), almost Tennessee Comprehensive Assessment Program (TCAP) Test Scores for this school of Math, Reading/Language, Science and Social Studies are lower than State's and some are lower than the district's. However, compared to itself, its academic performance has been growing steadily in recent years. Park Avenue Elementary School contains 95.1% African American students, less than 3% white students and less than 2% Hispanic/Latino students. 98.5% are receiving a free and reduced lunch. In 2015, Park Avenue Elementary Enhanced Option ranked worse than 92.2% of elementary schools in Tennessee (School Digger, 2015). As we can see from Table 5-8 (School Digger, 2015), its TCAP Test Scores are often lower than the State's level and district's level. Besides, its scores are decreasing gradually in recent years.

II. Tutoring Experiences

I felt lucky because I got the chance to tutor more than one student. I have been there and tutored four times so far. I actually tutored different children every time and even sometimes more than one child at one time, but there was a little girl that I had the chance to work with her every time. I'd like to call her Katie, since usually she was just like a quiet and obedient cat.

A. The First Tutoring. My first tutoring happened on February 11. We arrived at St. Luke's around 4 pm. The students were playing outside with the teachers. Sarah, the director of this site, said the kids just got out of school and needed some way to release some extra energy. I guess this is why all of those games needed children to run a lot. This was also the first time they met me. After the outdoor activities, they went to the classroom again, sat on the floor and listened to Ms. Sarah to read a book to them. The book is called *Have You Filled A Bucket Today*.

The next part was volunteers assisted some students with their homework. Sarah assigned me Kenya, a little girl in third grade. She had English homework that day and needed to explain some slangs based on a given sentence. For example, she needed to explain what "have a butterfly in one's stomach" meant according to the given sentence "She felt she had a butterfly in her stomach before singing in front of the whole class". For a third grader, this was not easy. As an English Language Learner, I didn't even know some of those slangs, but I did know the butterfly one. So I tried to explain to her "Just imagine how you feel if you are going to sing or dance in front of many people". She looked confused and asked "I feel I have a butterfly in my stomach?" "Yes, but how do you describe that feeling?" She still couldn't get it and then ran to a PTM teacher and asked her help. "I'm even not sure," Then she "googled" this slang and said to Kenya, "You feel anxious before you sing a song in front of many people, right?" Kenya wrote down the answer and continued to finish her homework by this way with the teacher (the teacher directly told Kenya the answer).

After finishing the homework, we had some time to play together. Katie was playing Lego alone, so I just joined her. I tried to start the conversation with her by asking her some questions like "what do you want to build", but she was just smiling without saying a word. However, there were some other children who were curious about me, since they might not have

Chinese volunteers very often. “Where are you from?” A little boy asked. “I’m from China. Do you know anyone who’s also from China?” “No, but her name is China! Haha!” He pointed to another girl. No matter who talked to me and what we were talking about, Katie was playing Lego by herself all the time and didn’t participate in any conversation.

I was wondering if Katie was just shy and afraid of talking with strangers or if she just preferred to stay and play alone, and what was her favorite thing to do in her leisure time.

B. The Second Tutoring. This time I arrived there around 5pm, so we started tutoring immediately. First, I was assigned to a little boy named Alec in third grade. He needed to finish his vocabulary sheet. There were two letters missing in a word and a picture was next to the word to give hints. He should complete the word. Alec knew how to pronounce most of the words, such as “clock”, “snail” and “crown”, but he didn’t know how to spell them. I repeated each word slowly and clearly syllable by syllable so that he could make a guess based on the pronunciation. However, it seemed that he had not established the phonetic rules in his head and none of the words was spelt correctly. Sometimes even when I told him how to spell the word letter by letter, he still could not fill out the blank correctly. There was a gap between his oral English ability and written English ability.

Then I saw Katie sitting there alone and writing something down on the paper, so I walked to her and asked what she was doing. “I’m copying side words for today.” She answered. I felt a little excited, because finally she was willing to talk with me. “Hey, I really like your handwriting! It’s so beautiful. And you write each word with a different color. That looks so great! What’s your favorite color?” I tried to continue the conversation. “My favorite color is red and I wanna draw a rainbow.” She said. Then again, no matter what I asked, she was just smiling at me. So I just sat with her and read the side words to her letter by letter while she was writing

down. I guess she might need more time to get familiar with me and I'd like to work on that, because I really wanted to know more about her. Being a little girl, she just looked too quiet and tame.

C. The Third Tutoring. This time, I found Katie directly and sat with her. She was copying the side words again. "Hey Katie, nice to see you again! You look very cute today. I really like your jacket. It has an elephant on it, is that your favorite animal?" "No. I have a hamster. She is very cute. I call her 'Fella'. Her favorite food is apple and she looks really cute when she's eating." I could tell she became really excited. Honestly, I was also surprised, because this was the first time that she said so many words to me. I told her I had one before and I called my hamster 'Snowball' and showed Katie its pictures on my phone. "Haha, you have a hamster too? My hamster is grey. I miss her." "Is she your best friend?" "Yes. I play with her all the time." "Do you feed her and clean her room or your mom helps you do that?" "I feed her. When she's eating, she's like this." She then acted like a hamster and laughed hard.

Thanks for the hamster, we talked about 15 minutes that day. She told me she just had her 6-year-old birthday and was still very excited about it, "I'm a big girl now". She is living with her mother who works in a supermarket and has to work long hours to support the family. About her father, when I asked her what he did, she said "he drinks beer". At first, I thought she didn't understand my question, so I asked her again "what does your father do for a living". She just kept repeating "he drinks beer, lots of beer". Then I realized that she was able to understand my question, otherwise she would not tell me her mother worked in a supermarket. Then she told me she didn't see her dad very often. She lives close to the St. Luke's AME. She thought school was boring and not cool and usually spent her leisure time watching TV or playing with her hamster. What stokes me was that when I asked her "who's your best friend in school". She became very

upset and said, “No, I can’t bring my hamster to school.” “I know, it’s terrible. I missed my hamster when I went to school, too. But how about your classmates or your other friends, what do you guys usually do for fun?” “No, I don’t like school. It’s boring.”

Katie segregated herself from others. I wonder if her parents know this and if it concerns them. How do they usually spend their weekend and vacation?

D. The Fourth Tutoring. This was the fourth time those kids saw me. I could feel that they really became more and more familiar with me. As soon as I walked into the classroom, a girl hugged me and a boy, Daniel, asked me if I could play Lego with him later. Then Sarah asked me if I could help Andrew, a second grader, with his homework. This time, Andrew and Katie were sitting together. I was not sure if it was because of the horrible weather. That day, we only had two volunteers to help twenty children. Andrew was doing his math homework and Katie was reading a book. So I decided to help Andrew finish his homework and then to read the book with Katie.

Andrew was not into math at all. He kept saying “this is too hard” or “I hate math”. “Ok, so what’s your favorite thing to do?” I asked. “Playing video games! My favorite one is ... (I didn’t really know what he was saying).” He sounded truly excited when he talked about the video game. “What is that game like exactly?” “I’m a policeman and I have to kill all bad people.” He pretended he had guns on his hands and made the sound of gun shot. “Does your mom like you playing this game?” “No, but I just play.” I found it was a big challenge for me to make him focus on his homework. Sometimes, he just stood up suddenly and ran away. But if I told him “if you don’t need me help with your homework, I’ll read books with Katie”, he would come back and sat down again. He barely could sit there for 5 minutes unless we talked about

ELL CAPTSTONE PORTFOLIO

video games and her said many bad words in our talking. What stroke me most was that he told me he lived with his 6 brothers and 2 sisters.

After tutoring Andrew, Daniel asked me again if I could play Lego with him, so I told Katie I would come back maybe 5 minutes and read the book with her. However, when I was playing with Daniel, I suddenly heard Katie was crying at the other side of the room and Andrew was standing by her and looked awkward. “Why are you crying, Katie?” I asked. “He hit me.” Katie pointed to Andrew. “But she hit me, too.” Andrew said. Katie cried even harder when she heard Andrew say so and stumbled into my arms. “I’m sorry, but you hit me, too.” Daniel was upset. Sarah came to the classroom at this time and I told her what happened. She took Katie with her to sit on a bench and I took Andrew aside and said, “Hey, I know you are a big boy and I know you didn’t do that on purpose, right? So do you want to apologize again to Katie? And I’ll go with you.” “Okay.” Andrew nodded.

After this little accident, I took Katie with me and wanted to read books with her. “Do you want to read it to me?” I asked. She shook her head. “Ok, do you want me to read it to you?” She shook her head again. “That’s fine. So what is this book talking about?” “I don’t know. I’m just looking at the pictures.” She answered. “Oh, my mom got me another hamster! I have two now!” She continued and laughed. No matter what I asked her, she could always switch the topic to her hamster, so we ended up with talking about it again. But she did tell me she usually would spend her summer vacation with her grandmother who could teach her grow flowers. What made me happy was that I noticed that Andrew came to Katie and said they would get pizza today. Katie hopped up and laughed with Andrew, as if nothing happened before. Children are not grudge holders. This makes their life happier and easier. I learned this from Andrew and Katie.

III. Reflection and Implication

A. Reflection. Lareau said, “Families in poverty tend to be involved with institutions serving the poor” (Lareau, 2003, p.15). This is true for children in this site. Though I didn’t get a chance to interact with parents and families, I can see that the limited transportation, resources and the limited time that parents can spend with their children have an impact on these children’s daily life activities and development. Most of them can structure their time much to their own liking and the pace of life is slower for them (Lareau, 2003, p.142). For Katie, playing with her hamsters and watching TV are two main ways to spend her free time. Unlike their middle-class counterparts, Katie didn’t go to any class like piano class or any club like sports club, though she told me her mom sometimes took her to the zoo, because she loved animals. Parents in working class or poor families is committed to meeting their children’s basic needs, whenever possible, supplying them with “extra” (Lareau, 2003). They may want to do more, but it usually takes enormous labor to get family members through the day (Lareau, 2003).

Nonetheless, “busy parents” differ from “unconcerned parents” (Williams & Sanchez, 2012). It’s dangerous to make assumptions that Katie’s mom or Andrew’s parents didn’t want to get involve in their children’s life, because their schedules do not give them enough time to be with their children or they have different definitions or different ways of parental involvement. By that, I mean that some parents think that ensuring children are properly cared for at home is the most important aspect of parental involvement, because their children can be prepared and ready to learn when they attend school (Williams & Sanchez, 2012). Besides, sometimes parents engage in children’s life in a different way that might not be recognized as parental involvement by teachers and schools. This is why we should communicate with parents before making any conclusions.

B. Implication. Generally, PTM did a job of providing a safe and comfortable environment for children to interact with peers as well as adult volunteers who may bring “a new world” to them. PTM also has programs like summer camps or Fun Friday that can allow children to expose to a variety of enrichment opportunities including: dance, sports, art, music, gardening, among others (Preston Taylor Ministries, 2016). I really like them. It can be a good model and chance to narrow the gap among children from different background.

What PTM can be do better is that they might want to figure out a way to ensure tutoring quality. I don't think it can achieve the best result if we just give the answers directly to the children, but I noticed that some volunteers and even PTM teachers did that. A good suggestion might be that PTM can offer some training to volunteers and have volunteer meetings regularly. After all, we don't just want to teach children how to do homework for that day; it might be more beneficial to teach children how to learn and how to solve problems independently. Besides, the quantities of volunteers can sometimes be a problem. In some days, there are too many volunteers which can distract students; but in some days, there are not enough volunteers to help all students. It might be helpful if PTM can communicate with volunteers about which day(s) they can come and have a plan in advance. Creating a volunteer database can also help. Volunteers should inform PTM if they can't come on the day(s) they should come so that PTM can find other volunteers in the database who may help. Anyway, volunteers play a vital role in PTM. How to make good use of this considerable resource instead of wasting it is something to consider seriously for PTM.

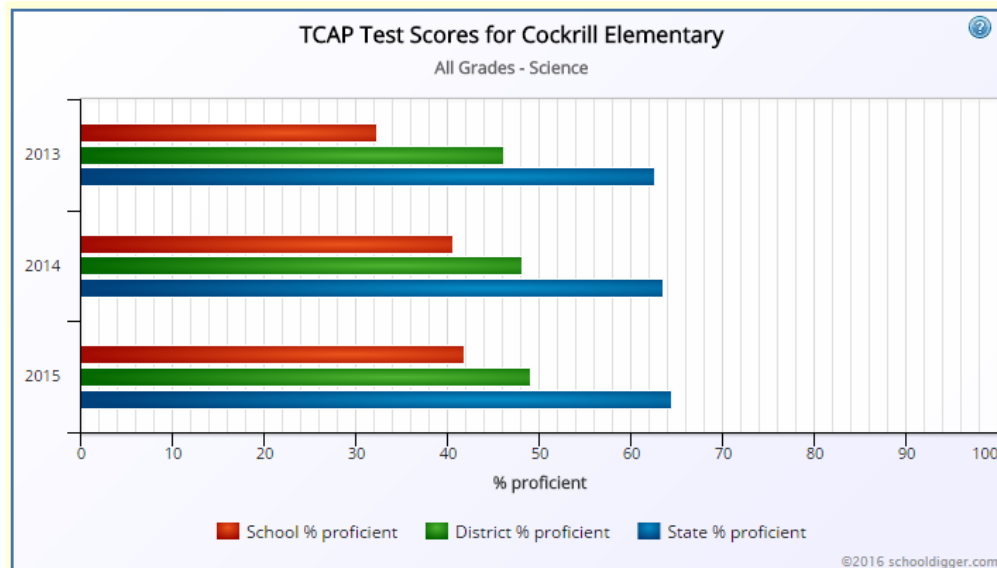
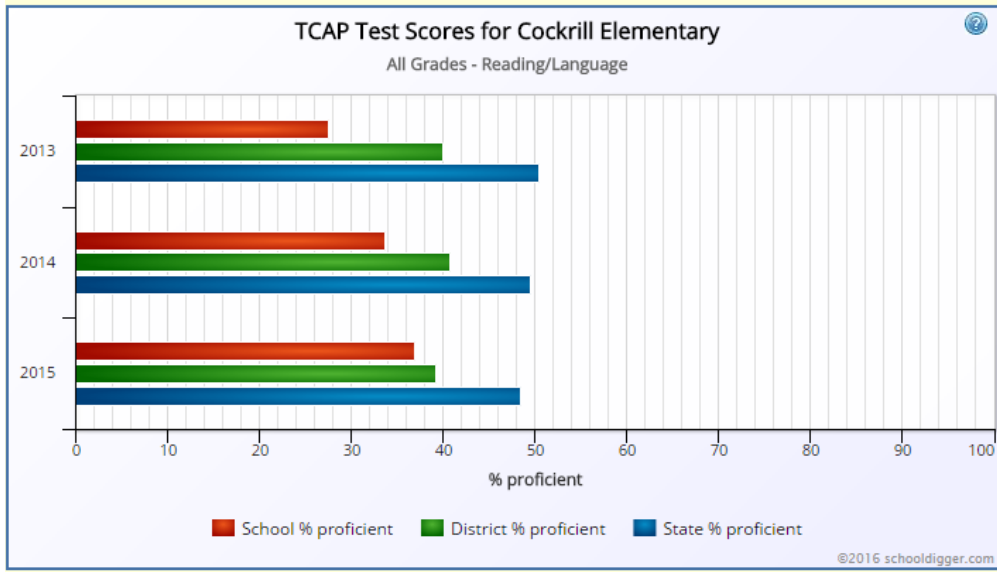
I know most children in PTM are from working-class and poor families, but I wonder how PTM or even the schools with limited budget can tap and find ways to let children share their child capital (Chin & Phillips, 2004) together as another complementary resources.

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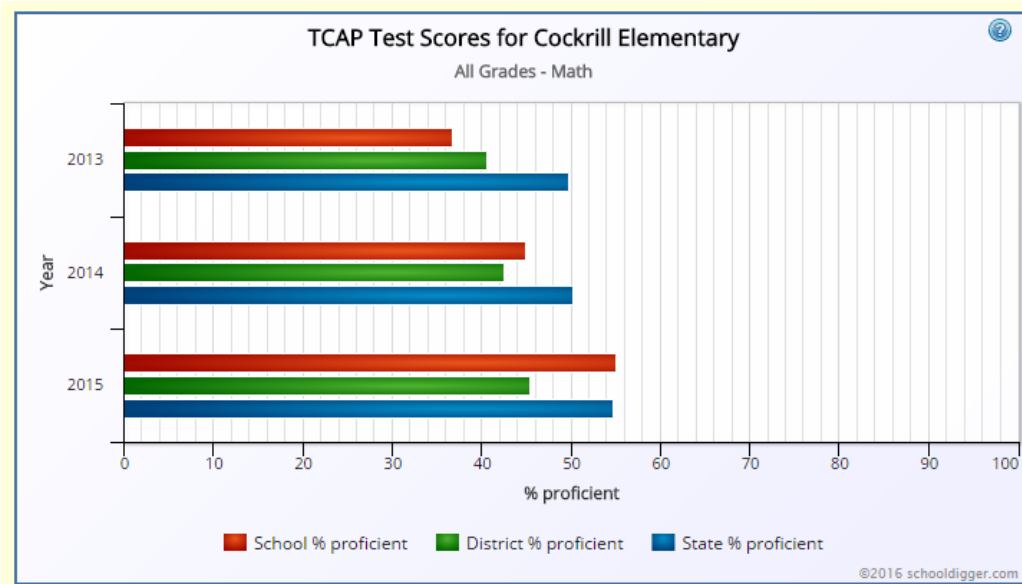
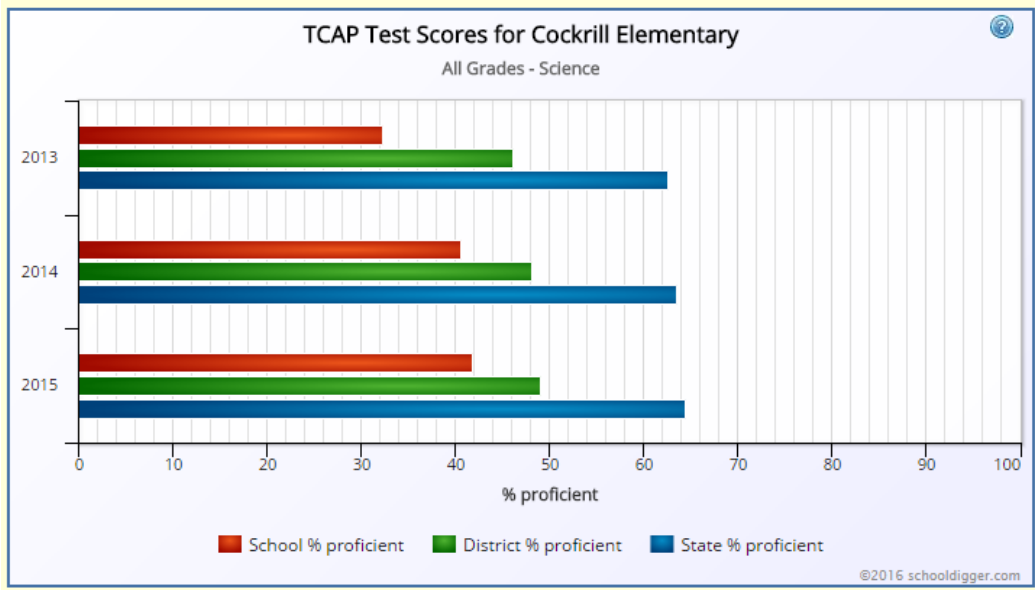
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Appendix

Table 1-4

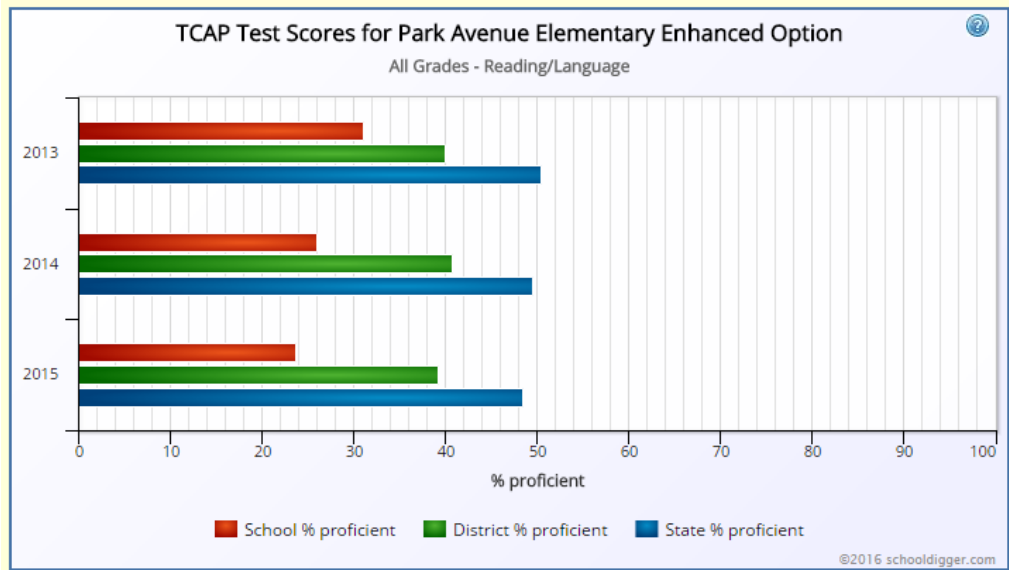
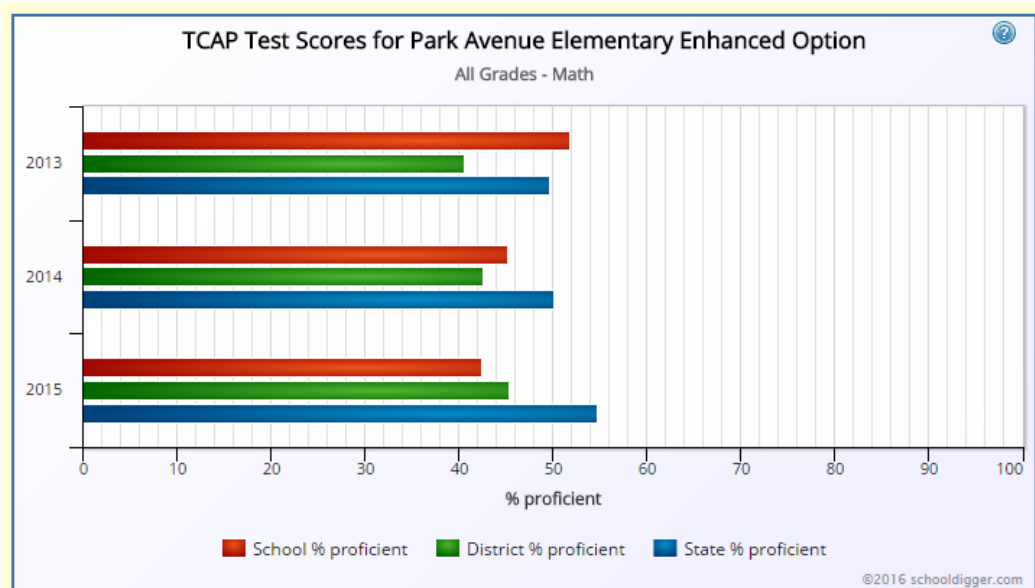


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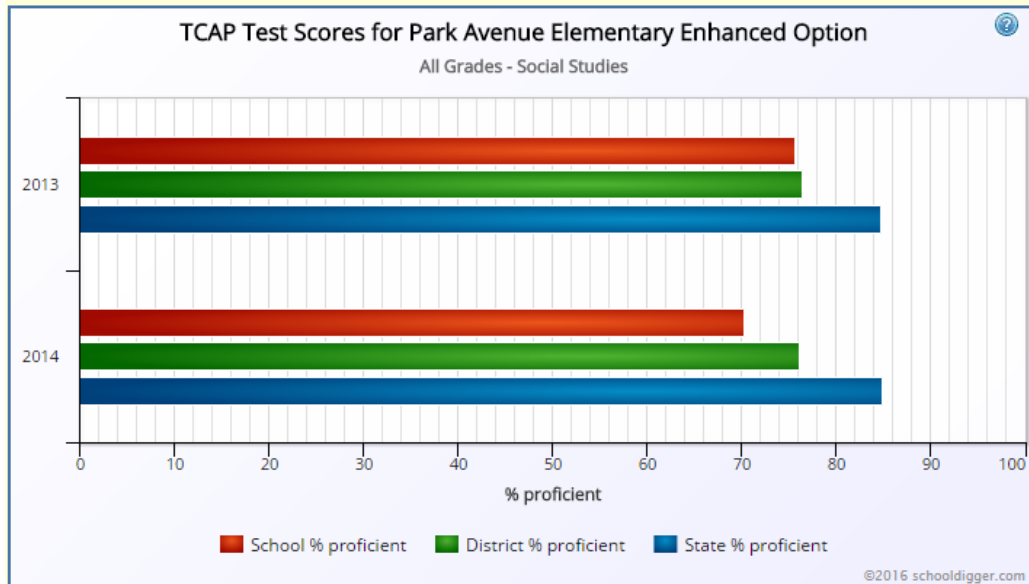
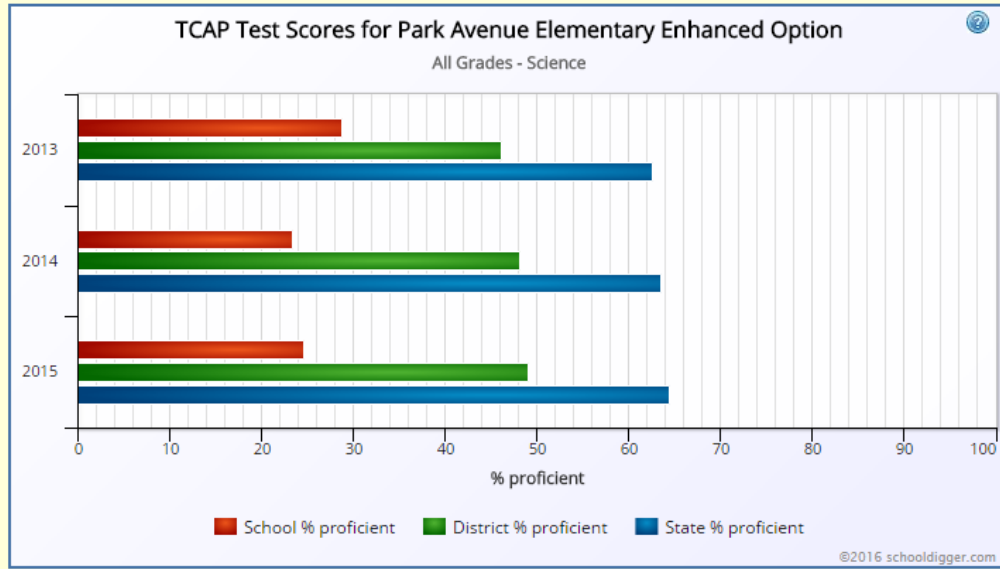


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Table 5-8



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Artifact E: The Case Study of a Non-Native English Speaker

My Case Study Report

The following is my case study of a male participant, John, who is from Japan and studies English as a second language. The main purpose of this report is to describe his current English language abilities, analyze the factors that might have impacts on his acquisition of English, and based on these and his own backgrounds, to offer a feasible, specific and theoretically supported instructional plan for him to further develop his English abilities. The report has been divided into four major parts, Introduction, Description, Assessment, Instructional Plan and Reflection.

I. Introduction

This part gives an introduction to the case study participant and describe what may help explain his English language development.

A. Basic Information.

My participant, John, came to the United States this June. He is 30 years old and has been learning English for about 10 years in total. He had 8 years of work experiences after graduating from his undergraduate school in Japan and before coming to Vanderbilt University to study. His major is economic and he is pursuing his master degree. This is the first time that John studies abroad.

B. Cultural Background

He comes from a high-context culture, in which the rules of communication are primarily transmitted through the use of contextual elements (i.e., body language, a person's status, and tone of voice) and are not explicitly stated (Study.com, 2015). This is in direct contrast to low-context cultures, such as American culture, in which information is communicated primarily through language and rules are explicitly spelled out (Study.com, 2015).

Many of the difficulties that Japanese learners have with English are not due to problems with the language itself but are more the result of cultural differences. Communication between any two people in Japan is heavily influenced by aspects such as age, sex, relationship and relative status (FIS, 2015). “The Japanese generally have an aversion to assertiveness and seek to avoid embarrassment to themselves and their interlocutor. There is a respect for abstraction which is alien to many plain-speaking Westerners” (FIS, 2015). This is exactly how John feels. He told me he sometimes felt embarrassed when talking to American people, because Americans tend to be blunter and more direct, but Japanese people prefers to be more indirect. All these cultural differences can cause Japanese learners to struggle to find the best way to express themselves and result in the production of English that native speakers may find excessively vague or tentative (FIS, 2015).

C. Linguistic Background and Cognitive Background

John is highly proficient in his first language (L1) Japanese, since he was born and raised in Japan, and he is very well educated. He went to the public schools in Japan from primary school to his undergraduate school. English is a compulsory course in Japan. What we should bear in mind first is that Japanese is significantly different from English in its writing system, phonology, grammar and particularly in sentence structure, which make it hard for most Japanese students to acquire English at the same rate as, for example, their German or Swedish peers (FIS, 2015). However, English and Japanese are sharing more and more words together, which may help them to better acquire English vocabulary.

John began to learn English when he was 12 years old in junior high school. He studied English for three years in junior high school, three years in high school, two years in undergraduate school and two years to prepare for TOEFL, so he has been studying English for

ELL CAPTSTONE PORTFOLIO

10 years. Although he started to learn English 18 years ago, he stopped learning when he worked in a Japanese company after his graduation from college. As we can see, his English learning mainly happened in Japanese public schools, in which the focuses of English learning and teaching are placed on academic grammar, reading and writing, but listening and speaking are less important and don't need time and effort as much as reading and writing requires to practice. John told me a typical English class in Japan is the teacher gives lecture in front of the blackboard, speaks all the time and mainly imparts grammar knowledge and writing skills, while the students are just listening. There are not many interactions between the teacher and the students. Having a high score in the college entrance examination may be the most vital goal for most Japanese students.

John told me he didn't have many opportunities to interact with English native speakers in Japan, since most of his teachers and classmates were Japanese. Even though there were some English speakers in his college, they usually were able to use Japanese to communicate with John. John's family doesn't have anyone who speaks English either. Therefore, it was not necessary for him to master English well. He didn't have many experiences of living and studying in English-speaking countries either, although John told me when working for the Japanese company, he had some chances to go to China to do business with some Chinese companies and Chinese governments. Unfortunately, he didn't have many chances to speak English in China, since it's not an English-speaking country and translators were usually provided to help him to communicate with others. What might be interesting is that he told me he studied Chinese for one year in his college, so he could speak and understand a little Chinese. He said the reason that he chose to learn Chinese was that he'd like to work in some business companies after graduation. The relationship between China and Japan becomes more important,

because Chinese is a big market for Japan and a neighbor country of Japan. This was why Chinese could be really useful for him. His Chinese study had more practical purpose than his English study did, and focused on listening and speaking instead of reading and writing. He barely could read and write in Chinese, but he was able to speak and comprehend some Chinese.

Concerning his advantages and disadvantages when learning English, he told me that his reading ability was great, because he began to read a lot of English books, articles and newspapers from when he still was a junior high school student. But he was bad at listening and speaking, especially his pronunciation, which he thought was the biggest problem for him.

D. Personalities and Attitudes

According to the interactions between John and me, John could be shy and introvert, and didn't want to express himself too much when he felt uncomfortable and unconfident. However, what also might be important is that he said sometimes he just didn't know how to express his ideas in English though he could understand. Maybe because of Japanese culture and/or because we were not very close friends, John was being very polite and professional to me all the time. He said "I'm sorry" highly frequently, even though many times it wasn't necessary to apologize. He's very friendly, easygoing and gentle, but he told me he wasn't very sociable. During his leisure time, he preferred to read books and spend more time with his family.

He is very industrious. Feeling the lack of vocabulary and the necessity to improve his listening, he said he would read two or three articles on newspaper every day and write down some new words on his notebook. He would also listen to the Fox News for 30 minutes every morning and every night. More importantly, he desires to push himself to step out of the comfort zone now by creating various and plenty of opportunities to practice oral English. He attends classes twice a week in English Language Center in Vanderbilt University and another classes

outside the school once a week, pays much attention to participating in the discussions with his professors, the teaching assistant and his classmates, and goes to the church near his apartment to talk with native English speakers. He said he actually likes studying English now, because it is the best way to communicate with so many people in the world. It is a good motivation for to learn English.

He told me his average English speaking time is 2 hours each day and his average Japanese speaking time is about 30-40 minutes each day. He speaks Japanese when he calls his wife who is in Japan and when he talks to other Japanese students in Vanderbilt University.

He said sometimes he still feels lonely because he can't keep up with native speakers' conversations. Sometimes, he was just watching others talking in front of him. At that time, he felt the limited language ability could be an obstacle to make friends for him. But he keeps encouraging himself to be more outgoing, walk out of home, and join more events and not to be afraid of making mistakes, which he thought can be the most important things for non-native speakers like him to have friends and to learn the language in a foreign country.

II. Description

In this part, I'd like to describe John's oral and written English language abilities via the detailed analysis of the oral samples and writing samples in terms of phonology, semantics, grammar (including morphology and syntax), and pragmatics. His linguistic strength and what still needs to be further developed would also be illustrated in this section.

The conversations between my John and me that I analyzed in this paper are all from our casual face-to-face interactions on campus. He was answering my questions like "what are the differences do you think between English and Japanese", "what about the program you're in has been most exciting/difficult for you" or "what is the biggest challenge you've met so far".

Overall, it should be a relaxing and loose environment for us to talk. However, the writing samples may vary and might be either about academic topics or informal topics, which I would point out specifically when it's necessary.

A. Phonology.

Compared to other aspects of language such as grammar, vocabulary, and so on, second-language phonological acquisition is subject to a sensitive period (Chipongian, 2000). John's phonological abilities were analyzed in terms of pronunciation, fluency and coherence, and prosody.

1. Pronunciation.

John began to learn English when he was 12 years old in junior high school. From my point of view, he missed his critical learning period and has some serious pronunciation problems when speaking English. Since the interaction hypothesis supports that the L1 exerts a powerful influence on adults' ability to learn L2 sounds and the Contrastive Analysis Hypothesis posits that adult's variation from native L2 speaker production is often traceable to their L1 (Baker, Trofimovich, Flege, Mack & Halter, 2008), John's pronunciation errors were analyzed by comparing and contrasting the English language and the Japanese language.

English has more sounds than Japanese (Miki Ikeda, 2005). Either the sound not existing in the Japanese language or two sounds being very similar and sounding the same to the Japanese will cause the difficulties for Japanese of having the correct English pronunciation (Miki Ikeda, 2005). Competent speakers of a language know how to make two kinds of sounds, vowels and consonants (Byrnes & Wasik, 2009). It is easy to find some typical errors of these two types of sounds from John's speaking.

Error type	Examples	John's pronunciation
/n/	J une, a ddition, p ronunciation, e xamination, c onversation	/ŋ/

ELL CAPTSTONE PORTFOLIO

/θ/	Th ree, th ink, no thing, bo th, th irty, th eory	/s/
/v/	V erb, av erage, un iversity, v ocabulary, r eview	/w/

These consonant errors occurred commonly when John was speaking English. This first one mainly occurs in word endings as the [n] in Japanese, when it occurs in the end of a word, it is usually very similar to the English /ŋ/ (English Speak Like A Native, 2015). The second and the last one occur mainly because /θ/ and /v/ don't exist in Japanese and therefore is substituted by other consonants by John. (English Speak Like A Native, 2015)

Error type	Examples	John's pronunciation
/i:/	W eed, r ead, t eaching, s peak	/ɪ/
/æ/	G raduation, a t, t hat, b ad, embarrassed, v ocabulary	/ɑ:/ or /e/
Schwa sound /ə/	P osition, s ituation, p roblem	/ɔ/, /e/

Vowel errors also occurred very often. Some of them are listed above. /i:/ actually exists in Japanese but John substituted it with /ɪ/ in English and /æ/ was often substituted by /ɑ:/ or /e/, possibly because they are very similar. Besides, L2 syllable structure is in part shaped by the native language (Gass & Selinker, 2001). In Japanese, all words end with vowels (Miki Ikeda, 2005), so John usually would attach some vowels after English words which end with consonants, such as bad /bædʌ/, note /nouto/ and have /hævu/ (Miki Ikeda, 2005).

2. Fluency and Coherence.

John's speech was generally fluent with occasional lapses while searching for the correct manner of expression (Student Oral Language Observation Matrix, 1981). Many of his hesitations, repetitions and restarts were similar to those of native English speakers (Peregoy, Boyle & Cadiero-Kaplan, 2013). For example, when I asked him how long he had been here, he answered “: umm... Yes. I arrived in Nashville ... last June, so I lived in Nashville for three months. It is first my time to live in United States.” These hesitations occurred because he was thinking about the fact instead of finding words. However, there were some instances in which he was trying to search and organize words. For example, when answering “how long do you

speak Japanese and English in a day”, he said “maybe English is talking ... talking time, English talking time is... umm two hours a day.” When it comes to coherence, John could use personal pronouns, some simple associated words and other expressions to make his speech more coherent. For example, when I asked him “what about the program has been most difficult for you”, he said “Haha, as I said, Mr. Cooley’s classes is very difficult for me, because umm we need very high level mathematics understands micro economics and his theory, his class. So I have to review or preview economics and mathematics.”

3. Other Aspects.

Usually, the second language speaker is readily identifiable as to origin by his or her accent (Gass & Selinker, 2001). Prosody includes such aspects as speaking rate, rhythmic patterns, pitch and intonation changes (Byrnes & Wasik, 2009, p.59) Nonstandard pronunciation coupled with nonstandard prosody can cause a lot of problems for listeners (Byrnes & Wasik, 2009, p.61). Japanese seems to have all syllables more or less equally and has totally different rhythm and an overall narrower pitch than English (Bradford, 1993). When John spoke English with Japanese rhythmic pattering, it sounded jerky, almost machine-gun like (Bradford, 1993), which caused much trouble for me to understand him sometimes.

4. Strength and Areas that Need Improvement.

To sum up, John’s greatest phonological strength lies in the coherence of his speech. By taking advantage of personal pronouns, linking devices and other various expressions, his speech was coherent enough to follow. Besides, his speech was relatively fluent. However, he might want to improve his nonstandard pronunciation and nonstandard prosody.

B. Semantics.

Semantic language skills refer to an understanding and appropriate use of meaning in single words, phrases, sentences and even longer units (Children's Speech & Language Services, 2015). Strong semantic language skills are crucial for developing an understanding of the world and an ability to express oneself clearly and meaningfully (Children's Speech & Language Services, 2015).

1. Word Choice (Semantic) Analysis.

First, I analyzed John's oral samples. As we can see from the Table 1 (UsingEnglish.com, 2015), John's word choices are not very diverse. According to the website, lexically dense text has a lexical density of around 60-70% (UsingEnglish.com, 2015), but his Lexical Density is only around 40%. It seems that the vocabulary that he can use in his speaking is composed of relatively simple short words, not many sophisticated words. However, we have to be cautious that maybe it's because of the casual topics and the relaxing environment in which our conversations happened.

Specifically, in his short answer, John repeated "important" three times and "fundamental" twice when there are a large number of words that can be used to replace them, such as "essential", "vital" and "key". Besides, he said "the professors Cooley belong to economic department", in which he chose to use "belong to". "Belong to" sounds too formal. He could just say "the professor is in the economic department". In addition, he said "I was so amazed" when he talked about his car being towed away by the policeman. "I am/was amazed" is usually used when good things happen, which indicates that John might not really master the usage of this word in context. In short, he should pay more attention to avoiding repetition and knowing how to correctly use words in context.

However, when it comes to analyzing John's academic writing sample, it's clear to see that we have a different result (see Table 2) (UsingEnglish.com, 2015). The Lexical Density of his academic writing is much higher than his casual speaking and he used more relatively complicated long words. He used more advanced words like "coherent", "reluctant" and "discipline" when he actually was able to find some simple and less advanced expressions to use, which suggests that he can pull out different "words banks" in different situations. However, in his first sentence of the writing sample, he wrote "the thought about...." In academic writing, the word "thought" might be a little informal, which can be replaced by "opinion", "attitude", etc.

2. Strength and Areas that Need Improvement.

John's semantic strength is he has relatively expanded vocabulary in his academic writing. Besides, he has different "word banks" in his oral English and writing English, which indicates that he can choose words appropriately to some extent. Nonetheless, he still has some difficulties in having the proper word usage in context, for example, he sometimes used too formal words in informal situations. Moreover, he might want to continue to work on enlarging his vocabulary in both oral English and writing English.

C. Grammar.

As mentioned before, Japanese educators put the focus on English grammar and reading. Hence, John is strong in his grammar.

1. Morphological Ability Analysis.

The writing samples that I analyzed here have 206 words, 18 utterances and 217 morphemes in total, so mean length of utterance (MLU) of John's written language samples is 12.06. Due to the lack of data of MLU averages for adults, it might be uncertain that 12.06 should be regarded as what level for adults who are second language learners. However,

according to my analysis, John's morphological ability of his English writing is intermediate. Generally, he could take advantage of different tenses and many other morphemes to describe things and express opinions. For example, when he described the picture, he wrote "the bus had already left..." and "he decided to drive his car..." Here he knew when to use past perfect tense and when to use past tense, which effectively increased his MLU, but he still used wrong tenses sometimes. He could also use some affixes to enlarge his vocabulary in his writing, such as "heavily", "**un**fortunately" and "kind**ness**". Besides, he really did a good job of using determiners before nouns, like "a" graduate student, "the" class", "his" car and "this" week. Nonetheless, he should further develop the use of regular third person, since there are several errors in his writing like "he always go to..." in which he should use "goes".

His MLU of his oral samples is 10.67, which include 217 words, 21 utterances and 224 morphemes. Though a little lower than his writing samples, I think his morphological ability of his oral English is not necessarily lower than his written English. His oral English seems to be more flexible, by which I mean he tended to use more adjectives in front of nouns, such as a "big" problem, "complicated" books and a "good" motivation. Moreover, he was able to use more affixes in his speaking like "deep**en**", "complicated**d**" and "**dis**advantage". However, he often forgot to use determiners, plural forms as well as regular third person singular in his oral English, which might be some of reasons why his MLU in his oral English is a little lower than his writing English and he might want to continue to work on.

2. Syntactic Ability Analysis.

In his writing samples, there are almost no incomplete sentences and word order errors, which could be a huge strength for John. He knew adverbs should usually be placed after verbs in English, for instance, he wrote "it snowed heavily on that day". What is more important, he

was good at using varieties of logical linking devices to make his writing easier to understand and more organized. For example, he used “especially” as an addition when he tried to explain why it could be pretty dangerous to drive in the snow; he wrote “so” and “because of” to express reason and cause; he used “but” and “however” to express contrast and unexpected results. Concerning grammatical and lexical linking, he also knew how to use pronominal forms to replace noun phrase that has already been referred to before (Mancilla-Martinez, PowerPoint presentation, November 2, 2015), so he wrote sentences like “A man got up, but he found that...” Nevertheless, he might want to pay more attention to using more synonyms for linking devices to avoid repetition (Mancilla-Martinez, PowerPoint presentation, November 2, 2015).

As for his oral samples, they may reveal more syntactic problems. There are many incomplete sentences in his oral English, but some of them happened when he wanted to correct himself or tried to search for a more proper expression. For example, he said “I don’t. I didn’t know” and “so they have, umm, I don’t, it is (was) not necessary for me to master English”. In such cases, I would be very cautious to evaluate his oral English syntactic ability. He didn’t have many word order errors in his oral samples either, though sometimes he might need to try a few times to organize the words correctly. In addition, he was also able to make use of linking devices like “actually”, “as I said”, “because” and “so”, but like his writing samples, he could try to use different linking devices and avoid repetition.

3. Strength and Areas that Need Improvement.

Overall, John has huge grammar strength. First, he was able to use varied tenses and affixes to improve his morphological level and was good at producing complete sentences and putting words into correct order in his writing English. Moreover, he made good use of linking devices to make his language logical and organized. He might want to notice that he sometimes

forgot to add determiners, plural forms and regular third person singular in his oral English. Additionally, his oral language had many incomplete sentences. Lastly, synonyms for linking devices are highly recommended.

D. Pragmatics.

Commonly referred to as social skills, pragmatic language refers to the verbal and non-verbal rules that dictate our social interactions (Speech Language Feeding.com, 2015). As far as I'm concerned, it's not just about the language acquisition, but more about having socially acceptable conversation with others. Not only the structural and linguistic knowledge (e.g., grammar, lexicon, etc.), the context of the utterance, any pre-existing knowledge about those involved, the inferred intent of the speaker, and other factors also impressively matter (Brown, 1978) when we talk about pragmatic skills.

1. Strength.

The conversations analyzed here have 487 words in total, excluding my speaking. My participant and I are classmates in one of my classes this semester, so we haven't known each other very long and strictly speaking, we are not even friends. However, we are equal and none of us has absolute authority over the other one. This was the social context in which our conversations took place. Maybe because we were not very close, John was being very polite and professional to me all the time. He said "I'm sorry" highly frequently, even though many times it wasn't necessary to apologize. However, he might be such a person all the time, which I cannot be certain about. He tried his best to cooperate with me and to answer all of my questions, while sometimes he also tried to be funny, for example, he even used Chinese to say "my name is John". Since in Japanese culture, it's not encouraged to make jokes with superiors or subordinates, a conclusion can be drawn that John understood the social context here well.

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Concerning the situational context, there was a detail that proved John could refer to things in the world around him even when they have not been mentioned before in the discourse (Mancilla-Martinez, PowerPoint presentation, November 16, 2015). We usually would meet outside the Central Library. One day when we were talking, it suddenly began to rain, so I said “ah, it’s raining”. And he said “let’s go inside”.

Another pragmatics strength of his is that he used plenty of numbers and paid a large amount of attention to make his speech as accurate as possible, by that I mean he highly honored the maxims of quality. A good example to illustrate this is that when he answered my question “how long have you been learning English”, he began to count “junior high school, three years; high school, three years; university, two years, junior and sophomore; and for TOEFL, two years, so sum is ten years”. He wanted to give me an accurate number that was closest to the truth. What’s more, he did a good job of following the maxims of manner. For instance, when he explained why learning Chinese was also very useful for his career, although his major is economic and he probably could choose some more complicated words, he tried to make sure that I could understand him by avoiding obscure expressions. Besides, most of time his answers were brief and orderly. For example, when answering “what do you do to learn English”, John first told me what he wanted to improve, and then talked about what he did to achieve that. When I asked him “what about the program has been most exciting for you”, he mentioned his favorite professor in Vanderbilt University and made a contrast between his professors in his college in Japan and his favorite American professor. His answers to these two questions were pretty clear and brief, and were exactly what I expected. The maxims of quantity was perfectly obeyed as well as the maxims of manner at the same time.

2. Areas that Need Improvement.

However, John sometimes misunderstood the linguistic context and unconsciously violated the maxims of relevance. For instance, when I asked him “what are the differences do you think between English and Japanese”, besides some grammar differences, he also said Japanese are indirect, so sometimes he felt embarrassed when Americans talked too directly. What I asked was the language differences, but his answers were about cultural differences. Also, after he told me how he learned English, I asked him if he thought these methods were helpful, he told me he wanted to learn organization and pronunciation skills, which was irrelevant to my question. And when I asked him if he liked to study English when he was in Japan, he said “yes” at first, but then he told me all his professors and most of his classmates in college were Japanese. Even if there were foreign students, they could speak Japanese as well. He didn’t have to master English. His answer and my question were unrelated. His answer actually was irrelevant to his main point, too. He should talk more about why he enjoyed it rather than telling me it was not necessary for him to learn English when he was in college. Plus I think he violated the maxims of quantity here, since he gave me too much information that I didn’t really need.

III. Assessment.

A. Global Assessment.

According to the Language Acquisition Chart (LAC), I think John’s English language abilities are in Level 3, Low Intermediate, but in a transition to Level 4, High Intermediate Fluency. Generally, I could understand him, though he made many pronunciation and basic grammatical errors. He could produce whole sentences with simple sentence structures and limited vocabulary. He was able to express simple ideas and opinions but had difficulties in explaining complicated thoughts and concepts. He began to show some features of high

intermediate level, for example, he could “participate in every day conversations without highly contextualized support” and “show good comprehension” (LAC).

B. Influencing Factors.

1. Positive Factors.

First, he’s highly proficient in his first language (L1) Japanese, since he was born and raised in Japan, and he is well educated. He went to college and worked in Japan for 8 years before he came to America this June. All of these offered him a huge amount of knowledge and experience that he could easily transfer to the second language (L2) (Peregoy, Boyle & Cadiero-Kaplan, 2012) and that could be used as resources when he learned the second language.

Secondly, he grew up in a high-context culture that highly developed his pragmatic skills. He was able to apply these skills unconsciously to his second language and could understand the real meaning behind words, so John performed well in maintaining a socially acceptable conversation.

What’s more, he has been learning English around 10 years in total and mostly studied in the public schools in Japan, which emphasized English grammar, reading and writing. Therefore, his language abilities in these three aspects are strong and he can actually take advantage of them to further develop other aspects of his English.

In addition, he is pursuing his master degree in Vanderbilt University, which is an enormous strength for John. He has richer resources, stronger motivation and learning desire, much more chances to interact with native English speakers to practice his speaking and listening, etc. He has access to learn both the academic language and the social language, and to experience and get familiar with the culture and people’s thinking mode here. All of these will contribute to his second language acquisition.

Last but not least, he is very diligent and ready to challenge himself. He has very positive attitude. He knows his speaking and listening need to further develop, he therefore tries many ways to practice. This is very important, because for adult learners, nothing is more important than practice.

2. Negative Factors.

Firstly, due to the traditional English teaching and learning style in Japan, his listening, pronunciation, and speaking abilities are not as strong as his reading and writing abilities.

Next, this is the first time that John studies abroad and he told me that he didn't have many interactions with English native speakers in Japan, since most of his teachers and classmates were Japanese. Even though there were some English speakers, they usually were able to use Japanese to communicate with John. John's family doesn't have anyone who speaks English either. He had very limited chance and time to practice.

Moreover, according to the interactions between John and me, though he tries to step out of the comfort zone, he still can be shy and introvert sometimes, and doesn't want to express himself too much when he feels uncomfortable and unconfident. He was unconfident about his English language abilities. When I asked him to grade his English abilities, he scored himself 50 out of 100. In a multi-cultural class, this would limit his opportunities to practice.

Besides, American culture is low-context that is different from Japanese culture. John wasn't used to be as direct as American people are, so sometimes he had to face a dilemma that he didn't know how to express himself clearly without being too blunt, which to some extent caused the communication obstacle between him and others. Also when others were being too direct to John, he would feel embarrassed sometimes and didn't want to or didn't know how to respond.

Also, the significant differences between English language and Japanese language cause many challenges for Japanese students to acquire English.

C. Second Language Acquisition (SLA) Theoretical Framework.

1. Critical Period Hypothesis.

The Critical Period Hypothesis claims that in order to reach native-speaker proficiency in the second language (L2), learners need to be exposed to the L2 within a narrow, neurologically-determined “window” at a very young age (Baker, Trofimovich, Flege, Mack & Halter, 2008). I’m a partial supporter of this theory, by which I mean there is certainly no specific age at which the window of opportunity of the second language acquisition closes completely (Chiponian, 2000) and many other considerations like linguistic, cognitive and socioeconomic factors also count to a certain degree, but in the long run, younger beginners usually do overtake the older beginners who rarely achieve the native-like fluency that younger learners display (Wikipedia, 2015). Certain features of the language system may be more related to distinct critical periods than others.

For grammar learning, the window never completely closes (Chipongian, 2000). Bialystok and Hakuta argue that the amazing human ability to learn grammar remains with us as long as we remain human (Bialystok & Hakuta, 1994). Vocabulary learning also has no critical period to learn (Singleton, 1995). However, unlike grammar learning and vocabulary learning, second-language phonological acquisition is subject to a sensitive period (Chipongian, 2000). As a result, though John missed his critical learning period, but he has a good performance on English grammar and vocabulary learning and his phonological skills are not very satisfied.

2. Interaction Hypothesis.

It is a theory of second-language acquisition which states that the development of language proficiency is promoted by face-to-face interaction and communication (Johnson, K & Johnson H, 1999). It also holds that L1 exerts a powerful influence on adults' ability to learn L2 sounds (Baker, Trofimovich, Flege, Mack & Halter, 2008). This theory could be used to explain some difficulties that John faced when he learned English. The lack of opportunities to use English to communicate with others and the numerous differences between his L1 and L2 made his English acquisition much more challenging.

3. Contrastive Analysis Hypothesis.

It was used extensively in the field of Second Language Acquisition (SLA) as a method of explaining why some features of a target language were more difficult to acquire than others (Wikipedia, 2015). Basically, the difficulty in mastering certain structures in a second language (L2) depended on the difference between the learners' mother language (L1) and the language they were trying to learn (Wikipedia, 2015). Besides, it posits that adult's variation from native L2 speaker production is often traceable to their L1 (Baker, Trofimovich, Flege, Mack & Halter, 2008). As a result, when I analyzed John's English language abilities, I often compared and contrasted English language and Japanese language, which can help us better understand why John did well in some aspects, but needed to continue to work on some other aspects.

4. 3 Tier Vocabulary Words.

Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary) (Thaashida, 2008). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals (Thaashida, 2008). Words in Tier 1 usually are some basic words that

rarely require instruction; words in Tier 2 are cross-disciplinary, high-frequent, grade-level text for focused instruction and words in Tier 3 are specialized, low-frequent that only need mention and clarify (Mancilla-Martinez, PowerPoint presentation, October 10, 2015). Among these 3 Tier vocabulary, words in Tier 2 might be most important for ELLs and must be learned by them. Many of these words have multiple meanings and can be taught via demonstrations (Mancilla-Martinez, PowerPoint presentation, October 19, 2015).

This theory assisted me in analyzing John's vocabulary used in his oral and writing English. I found most of words John was able to use as expressive vocabulary were in Tier 1 and Tier 2, but more in Tier 1.

5. Fossilization.

It is the process of 'freezing' of the transition between the L1 and L2, and is regarded as the final stage of interlanguage development (Wikipedia, 2015). It can occur even in motivated learners who are continuously exposed to their L2 or have adequate learning support (Han, 2004). Fossilization occurs often in adult language learners and can also occur when a learner succeeds in conveying messages with their current L2 knowledge (Wikipedia, 2015). The need to correct the form/structure is therefore not necessary, so the learner fossilizes the form instead of correcting it (Wikipedia, 2015).

John has been learning English for 10 years, but his English abilities are still in intermediate level. One possible reason is that since he lived and worked in Japan before studying abroad in the United States, to further develop his English abilities were not needed. However, if he wants to avoid fossilization to happen again, it's suggested that he continues to remind and push himself to make more progress instead of getting used to his current English language level.

IV. Instructional Plan.

A. To Improve Phonological Abilities

This might be the weakest part of John's English language abilities. Below are some suggestions specifically based on his current English language level.

He did a good job of creating more chances to practice. This is the most important thing when it comes to the second language acquisition. It's suggested that John should continue to working on improving his fluency by practicing as much as possible, for example, being more active in group discussion in class.

Besides, I highly recommend that he pay more attention to the pronunciation and prosody features of English native speakers in daily life. Observe their mouth movements and mimic their rhyme. Listening and following along with American TV shows also could be a good strategy to help him have the more native-like pronunciation and prosody.

Also, he can record himself. When we're by your lonesome, we have no reason to be nervous (wikiHow, 2015). He can find a book on tape or a clip online that he can mimic. He'll be able to pinpoint the quirks in his English and where he slows down and has trouble (wikiHow, 2015). It would be easier to make progress when we know what we need to improve and it would be more encouraging when we see how we've improved.

Besides, he can watch TV and movies. An integral part of speaking is hearing or listening (wikiHow, 2015). Because of this, the easiest way to involve ourselves in a conversation without actually having one is to watch English TV and movies (wikiHow, 2015). Movies are great because we can watch them over and over; the more you watch them, the more things we'll pick up. TV is good though, too, because we develop relationships with the characters and we grow accustomed to how they talk and the quirks of their speech (wikiHow, 2015).

Lastly, he can also narrate his world (wikiHow, 2015), which means he can talk to himself, as he goes about his day-to-day. “What am I doing? What am I feeling? What do I see, taste, smell and hear? What am I thinking?” Think the future and the past, too (wikiHow, 2015). “What am I going to do next? What did i just do?” The more he thinks in English, the faster it'll come out (wikiHow, 2015).

B. To Improve Semantic Abilities

Firstly, writing vocabulary journals might be useful for John to develop his semantic skills. Note maybe two or three words in the vocabulary journals every day along with a definition, a sentence using the word, and any other helpful hint for remembering the meaning, add new sentences when he comes across the words again (Peregoy, Boyle & Cadiero-Kaplan, 2012), and try to use them in daily life as much as possible.

In addition, whenever he’s speaking to someone or hear others speaking and he catches a word he doesn’t fully understand, write it down and look it up (wikiHow, 2015). Besides, in the books that he reads, the Internet sites that he visits, the TV he watches, he can always pick a couple of words to write down and to make a conscious effort of using.

C. To Improve Grammar Abilities.

It is sometimes said that grammar pertains to using word order and inflections to describe “who did what to whom” (Byrnes & Wasik, 2009), which gives me a hint about how to help him develop his grammar skills. John could do more narrative exercises in oral and written forms, which will offer him more chances to practice using different tenses, third person singular and determiners. He even could record his speaking and listen to it after exercise to know what he should continue to work on. Besides, he could memorize a new linking word every day and try best to use it on purpose in his narrative exercises.

Furthermore, the more exposure you give yourself to the correct usage, the more you will see, learn, and eventually understand the correct usage (Lingholic, 2015). John is encouraged to try to read more in English. The best place to see grammar in action is in published materials. However, self-published materials on websites are infamous for using poor grammar. Stick to reputable published works for the best models (Lingholic, 2015).

D. To Improve Pragmatic Abilities.

Having role-play conversations might be helpful (ASHA, 2015). Pretend to talk to different people in different situations. For example, set up a situation (or use one that occurs during the course of a day) in which the individual has to explain the same thing to different people, such as teaching the rules of a game, or how to make a cake (ASHA, 2015). Model how the person should talk to a child versus an adult, or a family member versus a friend of the family (ASHA, 2015). Try to respond as soon as possible. Most attention should be given to make sure his response is always relevant to the situations and questions, instead of pronunciation and grammar.

V. Reflection.

A. What I Have Learned

I've truly learned a lot from this case study.

Firstly, all of we did was to get to know our participant, which makes me realize that there is nothing that is more important than getting to know the students for us as a teacher. It is easy to be a lazy teacher by just giving lectures about what you have prepared for the class to your students, but teaching can only become a career when you are willing to invest valuable time and efforts in learning more about your students and figuring out how to best serve them. If

we, as a teacher, don't know our students' strength and weakness, how can we know how to better them?

Secondly, after completing this case study, I know how to analyze my students' language abilities more accurately and more comprehensively. We just can't say "he is a good student, but she isn't" without offering any evidence to back up it. Students' language abilities should be evaluated and analyzed from many angles and data sometimes can provide a new world.

Another thing that is highly vital is to pay the same attention to students' advantages just as that to their disadvantages. It's somewhat strange, but it's common that teachers know the students' weakness very well and pay little attention to their strength. I did the same thing to my participant at first. However, after Professor Mancilla-Martinez emphasized that there must be something that students do well for many times, I began to try to find my participant's strength and actually I found a lot. Paying more attention to students' strength can help us to make learning and teaching more interesting and efficient, since people are always more willing to and feel more confident to do something they are good at.

B. How It Will Help My Future Work with English Language Learners

Firstly, I definitely will spend more time on knowing my students' current language abilities by taking advantage of many tools, such as MLU, before teaching my students. I also will make use of these tools to analyze their learning process to see if they are making progress or not and which areas they do well and which they don't. This would help me to know my students more precisely and clearly. And students will also be motivated when they can actually see how much progress they have made and might desire to gain more improvement by making more efforts.

ELL CAPTSTONE PORTFOLIO

Next, knowing my students accurately will help me to make individualized instructional plans for my students. I can come up with different learning plans based on their advantages, disadvantages and current level. Besides, it will help me to adjust my teaching plan when it doesn't work in the way as I thought.

Last, my students might feel more connection with me if they can feel I really care about them and am willing to try my best to help me to gain improvement, which getting to know my students and making individualized instructional plans for them can help with.

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Appendices

Table 1























Text Statistics			
General Statistics		Word Length Breakdown	
		Length	Count
Total Word Count:	273	1 letter words	16  5.9%
Total Unique Words:	113	2 letter words	50  18.3%
Number of Sentences:	21	3 letter words	66  24.2%
Average Sentence Length:	13.00	4 letter words	38  13.9%
Number of Paragraphs:	1	5 letter words	21  7.7%
Hard Words:	20 (7.33%) (what's this?)	6 letter words	18  6.6%
Lexical Density:	41.39% (what's this?)	7 letter words	14  5.1%
Fog Index:	8.13 (what's this?)	8 letter words	17  6.2%
		9 letter words	17  6.2%
		10 letter words	7  2.6%
		11 letter words	7  2.6%

Table 2

Text Statistics			
General Statistics		Word Length Breakdown	
		Length	Count
Total Word Count:	123	1 letter words	3  2.4%
Total Unique Words:	76	2 letter words	25  20.3%
Number of Sentences:	11	3 letter words	20  16.3%
Average Sentence Length:	11.18	4 letter words	17  13.8%
Number of Paragraphs:	1	5 letter words	13  10.6%
Hard Words:	18 (14.63%) (what's this?)	6 letter words	9  7.3%
Lexical Density:	61.79% (what's this?)	7 letter words	10  8.1%
Fog Index:	10.33 (what's this?)	8 letter words	9  7.3%
		9 letter words	7  5.7%
		10 letter words	5  4.1%
		11 letter words	2  1.6%
		12 letter words	1  0.8%

Artifact F: The Practicum Lesson Plan

Lesson Plan

<p>Teacher: Shuang Xie & Bo Su</p>	<p>Date: 2/7/2017</p>	<p>Grade/Class/Subject: Adult ELL, novice low to mid</p>
<p>Unit/Theme: Ordering food in a restaurant</p>		<p>Standards: ACTFL Can-Do Statements</p>
<p>Content Objective(s): SWBAT order food in a restaurant.</p>		<p>Language Objective(s):</p> <ol style="list-style-type: none"> 1. SWBAT use basic sentence structures to order food in a restaurant. 2. SWBAT use sentence patterns to make polite requests. 3. SWBAT comprehend waiter and waitress' questions.

<p>KEY Sentence Patterns:</p> <p>Order (drink & food): I will have... May/can I have..., please? I'd like to... ..., please I haven't decided yet.</p> <p>Finishing the meal: I will take this to do / may I have a box?</p> <p>Check: Can I take the check, please? Check, please?</p>	<p>Supplementary Materials:</p> <p>Video and script hand-out; Paper slips and answer sheets; White board and markers; Menu sheets; Role-play worksheets.</p>
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Lesson Sequence:

1. **Opening:** Teacher will share and ask students their experience of ordering food in the US, and discuss what difficulty they come across. Next, students will watch a short video twice about ordering food in a restaurant. The second time when they watch the video, they will be given the script (see Appendix) of the video and are asked to highlight the sentences or words they don't understand. The teacher will explain and answer questions.

<https://www.youtube.com/watch?v=Gxd6LshVU8A>

2. **List key sentence patterns.** (15 min) Students will work in groups and list key sentence patterns for ordering drink & food, finishing the meal and asking for check. The teacher will write down what students report and provide alternative expressions on the whiteboard.

3. **Reorganize sentences (8 min).** Students will work in pair. The teacher will hand out a bag of paper slips with the lines of a dialogue to each group and ask students to reorganize them in right sequence. After they complete the task, the teacher will give them an answer sheet to check. Then, they will practice the dialogue with partners.

Dialogue :

Hi! I am Richard! I will be your waiter today. Can I get you anything to drink?

I 'd like to have some water

Great! I will be right back

Are you ready to order?

I haven't decided yet,

Ok, take your time!

Have you decided yet?

Yes, I 'll have a cheese sandwich. Please!

No problem.

How is everything?

Very good!

Are you still working on that? Or shall I wrap it up for you

I will take this to go, can I have a box?

Sure, Would you like a dessert menu?

I am good, thank you.

Can I get you anything else?

May I take the check, please?

Absolutely!

4. **Role-play** (Give students the menu) (15 min)

Students will be regrouped with new partners, and take turns to be the waiter/waitress and others pretend to be the customers and order food.

5. **Closing: Exit ticket.** Before class is dismissed, students will fill in the exit ticket with their takeaway: the most useful sentences or phrases.

Appendix

1. The script of the video

Dining out

Waitress: Hi, I'm Lori. I'll be your waitress today. Can I get you anything to drink?

Male: Just water.

Waitress: Would you like bottled or regular?

Male: Regular.

Waitress: And for you?

Female: I'll have a diet soda.

Waitress: Great. I'll be right back.



Ordering

Waitress: Have you decided what you'd like? Or do you need some more time?

Female: I'll have the grilled chicken and a dinner salad.



Waitress: And what kind of dressing would you like?

Female: What kind do you have?

Waitress: Italian, blue cheese and French.

Female: I'll have the Italian and can you serve that on the side?

Waitress: Of course. And for you sir?

Male: The Peppered Salmon, is that very spicy?



(Waitress: Yeah.)

Male: I don't like spicy. I'll have the steak.

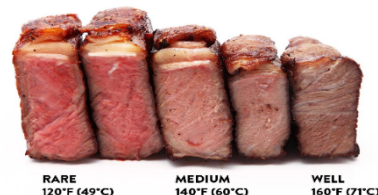
Waitress: And how would you like that cooked?

Male: Medium, please.

Waitress: Alright, so that's chicken with salad,
Italian dressing on the side, and one steak,

(Male: Yes.)

Waitress: Thank you.



Serving

Waitress: Be careful, it's hot! Can I get that for you?

Female: Yes, please.

Waitress: And is there anything else I can get you?

Male: May I have a steak knife?

Waitress: Of course. I'll get that right away.

...

Waitress: How is everything?

Male: Excellent!

Female: Very good.

Waitress: Great.

Finishing the meal

Waitress: Are you still working on that? Or shall I wrap it up for you?

Female: I'm done.

Male: I'll take this to go.

Waitress: Would you like a dessert menu?



Male: Yes, please.

Waitress: Would you like coffee?

Male: Yes.

Female: I'll have some, too.

Waitress: Cream or sugar?

Male: I'd like some cream.

Female: I'll have sugar.

Ordering dessert

Waitress: Have you decided what you'd like for dessert?

Male: I'll have the chocolate cake.

Waitress: And for you?

Female: I'll have the cheesecake.

ELL CAPTSTONE PORTFOLIO

Waitress: Excellent, I'll be right back.

Getting the check

Waitress: Did you enjoy your meal?

Female: It was wonderful!

Waitress: Can I get you anything else, or should I get you check?

Male: We'll take the check.

Waitress: Thank you for coming.

Menu	
Starters	Cold Drinks
<i>Soup</i>	Orange juice \$12
Chicken Soup \$12.50	Apple juice \$12
Mushroom Soup \$12.50	Lemon Tea \$11
Vegetable Soup \$12.50	Mineral Water \$7
<i>Bread and Salad</i>	Soft Drinks - Coke, 7-up, Fanta \$7
Garlic Bread (3 pcs) \$13.00	Dessert
Smoked Salmon Salad \$18.50	Red Bean Sundae \$12.00
Shrimp & Fresh Fruit Salad \$20.50	Vanilla/chocolate Ice Cream \$10.00
Sesame Chicken Salad \$16.50	Banana Pancake \$10.00
Main Course	
<i>Sandwiches</i>	
Ham & cheese sandwiches \$15.50	
Tuna & egg salad sandwiches \$16.00	
<i>Pizza (1 pc)</i>	
Beef, mushroom & onion Pizza \$15.00	
Chicken & Pork Pizza \$14.50	
Vegetarian Pizza \$14.00	
Ham, cheese & Pineapple Pizza \$14.00	
<i>Burger</i>	
Cheese burger \$14.50	
Beef burger \$16.00	
<i>Pasta</i>	
Lasagna \$28.00	
Shrimp & Mushroom Spaghetti \$26.00	
Super Seafood Spaghetti \$26.00	
Chicken Spaghetti \$25.50	
Salmon Spaghetti \$25.50	



**Sample Conversation:
Ordering Food at a Restaurant**

Waiter: Welcome to Antico's. Here are your menus. Today's special is grilled salmon. I'll be back to take your order in a minute.

...

Waiter: Are you ready to order?
Customer 1: *I'd like the seafood spaghetti.*
Waiter: And you?
Customer 2: *I'll have a hamburger and fries.*
Waiter: Would you like anything to drink?
Customer 1: I'll have a coke, please.
Waiter: And for you?
Customer 2: Just water, please.
Waiter: OK. So that's one seafood spaghetti, one hamburger and fries, one coke, and one water. I'll take your menus.

...

Waiter: Here is your food. Enjoy your meal.

...

Waiter: How was everything?
Customer 2: Delicious, thanks.
Waiter: Would you like anything for dessert?
Customer 1: No, just the bill please.

Restaurant Role-play Waiter Sheet

You are a waiter in a restaurant. When people sit down at your table, give them some menus and take their orders:

Name	Food	Drink	Complaints	Comments

- (1) Welcome.
- (2) Give Menus.
- (3) Tell the guests the special of the day.
- (4) Give them some time to look at the menu.
- (5) Take their orders.
- (6) Confirm their orders.
- (7) Ask how the meal was and if they want dessert.



Artifact G: The Observe Paper

ELL Capstone Portfolio

Dr. Bianca Jefferson, the assistant principal brought me to four pre-K classes. One of them was handwork class, two were math class and one was English class. This paper focuses on the English class and the math classes.

Before describing what happened in classes, I'd like to talk about the physical setting first. All of these classes were decorated beautifully with colorful posters, students' photos, drawings and handwork on the wall and windows, which could be very attracted to children. However, I noticed that there was nothing of the decoration written in any other languages other than English, even though the students in that school speak over 20 languages and more than 60% of them are Spanish speakers. Besides, though this is not about the physical setting, I also noticed that teachers only spoke English with their students and the school does not have bilingual services. It is obvious that this school is on the English-only side. Emphasis is placed on socializing students from different backgrounds to the cultural norms of the mainstream (De Jong, 2011) possibly in the wake of the federal NO Child Left Behind Act of 2001, which gives much pressure to schools to "ready" the students for the English test more quickly at the cost of bilingual instruction and makes linguistic and cultural diversity no longer be viewed as productive resources in the school (De Jong, 2011). Back to this school, how would this physical setting and the English-only approach make students who are not English-native speakers feel? Did they feel their languages less important compared to English? Did they feel alienated or strange when they were in the classroom? Or did they just think this is very normal and the school just should be like this? I really wish I could have more time to ask them, but I didn't.

ELL CAPTSTONE PORTFOLIO

One of the math classes I observed was to teach students to count and write from 0 to 9. The teacher was taking advantage of an interesting number writing rhyme to help her students to learn. “Round and round and round we go. And we get home we have a zero...” She stood in front of the whole class and recited it very loudly, slowly, clearly and with much facial expression and gestures. Typically, this is child-directed speech. The teacher adjusts her speech as a function of the proficiency of her students, which can help students to better understand. Although understanding alone does not guarantee that learning will occur, it does set the scene for learning to take place (Gass & Selinker, 2001). The students were sitting on the floor and also recited it loudly and slowly with the teacher.

However, just before the activity, I noticed there was a boy who did not listen to the teacher to come to sit and learn the number rhyme with the class. He just sat on the chair alone and drew a picture. After calling his name loudly for several times, the teacher came to him and pushed him to come to sit with other students. He sat with his classmates, but he seemed reluctant and still didn't open his mouth to say any words. Though there are many possibilities of why he behaved like this, chances are that he couldn't understand what the number rhyme meant and what the teacher and other classmates were doing. If this is the case, like Gandara said, “We have never served the students who are not native English speakers well. We have never produced enough well-trained teachers to teach these students” (2010). Since this school has such a large number of non-English speakers who are obviously at a disadvantage when competing with native speaker (De Jong, 2011), it's highly important and necessary for them to think about how to better help and teach these students. But no matter what, this teacher should use a gentler way to engage this student instead of making him feel more embarrassed in front of the whole class.

ELL CAPTSTONE PORTFOLIO

In another math class, the teacher was having an interesting and simple game with students. She was holding many photos of students, in which every student had several apples on his/her head. She asked students to say out the name of the student in the photo loud first and count how many apples were on his/her head. Feeling it was very funny to see themselves with apples on their head, students were laughing all the time. Students rushed to respond because they wanted to be praised by the teacher. They were also getting more familiar and closer when their name was being called by the whole class and the teacher, creating a harmonious atmosphere also with some competition in which students were more willing to participate.

In the English class I observed, the teacher focused on enlarging students' vocabulary. Making using of a projector, she wrote the letter G/g in the center of a paper and asked students to think up words starting with it as many as possible. Not only writing down the word, she also would draw a picture next to it. For instance, when a student said the word "gorilla", she would write the word first and draw a gorilla next to it. The picture that teacher drew didn't look exactly like a gorilla and actually was pretty simple and funny. Students were all laughing when they saw it. A highly essential step during this teaching process was that when the teacher began to write down the word "gorilla", she would also read it loudly and slowly syllable by syllable. Before actually writing down the specific letter, she would let students recall or make a guess of which letter might be the next one. For example, she wrote "g" first and repeated "gə-" very loudly and slowly for a few times so that students could have time to recall if they had known the word before or to predict which letter would be the next based on its pronunciation. The syllable study is very essential for students to parse utterances into word (Byrnes & Wasik, 2009). In this class, students were sitting in groups of five. From my point of view, it was a wonderful class and the teaching method was very effective and appropriate to the students.

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Artifact H: Investigate I & II Paper

Investigate I & II Paper

J.E. Moss Elementary School is a public school that was built in 1988, serves 865 students in PreK-4 and has over 70 educators (Metro Nashville Public Schools, 2015).

The populations the school serves the Antioch area and are very diverse in their ethnic, linguistic and socioeconomic backgrounds. First, the data shows that 62.1% of their students are Hispanic/Latino, which is the highest population in the school; 20.1% are black; 14.8% are white; 2.9% are Asian and only 0.1% are Native Americans (Nashville School Finder, 2015). Second, their students, who are come from all over the world, speak over 21 languages and 54% of them are English language learners (Nashville School Finder, 2015). Dr. Bianca Jefferson, the assistant principal of the school, whom we interviewed said Spanish speakers are the highest population in their school and Arabic speakers is the second (Interview, September 4, 2015). Third, there is not too much direct information on their website about the socioeconomic status of the students and the parents, though it shows that it is a Title School with 92.7% of their students receiving free or reduced lunch, which indicates a large number of students come from relatively low-income families (Nashville School Finder, 2015).

When it comes to the language supports, ESL program policy in Tennessee State requires schools to provide specialized programs for students who have limited English proficiency to comply with Title VI of the Civil Rights Act of 1965 and T.C.A 4-21-90 (Haglund, 2008). This school provides both students and parents with various language supports. According to Dr. Bianca Jefferson, it has some certified teachers with ELL endorsement in the EL center, offering EL services to students with limited English proficiency. The school also has free English classes for parents by using actual school work once a week so that they can come home and help their

ELL CAPTSTONE PORTFOLIO

children with their homework (Interview, September 4, 2015), which I think is very useful and should be encouraged. However, ELLs in their school do not obtain much bilingual support, which could reflect assimilationist discourses: proficiency in another language is less important or may be something to be promoted only after competence in the standard language has been demonstrated (De Jong, 2011). Though the heated debate between multilingualism and monolingualism has never stopped, English-only policy could usually have the priority in schools.

Specifically speaking, the school leader told us students with 3-4 level English proficiency receive 1 hour of EL services every day and students with lower level receive about 2 hours every day. Equally important to the question of how students are classified is the question of how they get reclassified. Students will be given survey and assessment before and after having language supports (Garcia, 2010). In this school, students will have to have at least overall score 5 in the reading portion of the assessment before they are considered to exit. And they will be monitored for two years before they completely exit. At any point, if their grades fall and teachers and parents think they should go back, they can receive EL services again (Interview, September 4, 2015).

The school leader put a lot of emphasis on how necessary the ELL teachers should be certified and well trained. Since ELL students outweigh general population in this school, ELL teachers play an extremely important role here. So the biggest challenge for them is to find qualified teachers who are ELL certified and actually know what ELL students need. The most important thing she wanted to tell people who want to be an ELL teacher was to know the students as much as possible (Interview, September 4, 2015).

ELL CAPTSTONE PORTFOLIO

Though this is not the reading of this course, Suzanne F. Peregoy gives us some very useful tips of how to get to know the ELL students. I could not understand why teachers have to make so much effort to learn more about their students when I was first reading it, because the typical teaching model in China is that teachers usually just give lectures in class, give students some homework after class, correct their homework and score students by giving them exams. This process doesn't involve many interactions between teachers and students. However, this is not enough at all. How can a teacher develop an understanding of students from unfamiliar linguistic and cultural backgrounds and better help them (Peregoy, Boyle & Cadiero-Kaplan, 2012)?

Speaking of the parent engagement, the school encourages parents to be actively involved in their children's education (Interview, September 4, 2015). Immigrant parents feel more at home and are more likely to come to school when bilingual personnel are accessible (De Jong, 2011). Making all parents feel welcome and valued is a useful strategy to increase parental involvement (Allen, 2007). So the school sends the *Home-School Connection*, a brochure for parents to home monthly in English and Spanish. In addition, parents are connected by telephone, in their native language when applicable, and PTO board meetings and parent conferences are held on a regular basis. Interpreters are available when needed. Especially, the president of PTO of this school is a Spanish speaker (Interview, September 4, 2015). What is more, parents are invited to attend classroom activities, field trips, holiday parties and award assemblies, and to volunteer with varieties of activities such as Picture Day, the Family Carnival, and the Media Center Book Fair (Metro Nashville Public Schools, 2015).

Based on the researches about this school, two good suggestions would be, first, the school could provide more bilingual supports, and second, teachers could do some home visits.

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