Capstone Portfolio

Teaching English as a Foreign Language

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Abstract

This portfolio demonstrates my understandings of supporting students who learn English as an additional language, and my competence of applying theories into teaching practice. This portfolio consists of three sections: my philosophy of teaching, eight critical TESOL domains, and my implication to practice. In the first section, by reviewing theories from socio-cultural and cognitive perspectives, I state my belief in being an English teacher who supports students according to their needs and creates safe environment where meaningful communications occur. In the second section, I provide and analyze artifacts in terms of learners and learning, the learning environment, curriculum, and assessment, thus demonstrating my professional knowledge of eight TESOL domains. In the last section, I collectively reflect on the work I developed, and identify questions and challenges for my ongoing professional development as an English teacher in an international context.

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Philosophy of Teaching

As a prospective teacher who teaches English as a foreign language, I believe in understanding students in terms of three core concepts in education: funds of knowledge, English use outside class, and the individual developmental needs of the students. These three concepts emphasize the holistic needs of students as people who learn a new language. Teaching to their needs motivates them to learn. In term of instruction, I believe that English acquisition best occurs during meaningful communication through scaffolding challenging tasks that fall into their Zone of Proximal Development (Vygotsky, 1997); furthermore, this process can be facilitated in an environment where students feel safe and related to use language. Reversely, when they apply what they learn in classroom in their authentic life, English becomes a part of their funds of knowledge and identity and simultaneously contributes to their ongoing learning.

Understanding students

Funds of knowledge

"Funds of knowledge" is a concept defined by Moll et. al to describe knowledge and skills that students acquire from their life experience (1992). Language learners walk into class with funds of knowledge such as their developed first language and other expertise according to their life experience, which when leveraged, facilitates foreign language learning.

One of the most valuable funds of knowledge is students' first language proficiency. The idea that students' first languages can help them acquire a second

language is reiterated in Jim Cummins' theory, Common Underlying Proficiency (CUP). In this theory, Jim Cummins (2000) proposes that, in acquiring first language, children equip themselves with a set of skills and linguistic concepts which can be transferred to accelerate second language acquisition. That is to say, the more developed their first language, the better able they are to learn a second language. In the case of teaching English as a foreign language, students with developed first language possess great CUP to be productively transferred for their English learning. For example, those who already pick up the concepts of nouns and verbs in their first language may more easily understand English expressions of objects and actions.

Additionally, Freeman and Freeman (2004) argue that students who already understand an abstract concept through their first language readily learn the corresponding vocabulary in second language through translation. I see this idea and CUP as similar in that they both recognize the pedagogical value of the things students already know. A teacher who understands students' first language proficiency and students' expertise can take advantage of students' CUP and familiar abstract concepts to create relevant activities to achieve English objectives in each class.

Out-of-class English use

Students' English use outside class is one of the most important ways they learn English. As Moje (2004) states, English language learners create the Third Space where they use English with family, peers, and communities outside of English class and pick up high degrees of English proficiency in comparison to those who do not. I

also interpret the Third Space to that students who know the content of English class is meaningful to their daily communication are more actively engaged in class tasks.

The Third Space informs me of the necessity to study students' out-of-class English use so that I can adjust instructions to fit with students' needs and to promote educational equity. That is to say, for students with great out-of-class opportunities to engage in English interactions such as travelling to English regions and commenting on English social media, I should select materials related to those interactions to support their communication, thus extending their Third Space. Meanwhile, for those who lack access to extracurricular English activities as their peers do, I should engage them as much as I can in English interactions in my class and inform them of available resources such as English websites according to students' situations in order to make up the gap of English exposure.

Developmental needs

As elaborated in Snow's study (2007), beyond instruction for a specific subject, students' motivation predicts academic success. Snow argues that an environment where teachers typically emphasize competition and comparison with rigid classroom control is harmful to student motivation. Better and more effective approaches that enhance motivation include allowing students' autonomy and teaching in consideration of students' identity. To create a class featuring both students' autonomy and learning productivity, I must understand my students' expectations for learning and their identities so that I can tailor my lesson plan to suit their learning style.

Communicative Language Teaching

I see English language as more than simply semantics, phonology, and grammar, and value its purpose: communication. Therefore, I include communicative language teaching (CLT) in my English class to equip students with communicative competence. As Celce-Murcia, Dörnyei, and Thurrell (1995) introduce in their model, the capability of using English entails: discourse competence which includes cohesion, coherence, and conversational structure; linguistic competence which includes grammar, lexicon, phonology, and orthography; actional competence which concerns language functions; socio-cultural competence which addresses various contexts; and strategic competence which ties to achieving challenging communicative goals. By emphasizing these five interrelated competences, I facilitate students' acquisition of the ability to communicate in English in a holistic manner so that they can practically use the language instead of advancing grammatical knowledge at the risk of stunting other English competences.

The ultimate goal of my class is that my students productively and receptively use English in unrehearsed situations in their real life when walking out the classroom. Therefore, my class will prepare them with the necessary skills for communications in those situations. In order to create such an environment where students practice English communicative competence, I incorporate the features that Douglas Brown (2001) highlights for CLT. First, my classroom goals will adhere to all of the components of communicative competence by combining English form and meaning with its pragmatic applications. For example, to teach English about procedures and ingredients, I may bring my students to kitchen with blenders and English recipes of

smoothies, and ask them to make smoothies. By doing so, the language techniques will be embedded in authentic tasks for which students meaningfully utilize English instead of concentrating on forms. What is more, to navigate students' focus on meaningfully using English, I will set the norm in my class that we immediately try out the expression when the ideas come to us and resist waiting till we generate a perfectly grammatical sentence with absolutely accurate words in our mind. In real communication, the latter easily leads to loss of opportunity of expression.

Another feature of CLT that I incorporate in my teaching is reflective and autonomous class. That is to say, as the teacher, my role in class is a facilitator for students' English learning process. In addition to creating an environment where students conduct genuine verbal interactions with others, I as a norm, give students opportunities to reflect on and build up their own learning pace, style, and strategy. For example, I may elaborate learning objectives for each class when class begins and distribute checklists evaluating students' confidence at how well they achieve those objectives when class dismisses. By doing so, students may gradually pick up the habit to reflect on their English learning and progress. This habit will also benefit their learning in other subjects.

Scaffolding

I believe in the Zone of Proximal Development(Vygotsky, 1997).The gap between what learners are able to do by themselves and what they can accomplish with help from experienced others, designates where the most effective learning occurs (also cited by Hammond and Gibbons, 2005). Hammond and Gibbons imply

ZPD in language teaching by scaffolding. Specifically, they argue that students should be presented tasks ahead of their current language proficiency to create the gap between the task-required ability and students' actual ability. Simultaneously provided are task-specific supports (Hammond and Gibbons, 2005); thus creating the ZPD where learners are furnished with the ability to independently process similar tasks in new contexts.

Scaffolding also fits with Krashen' input hypothesis about affective filter and comprehensible input (1985). The norm of scaffolding reassures learners that they collaborate with reliable helpers instead of confronting challenge on their own, thus lowering their affective filter and leading to rather smoothly English acquisition (Krashen, 1985). Also, modeling, a typical scaffolding strategy, facilitates understanding of task and thus secures comprehensible input for students (Krashen, 1985). Therefore, I will set scaffolding as a norm in my instruction by which I create a safe environment for communication with English.

Overall, my philosophy of teaching is influenced by both cognitive and socio-cultural perspectives. I value students' cognitive ability including their first language proficiency that they bring into English class as resource to be taped. I care about their holistically developmental needs. I understand second language acquisition as a long-term process which occurs when learners engaging in meaningful communication without fear of mistakes.

TESOL Standards for EFL Teachers

Domain 1: Planning

As stated in my teaching philosophy, my foundation of designing lessons is the goals of my students. Based on what the curriculum requires them to achieve within a certain period of time and what they potentially need to succeed in their ongoing learning, I set content and language objectives for my lesson. In order to engage my students to practice in a meaningful fashion which helps them process the target knowledge and skills (Douglas, 2001), I adopt communicative tasks and anticipate modifying the tasks contingent on my students' feedback.

The lesson plan (see Appendix A) to be discussed as the artifact in this domain was designed for kindergarten ELLs in their first semester at school environment. As their curriculum required, students needed to develop the awareness of being a part of a community. To scaffold their understanding of community, a relatively abstract concept for kindergarten students, I selected family, a more concrete concept, as the topic in their first class of this unit. In addition, as stated in my philosophy of teaching, I believe in CLT and perceive meaningful communication as the sign of a successful English class. Therefore, I chose this topic because it closely related to each student and would motivate them to share their story. Then I set the target languages shown in Figure 1 to support students to describe a family. Also, the sentence starters could be applied across topics.

Language Objectives:
1. SWBAT introduce a family with sentences:
   - "There are … peoples in my family."
   - "… live(s) in …(e.g., an apartment, a city, …)"
   - "We … together."
   - "… speak(s) …(language)."
2. SWBAT match the auditory descriptions with pictures.

*Figure 1.*LanguageObjectives

In order to scaffold the objectives, I designed four sessions in sequence, namely objectives and tasks statement, interactive read-aloud, draw your "group family", and describe and match, so that I could walk my students from easy to difficult tasks. This contributed to a low-anxiety learning environment where students had lower affective filter and could better acquire language.

Then, through the interactive read-aloud, I offered the input and language models; simultaneously, students were prompted to modify the sentence that the teacher just read to present their families. This activity pushed students to make connections between the texts and their real life and combination between the English forms and meanings. By doing so, they would utilize English to convey meaning, which aligned with my belief in CLT. What is more, this interactive read-aloud could be perceived as a survey of students' background. By inquiry of multiple aspects for their families, their own experience with family may be brought to the class which would allow me opportunities to understand their backgrounds and identities, which as I stated in my philosophy of teaching, played an essential part in my English class.

After the teacher-student interactions, students grouped up as "family" and drew a picture to present the "group family". This was the key task in this lesson because it created authentic situation where students communicated with peers using target language. When grouping students, I would mingle students with different English proficiency so that the peer-led scaffolding might occur and deepen students' sense-making when they negotiated for meanings (Martin-Beltran, Daniel, Peercy, & Silverman, 2017). Also, I would group students who tended to utilize translanguaging with those with shared home language based on my observation so that they could support each other leveraging their home language proficiency and contribute to the task (Goodwin & Jimenez, 2016).

During the describe and match part of the lesson, students' drawings were anonymously hung on the wall and each group of students would present their group family for other groups to match the description to the drawing. This presentation task served as wrapping up when target English were reinforced in students' describing, listening, and matching. Also, students with different proficiency were challenged because they decided the length and complication of their presentation. For teacher, it offered the evidence of students' growth through this lesson (Wiggins & McTighe, 1998).

Domain 2: Instructing

Believing in Zone of Proximal Development (Vygotsky, 1997), I give challenging tasks to my students and scaffold the tasks when instructing so that my students make progress towards accomplishing similar tasks on their own in the feature (Hammond and Gibbons, 2005). Specifically, I shift the participant structures among individual, pair, and whole class level contingent on students' mastery of the assigned task in order to offer multiple kinds of appropriate support. When interacting with students, I recap, appropriate, and recast their responses if necessary to bring individual thinking into whole-class discussion. What is more, I create a safe and student-oriented environment where learners are allowed adequate time to organize and express ideas using English and where the teacher avoids intimidating students by evaluating on their responses (Krashen, 1985).

In a lesson I gave to my kindergarten English language learners (see Appendix B), I conducted an interactive read aloud. To scaffold the understanding of the text, I paused and asked them "why is the mother not going to buy the toy for the girl?"My

prompt initiated a discussion and my role hereon became a facilitator for students' interactions. Responding to this question, one student directly referred to the text and said "he's lost his button". I repeated it so that other students could hear it. Then another student paraphrased him saying "his button is off."After that, a student responded "because it cost too much money", showing that he realized the logical connection between his answer and my question. Since his answer was implicit instead of explicit from the text, I repeated his answer and explicated its link to the text for others. Aside from making students' answers comprehensible to their peers, I allow time for them to build on others' responses and collaboratively illustrate their points. For example, after I explicated "because it cost too much money", another student added on it saying "much money is like one, and two, and three, and four,…," and another student added "a hundred."It was observable that in this discussion, students listened to their peers and supported others to elaborate the point that they believed needed elaborating. This was essential to my English class which I designed according to CLT approach because it showed that my students were communicating in English instead of repeating what the teacher said. This communicative process would enhance their holistic English competency.

In addition to spontaneous interaction with peers' response, I tried to invite students to support others to come across ideas. For instance, I explicitly asked one student to help his peer who sat behind him and struggled organizing his idea into English. Knowing that these two students shared the home language, I assumed that they would communicate in their home language and give me their answer in English.

This process, if successful, would had activated both students' first language to transfer into English and benefited their English learning and matelinguistic awareness (Cummins, 2000).Unfortunately, at that moment, the student sitting in front immediately said "I don't know what he's saying" and "he isn't talking", terminating the translanguaging process (Goodwin & Jimenez, 2016).This case informed me that although they had the same home language, they might not get ready to leverage it in class or that they might lack the home language proficiency. Then it made me think about what it would take for students to really feel like they could use their first language in class. To solve this problem, I will set the norm in my class that students are welcomed to leverage their first language so long as it contributes to generating ideas and communicating with peers. Also, I will not call on them to bring in their first language before they show that they are willing to.

Domain 3: Assessing

As I stated in my teaching philosophy, I value and leverage the linguistic and cultural resource that my students bring into the class. Also, I understand that the acculturation which my students may encounter could to a great extent influence their learning process (Herrera, 2012).Therefore, I implement a series of assessments in order to measure and understand my students' strength and struggles as English language learners so that I can modify the instruction and appropriately support their learning. In addition, I believe that authentic and formative assessments shed more light on ELLs' English language proficiency than do standardized tests; therefore, I rely on authentic assessments to monitor ELP of my students and take scores in

mandatory standardized tests as reference.

In my assessment project (see Appendix C), for a kindergarten English language learner, I utilized multiple assessments to build up a holistic profile presenting her cultural and linguistic background. Specifically, I implemented a Language Use Survey to investigate her use of home language and English out of school, Sociocultural Checklist and Level of Acculturation Observation rubric to understand her sociocultural stage in the new community, school, and a WIDA-aligned observational protocol, Process Writing Assessment (PWA), and Informal Reading Inventory (IRI) in forms of running records to monitor her English proficiency. Also, I interpreted her score in WIDA- ACCESS Placement Test (W-APT), a standardize test, according to WIDA's rubric as a reference of her English proficiency.

With the Language Use Survey completed by the parent of my participant, I was informed that at home, she more frequently spoke English than she spoke Spanish, her home language, while she more frequently listened to people speaking Spanish than to people speaking English. This aligned with the outcomes of observational protocol, running record, and W-APT which indicated her relatively high English speaking ability and low English listening comprehension. In addition, according to the Level of Acculturation Observation rubric, she presented the inclination to withdraw from conversations initiated by her and by others. Also, the observational protocol showed her relatively low engagement in English Language Arts class. Nevertheless, her sociocultural checklist reported few factors that may lead to rejection of English. What is more, the PWA and IRI indicated her satisfactory capability of English

writing and word recognition, which evidenced her willingness to learn English.

The aforementioned assessments depicted a seemingly paradoxical profile for my student who was able and willing to use English but kept withdrawing from English conversations. By drawing upon the CLT that students need holistic English competencies to accomplish communication, I understood my student' interactive patterns and diagnosed that her relatively low English listening comprehension led to her withdrawal from interactions and low engagement in ELA class. Since social interaction with peers and academic instructions in class were so important for a student' development, I made instructional recommendations for her teacher to support her listening comprehension. As I mentioned in my philosophy of teaching, I believed that scaffolding tasks and making input comprehensible are crucial for students' English acquisition. I suggested that her teacher utilize scaffold strategies such as using visual aid, pre-teaching concepts, and frequently checking for understanding when giving instructions to make sure that her instruction reached to this student. Also, I suggested the teacher scaffold social interactions for the students by explicitly teaching interactive strategies through modeling and thinking aloud with the student. What is more, I designed an assessment plan on a daily, weekly, and quarterly basis, divided into beginning, regular, and final phases so the teacher could monitor the student's progress and modify my recommendations according to this student's needs.

Domain 4: identity and context

Setting "understanding students" as the first section in my teaching philosophy, I

cherish language learners as who they are as well as whom they want to be. The

communities from which they come store resources for them to develop identity and

funds of knowledge, highly valuable to their learning (De Jong, 2011). Also, their

background shapes their expectation of English learning, which interacting with class

settings, benefits or inhibits English acquisition. Therefore, to understand my students,

I must experience their community.

In this artifact (see Appendix D), I took the Chinese immigrant community as my

target group and took a field trip to supermarkets, restaurants, and other places where

the Chinese community was present to understand the out-of-school life of students

from this community and the funds of knowledge that students may build growing up

in this community. Through the field trip, I experienced the bilingual or multilingual

literacy, to which English language learners were exposed. For example, the beverage

products were labeled in Chinese and English as shown in Figure 2.

Figure 2. Beverage products

This struck me as something with pedagogical potential because students exposed to

them may develop ability of translating words between Chinese and English by

noticing that these two systems are presenting the same message for the product. Even

though students might not notice the correspondence, teachers could bring such

products into class to teach words such as "ingredient."In addition to benefiting specific language ability, explicitly taking advantage of materials tied to students' community would let students know that the teacher respects and values them and their background and would trust the teacher. What is more, when students from this community talk about their favorite drink, I may know how it looks like or tastes like which would help me engage in dialog with them. Sharing experience may also contribute to trust between me and students, which leads to a learning environment where students feel safe and their affective filter decreases.

In addition to the field trip, I interviewed a father from Chinese immigrant community to understand the expectation for his kids, especially in terms of learning. Working at laboratories in Vanderbilt University, the father and his family put emphasis on education and encouraged their kids to read English books. He mentioned that he wanted his children to integrate into the society where they were currently situated when they maintain the connection to their grandparents in China. With respect to learning, he hoped that his children could make it to one of top universities as happy learners. This interview allowed me to know family and cultural expectations from students' background; thus I better understand students' identity development. As I stated in my philosophy of teaching, I incorporate family expectation and students' identity in my class to create a motivating learning environment. Keeping what the father said in mind, I could enhance cultural integration in my English class through tasks requiring students to share their family tradition and value. In such tasks, students would learn diverse traditions and values

as the content objectives and adjectives such as honest and considerate as the language objectives.

Domain 5: Language Proficiency

During my undergraduate program, I passed College English Test, level 6 (CET-6), the national English as a foreign language test in the People's Republic of China, with a high score and obtained the certificate of CET-6. Also, I scored 104 out of 120 in TOEFL. These standardized tests indicated my English proficiency in academic settings. In the ELL program, offered by Peabody College, Vanderbilt University, I completed graduate coursework without language difficulties and contributed to my class community by reading papers and books in the field to prepare for classes, collaboratively participating in class such as responding to professors and my cohort, giving presentations, and discussing, and writing assignments. The completion of the vigorous program with good grades further proves my English proficiency in academic contexts.

In social settings such as workplace, I worked with an ELL teacher in Norman Binkley Elementary School as a student teacher during the fall semester, 2017. We collaborated to plan lessons, deliver instructions, and manage kindergarten ELLs. What is more, I tutored for two elementary students in 2017 and communicated with their parents about their learning and behavior. The experience evidences my proficiency of English in terms of reading, writing, speaking, listening, and pragmatic ability in social settings.

Domain 6: Learning

Believing in CLT that language is acquired globally, I dig into students' learning process by assessing their performance on four English domains, namely, phonology, grammar, semantics, and pragmatics, as opposed to solely measuring their grammatical knowledge or vocabulary retention. With my knowledge of English and second language acquisition, I analyze their strength and weakness through assessments. At last, based on their specific situations, I offer recommendations to facilitate their English learning.

In this artifact (see Appendix E), aligning with procedures mentioned above, I assessed and analyzed the English development of an adult Chinese. Understanding her strength and weakness, I took into consideration her social need, resource, first language, and hobbies to make recommendations to support her further English learning.

Take phonology for example. To assess her English phonology, I invited her to read a piece of the transcript of a documentary film and recorded her reading. Tapping into my English knowledge, I recognized my participant's strengths on English phonological knowledge when she applied phonological rules to words with which she was not familiar. For example, I understood that she misread words such as camouflage and frigate because she applied the silent e to them as shown in Table 1.

Word	IPA	Read as
Camouflage	/ˈkæm ə ˌflɑʒ/	/ˈkæm ə ˌfleɪʒ/
frigate	/ˈfrɪgət/	/ˈfrɪgeɪt/

Table 1. Phonological miscues

In addition, she showed awareness of stressing rules for English polysyllables pronunciation by putting stresses on the second to the last syllables of words when encountering unfamiliar words as shown in Table 2.This also hinted that she was conscious about language rules and would like to apply rules to new words.

Word	Accurate stressing position	Zhen's stressing position
albatross	/ˈæl bə ˌtrɔs/	/æl ˈbə ˌtrɔs/
predator	/ˈprɛd ə tər/	/prɛˈdə tər/

Table 2. Stressing miscues.

My English phonics knowledge enables me to understand my students' ability by their errors. Also, I linked to second language acquisition theories to understand the weakness on phonology of my participant. For example, my participant replaced most of /θ/ and /ð/ with /d/, /z/, and /s/.According to the Markedness Differential Hypothesis (Eckman, 1977), sounds like /θ/ and /ð/ in English are less easy to acquire for a second language learner since they are rarely sounded in other language. What is more, sharing the first language with my participant, I know that there is no sound like /θ/ and /ð/ in Mandarin Chinese. Therefore, it is understandable that my participant circumvented most of /θ/ and /ð/ by sounding them as /d/, /z/, and /s/, frequently used sounds in Mandarin Chinese.

As stated in my teaching philosophy, understanding students came as the first step of my instruction. This assessment deepened my understanding of this student's English phonological ability as well as her learning style and thus contributed to my further instruction. Based on the phonological strength and weakness in English and

top-down learning style that my participant presented in this assessment, alongside her English resources as an international student in the U.S, I recommended that she should communicate with her classmates and pay attention when her native peers repeat her utterances to confirm information. Also, interaction with classmates would allow her opportunities to correct her miscue in authentic contexts, which aligned with my belief in CLT that authentic communication is the ultimate goal of language learning. Also, noticing her ability to learn from rules, I shared tips with her that usually people stressed on the third to the last syllables of English polysyllables after the assessment.

Domain 7: Content

Adhering to CLT, I believe that language learning occurs when students use the language for genuine communicative purposes. Therefore, the content of my language course will be the language that they need in order to produce and receive in authentic contexts in and out of class. Also, resonating with ZPD, I assign challenging tasks and scaffold them, according to students' English proficiency level. In the meantime, I incorporate pop culture to activate students' funds of knowledge and to enhance their engagement.

The artifact I am reflecting on in this domain is a board game that I and three of my cohorts created as an activity aligning with English curriculum (see Appendix F). The game, named When the Mist Falls, borrowing the background of trilogy, The Hobbit, requires players, as three sides, to use language and wisdom persuading and defending in order to achieve their goals. Two of identity cards are shown in Figure 3.
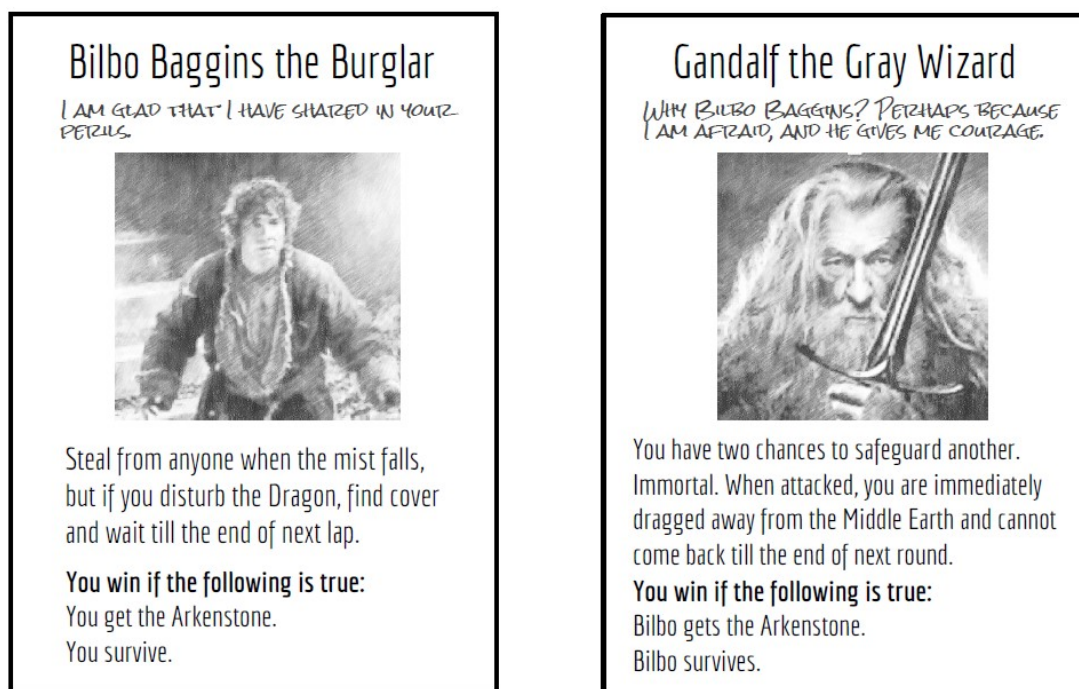
Figure 3. Identity cards

To start the game, players must read the cards and understand the abilities of the roles that they are assigned, which requires their reading comprehension of instructional language. Also, the host will read aloud the transcript to guide through players, which requires the reading ability of host and listening comprehension of players. In this section, students will repeatedly process instructional language such as imperative sentences by reading and listening. The language such as "now, close your eyes" and "choose a player to …" is frequently used in real life. For those with relatively low proficiency at receptive English, the teacher may facilitate their understanding by explaining complex expressions or translating to their first language.

When playing, students will eagerly need language forms that function to show their attitudes and opinions, give reasons, and refer to others in order to win the game. To fulfill their needs of those language forms, we designed a reference sheet offering

sentence starters such as "I agree with No.(1/2/3/…) player because...", "No.(1/2/3/…) player misunderstood me. What I meant is that…, but what he/she said is that...", and "I highly doubt that No.(1/2/3/…) player is on the (protector/burglar) team, because...".The language forms listed in the sheet are also frequently used across discipline. That is to say, by playing this game, students may acquire English which not only help them to win the game, but also support them in academic contexts.

Teachers serve as facilitators for communication in this activity by scaffolding reading comprehension of contents and recasting players' utterances when it is necessary for others to understand or when students explicitly require it. In addition, teachers secure a safe and open environment where students utilize languages to convey meanings such as suspicion in a respectful manner.

Domain 8: Commitment and Professionalism

My teaching philosophy articulated my commitment to students' equal opportunities to learn English and possibilities to accomplish in academic contexts. With that commitment, in the artifact (see Appendix G) that I am reflecting on in this domain, I and my group reviewed literature about language intervention projects for ELLs and evaluation on them and came up with a sheet presenting some proved productive adult-child interaction to children's language development with examples, as shown in Table 4.

VORP	**Vocabulary repetition:** The teacher or a student repeats the target word that has been defined, and is being used in the lesson, out loud. This only follows the definition, and is not the definition itself.	1:00 (line 14) S: Talons
QUKN	**Known-answer question**: Question or request for information where the speaker knows the information that is being asked for. May include fill in the blank questions.	1:30 (line 22, 23) T: What do we call the outside of the alligator?

Table 4. Part of the sheet of linguistically productive adult-child interactions

Comparing and contrasting with the sheet covering vocabulary instruction, interactive instruction, behavioral management, and other category, we looked at a video of preschool book sharing with ELLs and evaluated the teacher's instruction by coding and analyzing. Specifically, we separated the whole video clip into fifteen-second segments for transcribing and coded them by utterances, our unit of analysis. Once the teacher used one of instruction identified in the sheet, we labeled it with a code, such as EXPL meaning explain the target vocabulary, as shown in Table 5.

Line	Time	Speech	Relevant gestures	Coding
1 2 3 4	0:45	T: We have been reading the story about the knight and the dragon, and we've been talking about some of the different parts of the dragon. And we know that this is the dragon	Pointing; Circling key objects on board with finger	ATTN EXPL

Table 5. Part of the transcript

Afterward, we measured the frequency of productive instruction that the teacher incorporated in her class and came up that more than 80% of utterances in this video were instructional or interactive versus less than 20% directory. Significantly higher ratio of "non-regulatory speech", as a property of quality input, better supports children's language development (Hart and Risley, 1995, as cited in Hoff, 2006)
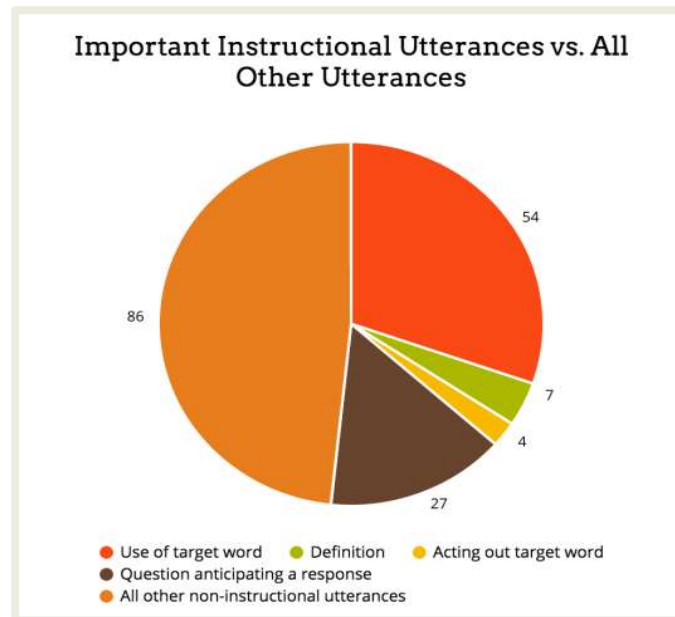
Figure 4. Important instructional utterances vs. all other utterances

We presented our coding system, findings, and implications of this project to our cohort to offer insight of beneficial language teaching and of evidence-based teaching assessment.

Applied to my future English teaching community, this assessing method will enhance the teaching evaluation system and teachers' self reflection because it straightforwardly shows the time or ratio of effective instructional move a teacher is making in a class. Also, English teachers training program may train teachers to practice the proven productive instructions as presented in the sheet to better support students' English learning. Therefore, I believe that we can to some extent secure the English teaching quality and serve as a buffer for students exposed to less English input than their privileged peers out of school. In this vein, we promote the educational equality for our students and for the community.

Implication for practice

My prospect for future teaching

In my teaching, I identify myself as a caring and trusted communicative facilitator. A caring teacher makes efforts to understand students' needs, background, and the strength and weakness that they bring into class. In my artifact in domain 4, I interviewed a parent about his expectation for his children and invited him to describe his children. This proved to help me understand his children as English learners. Therefore, I will replicate this for my future students to develop my expectation for each of my students in terms of their academic achievement and personality. Additionally, I will keep experiencing students' community by personally visiting establishments such as restaurants and leveraging the language resource found in their communities in my class. I believe that the shared experience and adopting materials from students' communities may contribute to positive connection between teacher and students because it shows students that the teacher values them and their background. In terms of concrete instruction, utilizing materials with which students are familiar is beneficial to their learning since it activates their funds of knowledge and increases engagement.

In addition to understanding students' background, a caring teacher comprehends students' learning process and their strength and weakness. To develop an accurate understanding of my students' abilities and their learning process, I will implement multiple authentic tests as I conducted in artifact in domain 3 and 5 such as interview and class observation. Based on the strength and weakness and their feature of

learning, I will modify my instruction by allowing them to present their outcomes in diverse manners as I did in my artifact in domain 1; thus I get each of my students supported and challenged.

Believing that language learning, in particular, is social, I build a productive learning environment where students trust me and their peers in accurate information and emotional well-being. I select tasks and plan them in a sequence that moves students step-by-step towards the most challenging one. Before they are assigned the "big monster" in the end, I will model the task, introduce multiple strategies, and allow opportunities for students to negotiate and collaborate. Hence, students can trust me that they are not to "sink or swim" in this learning community and that their teacher will scaffold the tasks when providing them with multiple hands-on opportunities. In addition, applying CLT, I will not explicitly correct students' English miscue; instead, I will focus on the meaning that students try to convey. Emphasizing on meaningful communication rather than perfect grammar or pronunciation, student may feel safe and thus compelled to speak English and express ideas with low affective filter.

As a communicative facilitator, I allow student autonomy by elaborating learning objectives and tasks for lessons and explaining the rationale behind my design to my students. During the conclusion session of each class, students evaluate how well they achieve the objectives, reflect on their learning, and critique the lesson plan and how it is executed. This process involves students as the agent of learning instead of recipient of teaching.

Obstacles and Possible Solutions

Taking into consideration the huge class size and the sedentary style in most of schools in China where I expect to teach, I anticipate my first challenge to be creating appropriate activity that engages the whole class to meaningful communication. Committed to CLT in my English teaching, I hope to ensure that all of my students are offered opportunities to communicate using English. However, with around fifty English learners in one class, I will not be able to interact with every student in each class. Likewise, activities like didactic presentation should be cautiously adopted in the class because of the overall low engagement. To maximize the opportunities for every student to practice English, I plan to design activities at the pair or group level. In order to encourage them to exchange messages with their partners or group members instead of awkwardly repeating what the teacher models, I will allow them autonomy to choose their partners and group members. In terms of whole-class activities, I plan to leverage activities that I learned such as "jigsaw" or "poster gallery". In these activities, students are assigned different but relevant materials and then mingle to teach other students as expert of their materials. Therefore, students can communicate with peers from other groups as well as physically stretch to keep activated.

A challenge that interactive tasks such as "jigsaw" potentially bring in is the chaos when students are handling such tasks at first time. Considering that students in China get used to sitting and listening, I anticipate the confusion when they are introduced to activities that require them to speak and when they are suddenly

allowed to choose their own partners instead of solely practicing with people sitting next to them. To avoid the confusion, I will make explicit announcement in my first class that they will be given autonomy to choose their partners and will be asked to move around the classroom and communicate using English. Hence, they can expect what will happen in their English class and be prepared. Also, in my first class, I will ask them to settle on their partners so that they can immediately pair up in following classes. After that, I will set up norms about the interactive activities with my students, such as that first language is allowed in my class when it helps communication. I will also elaborate an award system to reinforce our norms. In terms of the aforementioned whole-class activities, I will use only one or two for each semester so that students get familiar with them by consistently practicing. The first times we have a new activity, I will give step-by-step instruction to guide them through. For example, during jigsaw, to lead them to shift from their assigned materials to teaching position, I will say "now, students on position A stand up. Walk to the table on your left." With clear instruction, I will be able to keep the class in order. However, I anticipate that this may not be enough to overcome the dominant mode of instruction in China, but I believe this culture change is important, so I am committed to trying interactive activities and incorporating CLT in my class.

Overall, to overcome challenges brought with huge class size in China, I will flexibly utilize participant structures at individual, pair, group, and whole-class level and give student autonomy to choose their partners. I will adopt activities

encouraging every student to participate in and use English. What is more, I will elaborate class norms and give clear instructions to strike the balance between students' autonomy and teacher's control.

Professional development

Confident about teaching ideas and techniques I have developed in Peabody, I still anticipate challenges out of expectation and out of my capability. In order to prepare myself, I will endeavor to maintain the strong connection with the teaching community such as my cohort and instructors in Peabody and educators who may work with me in the future. I will not cease to learn as a teacher through communication and collaboration in forms of workshop and informal chat with the community and stakeholders. In addition to learning from people, I will keep myself updated on findings and new theories about teaching and second language acquisition by reading journals such as International Journal of English Language Teaching (IJELT). Learning in Peabody trained me to be a critical consumer of papers; I will keep the trait when reading and evaluating how the new approaches benefit my students. As mentioned in domain 8 of my artifact analysis, I hope that my assessment project can be adopted for school to evaluate teaching and for teachers to reflect on themselves. I will push myself to constantly reflect on my teaching and modify it based on students' feedbacks and progress. Most importantly, I will practice what I believe as all of educators have been modeling for me during my two-year learning at Peabody College. I will apply the ideas and techniques in which I believe in my class and advocate them with colleagues and stakeholders.

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Appendix A

Lesson plan

Teacher Candidate: Sameen Yu Xuan
Students: 4-5 kindergarten ELLs
Length: 25 minutes
Date: 9/19/2017 Tuesday

Content Objectives:
1. SWBAT introduce their families from multiple aspects such as size, members, place, and languages.
2. SWBAT tell the main idea of the book My Family, Your Family.
3. SWBAT draw out a "group family".

Language Objectives:
1. SWBAT introduce a family with sentences:
   - "There are … peoples in my family."
   - "… live(s) in …(e.g., an apartment, a city, …)"
   - "We … together."
   - "… speak(s) …(language)."
2. SWBAT match the auditory descriptions with pictures.

Materials:
Book: My Family, Your Family

Activities:
1. **Teacher clarifies tasks**: a) read a book about family together; b) talk about our family with friends
2. **Read aloud**: My Family, Your Family
   - Pre-read: What do you know about family? Link to what we learned last week.
   - Part 1: How many people in this family? Is your family big or small? How many people are there in your family?
   - Part 2: Do you know what a trailer is? Where does your family live?
   - Part 3: Who are they? What are they doing? Does your family play together?
   - Part 4: What are they eating? What languages does your family speak? Our families speak different languages, but we all can speak English. So we can share our family story with our friends in English.
3. **Teacher models talking about family with a photo**: My family is small. There are only two people in my family. My mom and I. My mom lives in China and I live in an apartment in Nashville. When we get together, we snuggle together, and play together. My mom speaks Chinese, and I speak Chinese and English. I love my mom and I love my family.
4. **Students' mini speech with help if needed:** Would you like to share something about your family with us?
5. **Wrap up**: What is the main idea of the book? (Family.) What is the family about? (Students recognize in the book the capital word, LOVE. What is love?)

Appendix B

VIDEO ANALYSIS

Macro-Analysis

Overview of lesson sequence and objectives

The lesson videotaped is mainly comprised of four parts, namely interactive read aloud, creating bubble maps for two main characters, talking with partners and with whole class about which character they are like, and writing a sentence with target adjective. According to the lesson plan, the content objectives of this lesson include that students will be able to abstract one's quality from his or her deeds and that students will be able to tell what quality makes a good friend. As for language objectives, this lesson aims to enable students to describe characters with adjectives such as adventurous, persistent, caring, gentle, brave, and brown, and to write a sentence with one adjective of aforementioned ones. Through the four parts, all objectives were scaffolded but to different extent.

Scaffolding through tasks

Before getting into the read aloud, I stated the tasks for this lesson with student-friendly language and activated students' prior knowledge (Hammond & Gibbons, 2005) by prompting them to recall anything about Super Manny, a character for whom we in previous lessons had drawn a bubble map, a tool we were going to use in this lesson. Also, we had learned the adjectives such as brave, fearless, and invincible to describe Super Manny. Therefore, mentioning Super Manny helped them to get equipped with the tool, language, and concept on which we build this lesson.

During the interactive read aloud, I walked through students the text and modeled abstracting characteristics from characters' behavior. That is to say, students highly depended on me to read the story and hint them to come up with character traits based on details. For example, I pinpointed the dark environment and asked students whether the main character was afraid in order to let students come up with brave. However, most of the time, within expectation, students were not able to give appropriate adjectives and I had to give the words and reiterated characters' deeds as evidence for the corresponding adjectives. For example, I leaded students to pay attention to the main character's reaction of going to a dark and unfamiliar place and eventually gave adventurous as the adjective. I scaffolded the abstracting with two steps. Firstly, I asked students to notice the details such as environment and characters' deeds which should prepare students to produce the meaning in their mind, and then I unveiled the English vocabulary.

After read aloud, students were encouraged to recall the characters' traits with supporting details that we just discussed to create bubble maps, which reinforced the abstracting and vocabulary in a more dependent manner compared to what we did in read aloud. In addition to reinforcement, bubble maps as the meditational texts provide information to elicit expression (Hammond &Gibbons, 2005). Therefore I adopted it to facilitate students' thinking and sharing for the next activity.

Finishing bubble maps, students needed to refer to the maps and reflect on their own experience in order to pick one adjective to describe themselves, compare themselves with two characters, and decide which one they were like. They

independently processed this task and shared their conclusions with partners and then with whole class. This participant structures were designed to help them go through the relatively complex process step-by-step (Hammon & Gibbons, 2005), while I did not allow much time for them to think independently and for myself to support them individually according to their stage of understanding.

At last, each student wrote a sentence about the character that they were like using frame "(character) is (adjective)," which allowed them to reprocess the content and the language as they did for the third activity but in a writing manner. This activity required students to utilize a different mode of language to convey the similar concept. The additional semiotic system (Hammon & Gibbons, 2005), along with oral English and visual aids used for a great portion of the lesson, may contribute to students' comprehensive perception of summarization and target adjectives. Also, as one of WIDA's principle claims (2017), language learners' four domains of language proficiency, namely listening, reading, speaking, and writing interdependently develop, but at different rates and in different ways. Therefore, I incorporated this writing task in the lesson to provide students with opportunity to manipulate with writing system.

Through the overall structure, students experienced teacher regulating, teacher assisting, student regulating, and student assisting (Echevarria, Vogt, & Short, 2008). They got multiple opportunities to abstract the character traits in dependent and independent manner, which I believe would support them to develop the ability stated as the first content objective. However, I did not include sufficient opportunity for

students to think of quality that makes a good friend when conducting my lesson plan due to time limit. With respect to the language objective, every adjective was delivered after the meaning emerged and manipulated through interaction. As another WIDA principle states (2017), students learn language by meaningful use and interaction. The language delivery following the meaning-to-form sequence may facilitate students' acquisition of target vocabulary.

Additionally, I constantly embedded opportunities for students to bring in their resource. Aside from recalling previously learnt character and adjectives before read aloud, students were prompted to make connection between the story and their own experience to understand and predict the plots. For example, they were cued to share their strategy to get a toy that their parents refused to buy for them. As for concepts with which some students might not be familiar, I asked students who had relevant experience to introduce the concept. For instance, a student briefly introduced a Christian palace she had visited when we encountered palace as a metaphor. What is more, in the talking and writing activity, students shifted their attention from the text to their own experience; those tasks were based on their self-evaluation.

Lesson materials for diverse students

The read-aloud book tells a story about a toy, which most of students, no matter their cultural background, could easily contextualize and make close connection to their real life; thus they showed their enthusiasm to share their experience and ideas when prompted. Also, they seemed curious about the plots and followed the story.

To make the input comprehensible to students of varying ELP, I utilized the toy

from the book to perform some plots to scaffold low-ELP students' understanding.

For example, I played the night watchman who carelessly tucked the toy and the girl who gently carried the toy. By letting student contrast, I presented gentle. Also, I provided repeated exposures to target words and concepts in the context of the story, the bubble maps, and their life (Echevarria, Vogt, & Short, 2008). To increase the amount of input for those with relatively high ELP, I described details not being verbally mentioned by the story but shown in the picture.

In terms of setting language goals that challenged and thus motivated students with different ELP, I selected simple describing words such as brown, words that they had learnt such as brave, and long words such as adventurous and persistent. Therefore, when producing sentences with adjectives, students might choose challenging words or relatively simple words according to their proficiency.

Nevertheless, the form which conveyed the content could be diverse, thus the lesson sustaining attractive for students. It is observable that students got tired as the lesson went on. They stretched and yawned when the story came to the end and when we made bubble maps.

Students' opportunities to evidence progress

Overall, the interaction between students and I were frequent, which allowed opportunities for them to meaningfully apply content and language and for me to check their learning process. For example, during the pre-read and read aloud, students responded to prompts beyond IRE. Although the questions might not pinpoint to the objectives for this lesson, they practice relevant skills and learnt

vocabulary which ultimately contributed to the goals.

Creating bubble maps served as an assessment for me, by which I understood what students took away from the prior activity according to their contribution to the maps. For example, I knew the student understood gentle, because she said gentle to describe the character and told that her mother gave her hug like the character did to her friend. From students' perspective, it was their chance to practicing what they were learning. However, I did not call on students who did not raise their hands. In this case, I could not check their progress and they did not practice as their peers did in this session.

The following think-pair-share created purpose for every student to communicate, which enlarged the talking group in class. However, those who hesitated to speak got limited chance to verbally apply their skills and allowed me limited chance to observe their progress. The last task, writing a sentence, forced every student to produce at least one sentence with one target word, which offered the evidence as the basal for their ability.

Nevertheless, students were not exposed to new text that they were required to process on their own through this whole lesson, and thus they could not prove their capability of abstracting character traits.

From the macro perspective, the sequence of activities in the lesson leaded students to increasingly independent application of content and English skills. The text selected was relevant to students and goals were various according to different ELP, while the model which conveyed the texts could be diverse and thus sustainably

attractive to students. Students were offered multiple opportunities to communicate

with skills they were learning, although their ultimate ability could not be assessed

during the interactions they were involved in this lesson.

Micro-Analysis

This five-minute transcript presents an excerpt from the interactive read aloud when I stopped reading to ask questions. By responding to each questions, students presented emerging cognitive abilities and skills as well as English proficiency. Also, they encountered difficulties. Reflecting on my feedback to them, I come up with alternative scaffolding which may better support them.

Question 1: why is the mother not going to buy the toy for the girl?

Responding to the first question, students referred the text in direct and indirect manners. For example, in line 13, Student 5 answered the question by rephrasing part of the text. He said "his button is off" as rewording "he's lost his button", by which he showed his ability to directly find the evidence from the text and paraphrase. In line 6, Student 2 responded "because it cost too much money". First of all, his usage of because evidenced that he realized the logical connection between his answer and my question. As for his information, it is implicitly embedded in the text where the mother gasped that they have spent a lot, which might imply that they could not afford the toy. In other words, the toy cost too much. Student 2's interpretation of the mother's words was completely reasonable, thus presenting his understanding of the text. To make his interpretation comprehensible to other students, I, in line7, repeat his answer and explicated its link to the text.

Aside from referring the text, students collaboratively answered my prompt by illustrating their peers' responses. For example, after Student 2 said "it cost too much money", Student 6, in line 15, explained "much money is like one, and two, and three,

and four,…," and another student added "a hundred." It is observable that these two students listened to their peers and supported others to elaborate the point that they believed needed elaborating. Also, they incorporated their knowledge about number to solve the problem in language art. Student 6, in particular, emerged the strategy of illustrating to explain.

In addition to their spontaneous interaction with peers' response, I tried to invite them to support others to come across ideas. In line 9, I explicitly asked Student 4 to help Student 3 who sat behind him and struggled organizing his idea into English. Knowing that Student 4 and 3 shared home language, I assumed that they would communicate in their home language and give me their answer in English, while S4 immediately said "I don't know what he's saying" and "he isn't talking." This alerted me that although they had same home language, they might not get ready to leverage it in class or that they might lack the home language proficiency. Next time I call on students to help their peers; I will explicitly invite them to use their first language once I identify that they are proficient at that language.

Question 2: have you ever wanted a toy so much but your mom or dad would not buy you?

This question pushed student one step away from the text and required them to make connection between the text and their own life. Students briefly recalled their experience about their parents buying or not buying toys for them. For instance, Student 6, with multiple turns of conversation with me from line 24-30, told us that his dad bought toys for him while his mom not, presenting his emerging notion of

difference at frequency. In addition to draw upon life experience, I perceived a student who tried to leverage her linguistic resource. In line 32, Student 7 tried to start her sentence by "my buy toy"; this Spanish-like structure, from my perspective, could be the evidence that she was translating her idea from Spanish, her first language, to English (Goodwin & Jimenez, 2015). However, I was not able to figure out her meaning and distracted by another student initiating a response.

As they demonstrated when answering the first question, they responded to their peers but by sticking to the same topic and stating their own situation. For example, following Student 8 who ended her speech with "I love popcorns" in line 36, Student 4 said "I have popcorns" and another student said "me too". That showed that they were developing adherence with the discussion and that some of them acquired the English form for the function of agreeing.

However, compared to their responses to the first question, all students' expressions in this session sounded less-organized and almost intelligible, although I extended the turns of conversations and wait time with each student who wanted to share a story. Their struggling might be resulted from the deprivation of text on which they could build. Furthermore, the task might be rather complicated to them since it required capability of narration and of English. To scaffold tasks like this, I will break down the question to what the toy was and what mom or dad said to you at that moment. I may also let students pair up and tell their partners their stories before they share with the whole class, thus allowing peer-led scaffolding (Martin-Beltran, Daniel, Peercy, & Silverman, 2017), especially for students like Student 7.

Question 3: what did you do at that time?

This question served as a further prompt to elicit details for the situation that students stated for last question. It was noticeable that almost all students responding to this question built on the previous ones' sentence. In line 41, Student 8 initially said "talk to him buy something" and I recast it to "keep talking that buy that for me". Then, Student 6 combined our expressions to "buy something for another one" and I recast with "get another one". Following me, Student 4, in line 49, came up with a complete sentence, "you can just buy another toy." The process that three students and me worked together to "polish" one sentence might demonstrate their awareness of reviewing.

In addition to learning content and language, students picked up norms to contribute to a respectful community. In line 43, Student 6 who tended to speak without raising his hand or getting permission, self corrected his behavior by stopping speaking and raising his hand. He resumed his expression after I said "ok" as permission. This was the first time in this five minutes that he raised his hand without my reminder; it evidenced that he gradually learned the valuable behavior in this community.

Question 4: what did the girl do? Did she buy it?

Having shared their own choice, students were prompted to predict the girl's choice when refused to get a toy. To wind down and go back to the text, I designed this question as IRE interaction. Therefore, students answered with yes or no, and I resumed reading.

Generally, I responded students by repeating or recasting instead of evaluating or correcting, thus allowing space for students to interact with their and others' expressions. Also, the prompts were offered with a sequence from easy one to complicated one in order to ensure students' understanding. As for students' utterances, they presented their emerging ability to engage in academic conversations by supporting ideas with examples from the text, building on or elaborating others' ideas, paraphrasing, and so forth (Zwiers & Crawford, 2011). What is more, some of they showed a spontaneous tendency to utilize their prior knowledge such as the first language.

Discussion and implication

Discussion

Informed by the SIOP framework, I reflect on the entire video and identify my emerging strengths and come up with alternative possibilities for instruction.

With respect to my strengths, I activated students' background knowledge when adopting bubble maps and character traits students had learnt from prior read-alouds. Also, I prompted them to connect their own experiences in order to understand and predict plots in the text. For key vocabulary such as adventurous and persistent in this lesson, I emphasized them by situating, repeating, and writing them with students (Echevarria, Vogt, & Short, 2008). I believe that the background building process contributed to my students' learning in terms of content and language objectives.

In addition to strengths, the video illustrates aspects where I need to polish in order to efficiently support my ELLs. First and foremost, my instruction could be more comprehensible to my students than it was in the video. To secure the comprehensible input for kindergarten ELLs, I may give instruction step by step. For example, when directing a turn-and-talk, I may designate partner As and partner Bs. By sequentially asking partner As and Bs to share their thinking with certain sentence stems, I could reduce the confusion and wasted time on deciding who will speak first and how they will start. Meanwhile, it may guarantee the opportunities for each student to practice both speaking and listening. For relatively complex task such as the choosing and writing task at the end of this lesson, in

addition to breaking down the instruction, I need to increase the frequency at which

I check in students' understanding (Roseberry, 2008). From the perspective of

assessment, I need to create multiple chances for myself to assess students'

understanding of instruction (Echevarria, Vogt, & Short, 2008). For instance, I may

ask students to line up in front of the character that they believe they are like and to

tell what personality that he or she shares with the chosen character before I send

students to their tables.

Aside from comprehensible input, I may enhance my scaffolding techniques

by meaningful adopting different participant structures (Hammon & Gibbons, 2005).

For example, I may allow fifteen seconds for student to independently think and

decide on the character they are going to choose before they share their answers or

line up in front of their choice. To reinforce the individual thinking into norms in

class, I may need to regularly conduct the individual participant structure with

students so that they will not feel confused when the classroom is quiet with

everyone thinking to their own. I may also follow my supervisor's suggestion that I

create a gesture such as covering eyes for young students so that they become

aware that individual thinking is a big deal. At the pair level of participant structure,

I will pair up students with certain peers for a period of time and announce that they

should help each other in any code that works for them when they are assigned with

pair work and when their partners find it difficult to answer questions in English. In

order to pair them up in a manner that they can benefit from peer-led scaffolding

(Martin-Beltran, Daniel, Peercy, & Silverman, 2017) and translanguaging (Goodwin

& Jimenez, 2015), I will take into account their shared home language, home language proficiency, English proficiency, and learning phase on content areas. Having students paired up, I will be able to transfer a stuck teacher-student interaction into a pair work which may release the stress for students and create extra interactions between peers.

Implication

In my Philosophy of Teaching, I claimed my goal to be an ELL instructor who values and leverages students' resource that they bring into the class. By resource at that moment, I thought of limited knowledge tied to certain cultural groups. Over the past months, I have broadened my understanding of background knowledge. In this lesson, by frequently prompting students to share their own experience in their daily life and to draw upon their prior knowledge learnt from school, I leveraged students' resource in an inclusive manner which engaged students in interactions.

Moreover, as I claimed in the philosophy, I would endeavor to create a supporting and safe community of language learners. In this lesson, I encouraged students to help each other using their shared home language. Although it did not work out as expected in this lesson, I believe that students will feel valued and thus willing to contribute their home language to conversations when the multilingual norm set.

In this vein, I mentioned in my Philosophy of Teaching that I anticipate my class as a meaningful chaos where multiple languages going around to contribute to a topic. Considering that teacher-student interaction dominated in this lesson, to

further practice my philosophy, I designed a following lesson and included activities that allowed more autonomy and time for peer interactions than it in this lesson. It turned out to be physical chaos without much meaningful communication involving due to relatively obscure instruction. Therefore, my another learning goal emerge to be delivering instructions in a clear and organized manner so that young ELLs will enjoy talking with their friends when they stay on track for the content and language objectives. Put differently, I will learn to strike the balance between control and autonomy according to specific situations of my EL students. To secure the productivity of the "chaos", I will learn to design activities embedded in the "meaningful chaos" to serve as assessments by which evidence of students' growth in English proficiency and content area can be elicited (Wiggins & McTighe, 2005).

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Appendix

Time	Line	participant	utterance
2:30	1	T	Do you think the mother is going to buy CDR for the girl?
	2	S1	No.
	3	T	No? Any other idea?
	4	Ss	Yes. I think yes. I think his button…
2:45	5	T	S1 could you tell us why do, why you say no? Why do you think the mother is not going to buy the toy for the girl? S2 you want to say something?
	6	S2	Because it cost too much money.
3:00	7	T	Yeah, because it may cost too much money and they have spent too much today. They don't have much left. And what else? What else makes the mother not want to buy the toy for the girl? S3
3:15	8	S3	Em…the…they…
3:30	9	T	S4 can you help S3?
	10	S4	I don't know what he's saying
	11	T	And S5 please.
	12	S4	He isn't talking.
3:45	13	S5	His button is off.
	14	T	Yeah, his button is off. Anything else?S6
4:00	15	S6	Ah…much money is like, one, and two, and three, and four...
	16	T	Em, you mean CDR may cost a lot?
4:15	17	S6	Yeah.
	18	S	A hundred.
	19	T	A hundred. Maybe. And he doesn't look new, does he?
	20	Ss	No.
4:30	21	T	He's not a new toy. Have you ever wanted a toy so bad but your mom or dad would not buy it for you?
	22	Ss	No/Yes.
	23	T	I see some say yes, some say no.
4:45	24	S6	My, my mommy, my daddy…
	25	T	You may raise your hand, S6. Ok. You can go ahead.
	26	S6	My mom. My daddy, he, my daddy, he buy toys for me.
5:00	27	T	Your dad…

	28	S6	And my mom, he didn't get me.
	29	T	Your dad buys toys for you every time you want it?
	30	S6	Yes, and my mom no.
	31	T	Alright, how about you?
	32	S7	My buy, everybody buy toy like girl.
5:15	33	T	Everybody buys toys for the girl?
	34	S7	And (intelligible) cause my bed
	35	T	How about you, S8?
5:30	36	S8	My mom wasn't buy something, not a lot. Buy some toys. But not popcorns. I love popcorns.
	37	T	Buy popcorn?
	38	S4	I have popcorn.
	39	S	Me too.
5:45	40	T	And what would you do if you want something so bad but mom or dad would not buy it for you? What did you do at that time?
	41	S8	Talk to him. Buy something.
	42	T	Would you keep talking that buy that stuff for me?
6:00	43	S6	A bang, a bang… (raise his hand)
	44	T	Ok.
	45	S6	Buy something for another one.
	46	T	Ah, then you said may I get another one instead of this? S1 do you want to say something?
6:15	47	S1	…
	48	T	We'll go back to you later. S4.
6:30	49	S4	Or you can buy another toy.
	50	T	Ah, you can just buy another toy.
	51	T	How about you, S9?
	52	S9	(intelligible) superman.
	53	T	You like superman? You want a superman for a toy?
	54	S	Superman girl.
	55	T	Supergirl. And let's see what the girl did. (turn the page)
6:45	56	S8	She buy it.
	57	T	Did she buy it?
	58	Ss	No
7:00	59	T	She just left. She might give up the toy. CDR watched them sadly as they walked away. Do you think CDR wanted to go with the girl?

	60	Ss	Yes
	61	T	Why do you think so?
	62	S6	Why. He love it.
	63	T	Would you raise your hand? S6 go ahead.
	64	S6	He love it.
	65	T	He loved it? How could you know he loved it.
7:15	66	S6	When he left toy…
	67	T	You said CDR loved the girl? How about you, S
7:30	68	S	He likes a teddy bear.

Appendix C

ANALYSIS PROJECT

Part I

In this part, the information about my participant, Bella (pseudonym), will be provided in terms of cultural and linguistic background and current educational environment.

Student's background

Bella, my participant is a 5-year old kindergarten student at Norman Binkley Elementary School. She was born in America in a Latino family where her parents speak Spanish and extremely limited English. Bella lives with her parents and sibling in an apartment in a culturally diverse community. She did not go to pre-k, and the first time I observed her was her 18th day at school. She scored Level 2, Emerging, on the WIDA-ACCESS Placement Test (W-APT) when she entered the Metro Nashville Public Schools. It is easily observable that she interacts with teachers and peers in English, while Spanish interaction is not observed during school hours.

Sociocultural checklist To have a general grasp of Bella's sociocultural background status as my start point, I completed Collier's sociocultural checklist (Collier, 2002) by referring her teacher. This checklist concerns 35 risk factors of cross-cultural adaptation, unevenly divided into six categories, namely, acculturation level, cognitive learning style, culture and language, sociolinguistic development, and experiential background (See Appendix A). More items a student gets checked in the checklist, more at-risk is this student considered.

Bella appeared at a reassuring status adapting into her new community, the school. According to the teacher, Bella has zero out of six items, 0%, checked in the acculturation level and cognitive learning style respectively. That is to say, as far as her teacher's concerned, Bella fits in her school community well and shows no frustration in school tasks. I did notice that she utilized strategy such as think aloud when dong word puzzle.

With respect to culture and language, Bella has three out of six, 50%, checked because she "comes from non-English speaking home", she "comes from a culture or ethnic group different from mainstream America", and "there is no support in the home for bilingual and bicultural development." Despite of the absence of bilingual support at home, her teacher commented that Bella picked up English fast, which aligns with my observation which will be presented later in this part.

As for experiential background, Bella got one out of nine items, 11.1%, checked, "low socioeconomic status."

In sociolinguist development, Bella got three out of eight risk factors, 37.5%, checked. They are "limited academic language in native language", "limited academic language in English", and "limited social language in English." I perceive her limited academic language due to her age instead of her language proficiency.

Student Language Use Survey A take-home Student Language Use Survey (See Appendix B) is completed so that Bella's language use outside school can be

approached. According to the responses, Bella at home only speaks English, which aligns with her language performance at school. It is reported that she speaks English with her sibling and friends. She reads English to herself and to other family members. When on her own, she prefers English music and television. As for the input, her grandmother is the only monolingual Spanish speaker who speaks to Bella at home. Her parents speak English and Spanish to an equal extent to Bella and believe that she understands both languages, but in what language Bella talks to them is unknown due to the items not responded. In addition, the print materials in English and Spanish are about equal. The chance is similar that people read to Bella at home in English and in Spanish. Overall, based on the survey, Bella's language activities are more English instead of Spanish. Only when the elder family members are involved, Bella is likely to take in language other than English.

Level of acculturation observation rubric

In order to supplement teacher-referred sociocultural checklist, I draw upon Herrera's Level of Acculturation Observation Rubric (See Appendix C), which consists of six aspects specifically measuring student's interactions with peers of similar and dissimilar cultures (Herrera, 2012). On a scale of one to five, a student with higher score is considered more interactive with peers, thus better acculturated at school.

Bella scored 3.5 on average, demonstrating her interactive willingness with relatively low communicative effectiveness. My observation lasted from 8:15 am to 2:30 pm, during which Bella sequentially had her center time, EL reading block, lunch, P.E, playground time and math.

Bella presented a high level of affect in learning tasks, group learning, and classroom learning activities by following instructions, focusing on work, and talking with her partners. For example, during the center time, having finished her sorting task, she actively reached and read aloud the book, *Brown Bear, Brown Bear, what do you see*, put on the center of her table. She also said "not finished" to a boy to remind him of his job, and told group members about her word puzzle when they shared a task.

With respect to interaction with peers, she showed equally inclined to tell something to her peers of similar and different cultures by speaking English to them; however it seemed that she did not expect any respond since she turned to somewhere else after the utterance. In addition, her interactive inclination decreased when she left the classroom setting and attended P.E, when Bella played with a jump rope without participating in any others' activities. After P.E, Bella held hands and walked around the playground with couple of girls of diverse cultures. This gave me a hint that Bella might prefer quiet activities in which, as a result, she would be more motivated to communicate.

Due to the start-and-withdraw pattern mentioned in last paragraph, Bella's communication effectiveness with peers of different culture and language fell on a relatively low level. Also, there was once when a non-EL boy talked to her, she did not respond in any form. In addition to not understanding, her silence might partially due to her fatigue since it was around the end of school hours.

Overall, Bella seems to be comfortably acculturated in her school. She may feel reluctant to engage in fierce activities with unfamiliar students, but within her home classroom, she showed apparent tendency to communicate as a legitimate part of the community.

School environment

With over 50% students labeled ELL, Norman Binkley Elementary School presents a "neutral" environment for CLD students and their parents. Based on Herrera's criteria of acculturation (See Appendix D), unnoticeable are factors that directly contribute to assimilation, rejection, or deculturation experience. For example, school does not require that only English be spoken at school. Students are not lured to view differences in custom or languages as either good or bad. CLD parents are not encouraged to speak only English with their children (Herrera, 2012). Meanwhile, the school shows its attempt to involve families including CLD ones in students' school life by holding events such as Muffins for Moms and Donuts for Dads in which parents are invited to visit at school and have snacks.

Paradoxically, the service for CLD parents is too inadequate for them and the school to enjoy and benefit from those events. As a teacher at the school told, there were only two translators, one for Spanish and one for Arabic. The Spanish translator works half day on Tuesdays and Thursday, and the Arabic one works half day on a random day per week at a place which the teacher does not know. Also, although more than half of students speak other than English as their first languages, along three hallways that are observed, there is only one classroom whose door is decorated with "hello" in multiple languages. This door makes the classroom tagged EL support room different from other norm classrooms whose outside decorations speak out reading and hard working as the valued. Aside from physical arrangement, faculty whom I saw in this school speaks only English. I concern that it will take students too great courage to speak other language where all in authority speak only English.

Therefore, although it is speciously neutral that the school does not require identical behavior, in the English-dominating environment without CLD students' home culture or language explicitly valued, the assimilation will come in control. The presumption is anecdotally supported by a five-year-old Burmese boy saying "my father talk Burmese all day long" and "I don't speak Burmese."

Classroom environment

Compared to the school atmosphere, the kindergarten classroom I observe is more ELL-friendly. With more than 75% ELLs, students talk with peers in language they choose. A girl speaks Spanish with her Spanish peers and uses phrases and short sentences with actions to communicate with non-Spanish speakers. A Korean boy with extremely limited English often makes Korean-like sounds and interacts with his peers nonverbally. An Arabic boy tries to teach me "cut" in Arabic when I was working with him cutting artifact. These reflect an integrative atmosphere where students bring in their home language and mingle up.

Their teacher contributes to the integration by recognizing the value of communication in the native language, and by encouraging students to see themselves as capable of understanding in multiple languages (Herrera, 2012). It is observed in

math session and EL reading block that the teacher encourages students to translate for their peers when the peer knows an answer but finds it difficult to put in English. Also, she implants the idea of diversity in their mind. In one of their math sessions, the teacher asked students who got the answer in different way to share their thinking and wrapped up with reiteration that different ways of thinking could lead to the same answer.

Part II

In this part, Bella's ELP will be evaluated using a standardized assessment, WIDA-ACCESS Placement Test, and an observational protocol aligned with WIDA. She scored higher in the observational protocol than in the standardized assessment in both terms of speaking and listening.

WIDA- ACCESS placement test

Upon entry to Metro Nashville Public Schools (MNPS), Bella took the WIDA-ACCESS Placement Test (W-APT). According to her report, she scored 9 in speaking and listening, which fell to the begging phase of Level 2, labeled Emerging. In addition, her report does not reflect her writing and reading ability. In WIDA's rubric, ELLs with emerging English proficiency are able to understand words and expressions in general contents and in social and instructional setting, frequently-used phrasal and sentence patterns across content areas which may include compound grammatical structures, and ideas with details embedded in multiple related simple sentences. As for productive language, Level 2 stands for the capability to utter repetitive phrasal and sentence patterns across content areas with formulaic grammatical structures, and to express ideas by short sentences (The WIDA English Language Development Standards and Resource Guide, 2014). This description partially aligns with my observation.

Reliability and validity Based on WIDA's Annual Technical Report, W-APT is a highly reliable assessment. WIDA in its Annual Technical Report for ACCESS for ELLs, 2015-2016, published the data for reliability of W-APT. Since Bella's report concerns only two domains in English language, namely speaking and listening, only data pertinent to oral proficiency will be presented in this paragraph. As reported, the reliability of oral composite score for kindergarten was 0.954, with it of listening score being 0.937 and of speaking being 0.897 (Annual Technical Report for ACCESS for ELLs 2.0 Paper English Language Proficiency Test, Series 400, 2015–2016 Administration, 2017). This indicates that a very high percentage of the variation in observed scores was resulted from variation in the true scores instead from error. In other words, W-APT is statistically internal consistent and stable with its results.

Evaluating with Brown's checklist (Brown, 2010), the test reliability and rater reliability are also ensured. With respect to test reliability, the Test Administration Manual of W-APT elaborates the test procedures and illustrates the set-up on table. In addition to test administrator's scripts of prompts, the manual designates conditions where a break is needed and how it should be conducted, where the tester responses in nonverbal manner, and so on. Furthermore, a training course is offered to administrators before they implement the test. Therefore, I believe that all test takers will receive the same quality of input in W-APT.

As for rater reliability, listening test in W-APT is designed objective and thus less subjected to rater variables. To limit raters' modification of criteria after testing students, test administrators are required to refer to the "EXPECT" box and internalize the expectations at each proficiency level prior to giving the test (ACCESS for ELLs Test Administration Manual, 2015). However, to what extent the scoring is

based on the established criteria instead of extraneous variables could not be decided. The calibration is not mentioned in the manual. Nevertheless, overall, W-APT presents a satisfactory reliability.

In terms of validity, Brown's checklist concerns content validity, criterion validity, consequential validity, and face validity. According to The Generic Validation Framework for ACCESS 2.0 (Annual Technical Report for ACCESS for ELLs 2.0 Paper English Language Proficiency Test, Series 400, 2015–2016 Administration, 2017), the backward-designed assessment elicits test-takers' performance to evident their English proficiency. The framework and the performance-proficiency rationale behind it make W-APT theoretically valid. Being a placement test, W-APT is not expected to resonate with test-takers' previous classroom lessons, while it is supposed to elicit evidence that the test-taker meets criteria at specific proficiency level in language domains. According to the example questions in the manual, W-APT achieves a high criterion-related validity. For example, utterance or literacy is not required when listening comprehension is assessed. Students may answer questions by pointing. What is more, W-APT may serve as a learning experience for test-takers since test administrators are required to provide models of the language the students are expected to produce. At last, W-APT appears to me that it adheres to what it claims to measure; however, from the perspective of five-year-old kids who get limited exposure to English or formal assessment, W-APT may make no sense. Therefore, a brief introduction of the assessment in a language that the kid understands may contribute to an assessment environment where the kid is willing to show what she or he knows.

In a nutshell, W-APT presented satisfying reliability and validity by meeting most of the criteria of Brown's checklist.

Observational protocol

In order to understand Bella's English proficiency in a detailed manner, I implemented a WIDA-aligned observational protocol, designed for kindergarten (See Appendix E). This protocol grades kindergarten students' listening and speaking with their intake and output being simultaneously assessed at discourse, sentence and word/phrase levels.

The material I used on purpose was *Clifford: The Small Red Puppy* by Norman Bridwell. The book tells a story through pictures that a girl feeds a very little puppy to a really big dog. It also has short paragraph or sentence on each page, which I expected would slightly confuse Bella and elicit her questions since she was learning letters. When I brought the book to Bella, she just finished her painting work. She pointed at Clifford the dog on the front page and told me "Clifford", looking excited. Then I asked Bella to tell me the story in the book. After my planned assessment, she showed me another book of Clifford, which she had checked out from her school library, and actively told me the story in it. Therefore, I evaluated her oral English proficiency basing on her performance on these two books.

In the assessment, she showed her listening ability at Level 3, labeled Developing. She readily followed multiple-step oral directions when I was conducting the assessment. She responded by saying yes or nodding to confirm details I

mentioned about the story. However, I found it sometimes difficult for her to understand my oral description and find the part on the picture that matches it. She would from time to time misunderstand the description and respond me with yes or shaking her head.

As for speaking, she was at Level 4, labeled Expanding. She was able to tell the stories with emerging details such as "they are going outside" and "Clifford is doing mess", although the linking devices were often absent. Also, Bella showed her capability of comparing attributes of objects in a verbal manner. She said sentences such as "he runs faster", "he is bigger", and "but Clifford got it first". Aside from narration, Bella asked questions starting with "why" and "what" for fact and reason. For example, she stopped her story telling to point at a motorcycle on a page and asked "what is this", and continued her narration using my answer. Also, when the story came to the end, she looked at the pictures where a girl was crying and asked "why is she sad". Beyond the basic functions of questioning patterns, Bella can use rhetoric questions to show her curiosity or surprising. For example, she uttered "wow, what's that" and "why is he like Halloween ghost", when she saw Clifford do funny things. Nevertheless, when I prompted her to give more details by asking "what is Clifford doing", Bella often answered with the pattern of "He is doing digging".

Comprehensively, Bella's oral English proficiency in this observational protocol demonstrates higher than it is in her W-APT, especially her speaking. In this protocol, she was able to tell a story with discourse rather than limited to the phrasal and short sentence patterns. Also, all of her utterances were complete sentences instead of phrases or words. As for listening, she understood discourses with multiple sentences and followed the multi-step directions without confusion. This evidenced that she surpassed Level 2 in W-APT.

Part III

This part will discuss whether Bellas' needs are met with respect to state and federal assessment requirements.

According to Every Student Succeeds Act (ESSA), states must assess ELL's English proficiency, academic achievement, and non-academic indicators (Pray, 2017). Meanwhile, states are required to promote adopting multiple measures instead of only standardized tests to track ELL's improvement.

With respect to English proficiency test, when registering in MNPS, Bella's parents completed Home Language Survey, which indicated Bella's first language, home language, and language use. Then, Bella took W-APT as the initial English language assessment before she got enrolled in school. These two assessments together reported Bella's ELP and to some extent explained her ELP. According to Bella's performance in the tests, she got placed to EL program which would provide her with language support that she needed. Aside from the placement test, Bella will take ACCESS as her annual language development assessment, which will report Bella's yearly progress in English and help to decide whether she is ready to exit EL program. These assessments adequately reflect Bella's ELP and her progress on it. Their results will contribute to reasonable placement for Bella.

As for academic achievement assessment, TN Ready, also known as TCAP, will be conducted to Bella in order to measure how she meets Tennessee content standards and state performance indicators in her grade. However, the test will be modified for first-year ELLs and k-2 students. Therefore, in Bella's case, she will only take a math assessment for this academic year and gradually catch up on assessments, namely reading, language arts (ELA), mathematics, and science before she gets in grade three. The assessment and its modified versions will facilitate understanding Bella's academic achievement and support teachers planning lessons for Bella. Nevertheless, considering Bella's Spanish input, I recommend bilingual test be conducted to cover Bella's conceptual comprehension.

At federal level, national assessment of educational progress (NAEP) will be conducted to a sample of students in Tennessee whose results in comparison with them in other states, regions, and the nation, will indicate how well Tennessee students perform. This program evaluation holds Bella's service provider accountable for effective supporting her.

Overall, the assessments that Bella has taken and will take adequately meet her needs for placing and reclassifying, monitoring progress of ELP and academic achievement, and evaluating program. However, an additional bilingual assessment for her academic achievement may make a complete assessment package.

Part IV

In this part, Bella's writing and reading ability in the content of language arts will be discussed. Two assessments, namely Process Writing Assessment (PWA) and a running record, were conducted in order to evaluate Bella's capability of learning through English in language arts.

Writing ability

The tool I adopted to evaluate Bella's writing ability is an authentic assessment. I collected Bella's artifact in a lesson of language arts (See Appendix F) and scored it with the PWA Rubric for kindergarten (See Appendix G).

Context of the task In this lesson, teacher conducted the interactive read-aloud and drew bubble maps to present character traits of two characters in the story, namely Lisa and Corduroy. Students were prompted to show which character that they believed they were like and which quality they shared. Then the writing task was given with following instruction.

Choose the character that you think you are like from Lisa and Corduroy, pick one describing word from bubble maps to write your sentence starting with "Lisa/Corduroy is", and draw the character you choose.

Assessment According to PWA for kindergarten Rubric, there are four categories being assessed, namely ideas and content, organization, language, and conventions of print. Students will be scored from 1 to 4 with score 1 and 2 indicating beginning level and score 3 and 4 early intermediate level in terms of English literacy development. Overall, Bella's writing piece presents her English literacy development at score 3, labeled early intermediate.

With respect of ideas and content, Bella got 3 because her writing expressed a relatively complex idea relating to the prompt topic by writing the sentence starter "Lisa is" and three adjectives chosen from the bubble map. Her work went beyond the expectation that she needed only one adjective to finish the sentence. However, her writing did not convey details and thus explaining why she could not get a 4 in ideas and content.

Bella's organization was scored 2; however it showed that her early intermediate writing ability was emerging. Her writing consisted of one line of a sentence, which proved her ability above begging level. What is more, her writing displayed correct left-to-right directionality, which showed her writing capability developing into the next level. Nevertheless, her writing did not contain any logical progression because there was only one sentence on her paper. Therefore, Bella achieved begging level and did not accomplish early intermediate level in terms of organization.

As for language, Bella scored 3 by meaningfully incorporating sight word, is, and vocabulary words into her writing. Also, she correctly wrote her name as a proper noun yet on the back of her paper. Nonetheless, sentence variety and descriptive or sophisticated language were absent in her writing; thus she did not score 4.

In terms of conventions of print, Bella got 3 with her spelling, penmanship, and grammar taken into consideration. As for spelling, she showed attempt at phonetic spelling by writing almost every beginning and ending sound correctly. For example, she wrote "Lisa", "peretnist", and "gentle" with correct beginning and ending sounds.

When it comes to penmanship, Bella's most letters were correctly formed, although there were a few reversals such as reversed "s" in "Lisa" and reversed "g" in "gentle". Also, her words were adequately spaced. In terms of grammar, Bella presented her built notion of using upper- and lower-case letters. The capital letters appeared only at the beginning of her sentence and name. What is more, she wrote a period to end her sentence. In general, Bella proved her writing at early intermediate level according to Process Writing Assessment for kindergarten rubric.

Reading ability

To assess Bella's capability of reading through English, I conducted a running record using Jennings Informal Reading Assessment, an informal reading inventory (IRI) developed by Dr. Joyce Jennings (2001). The text I chose was at pre-primer level, named Jill and Sue Make a Cake (See appendix H). There were two background question and one prompt asked before Bella read. After reading, there were six comprehension questions among which there were three literal questions and three inferential questions (See appendix I). Bella's performance on this task indicated the disconnection between her relatively high ability to recognize words and low ability to comprehend the text.

With respect to word recognition accuracy, Bella correctly read the majority of the words in the 86-word text with seventeen errors. Her reading presented that she was able to apply graphophonic cue system (Pray, 2017). For example, she easily read in a left-to-right and top-to-bottom manner, recognized both capital letters and lower-case letters, and paused when encountering punctuations. What is more, she sounded most of words with correct beginnings and endings, even those of word that she did not know. For instance, she sounded went as "wit" with correct beginning and ending. However, she misrecognized "make a cake" to "like a cookie" twice and only read "make a cake" once when I corrected her, which showed that she had developed her repertoire of word combinations but needed close attention to apply it when reading. Aside from her visual cue system, Bella's semantic cue system was developing. She read "too" as one hundred and did not realize the mismatch. In terms of fluency, Bella finished her reading within the expected time and presented her adequate reading rate.

As for comprehension, Bella was struggling. Bella correctly answered only one of six questions after reading. Although showing the inclination to respond to each question, Bella at most of the time uttered irrelevant information. For example, she said "yes" to answer "what are two things they like to do together?" When responding to question "why couldn't they make the cake at Jill's house", she said "because at my birthday, my sister make a birthday cake for me." The sentence she produced was complete and relatively long regarding her English proficiency. What is more, it started with "because". However, instead of proving her mastery of this linking word, her answer presented her misunderstanding of the logic device.

The only question that Bella got correct is the fifth one, "what did Sue's mother say when they asked to make the cake at Sue's house". Bella answered "she say yes"; however, because I did not further prompt her to show me the evidence in the text, I could not determine whether she understood the plot or answered it by accident. In

addition to the correct one, she offered a close answer, "they say yes and no", to the third question, "what did they ask Jill's mother". The expected correct answer was "if they could bake a cake". Bella's answer might convey the similar meaning but in a different form. However, when I prompted her to elaborate "yes and no for what", she shied away.

According to the IRI assessment, Bella's comprehension was at level of frustration. Nevertheless, it required further assessment to determine the reason leading to her poor performance on this reading comprehension task. It might be the lack of reading strategy such as referring to the text when answering questions, the low proficiency at English listening and listening comprehension which inhibited her understanding the questions, the inadequate productive language, or the poor reading comprehension ability.

Part V

In this part, instructional recommendations and an assessment plan for Bella will be illustrated in order to support her based on her specific needs.

Instructional recommendations

As mentioned in previous analysis, Bella presented higher proficiency at productive English compared to her receptive English. Specifically, she could generate complete sentences in manners of speaking and writing. However, she is struggling with reading comprehension. Also, she shows relatively low engagement in whole-class lesson and tendency to withdraw from conversations. Based on the performance, I recommend that her teacher should put emphasis on her English comprehension and interactive engagement.

English comprehension In order to enhance Bella's comprehension, the teacher generally needs to make input comprehensible by using visual aid, pre-teaching concepts, and frequently checking for understanding (Roseberry, 2008). With respect to reading comprehension, the teacher may model reading strategies such as referring to texts during guided reading. Additionally, instead of focusing on sight words on which Bella has showed mastery, the teacher may scaffold Bella's reading relatively complex sentences to secure the quality input which launches ELL's information processing (Wong-Fillmore & Fillmore, 2012). To increase her reading inventory, reading practice with running records which will be discussed later on in this part can be adopted into instructions customized for Bella. In terms of listening comprehension, the teacher may reduce the speed of speaking when Bella shows difficulty in understanding instructions (Echevarria, Vogt, & Short, 2008) and repeat or rephrase instructions (Roseberry, 2008). What is more, the teacher may pair Bella up with a peer buddy and increase collaborative tasks in lessons, thus providing Bella with multiple opportunities to process information through listening.

Interactive engagement The aforementioned recommendations aimed at supporting Bella's comprehension should simultaneously benefit Bella's interaction engagement because adequate comprehension ability contributes to interactive engagement in both one-on-one and whole-class settings. Additionally, during one-on-one interaction, teacher's modeling by thinking aloud may enlighten Bella about attributes of a contributive conversation participant. For example, the teacher may sit with Bella face-to-face and think aloud "I am going to ask whether or not Bella likes the story we just read, so I will ask 'Bella, do you like the story we just read together' and wait until Bella answers me; I will not walk away or talk to others when Bella is thinking or responding to me." Also, by thinking aloud, the teacher may teach Bella talking strategies such as requiring elaboration in order to keep conversation participants engaged. For example, during an interview, which will be discussed later on in this part as a regular assessment, the teacher may at her turn think aloud "oh, I do not understand when Bella said Clifford, so I will ask Bella what she meant by Clifford". Then, the teacher says "excuse me Bella, but what is Clifford?" Exposed to talking strategies in this manner, Bella may eventually acquire to utilize them to contribute to the conversation instead of withdrawing from it when encountering confusion.

Assessment plan

In this plan, an assessment calendar (see figure 1) will be developed on a daily, weekly, and quarterly basis, divided into beginning, regular, and final phases. It will take into account mandatory assessment requirements as well as formative assessments.

Beginning assessments In addition to the assessments that Bella has already taken, namely sociocultural checklist, language use survey, level of acculturation observation rubric, and the mandatory W-APT, bilingual assessments which illuminate Bella's Spanish proficiency should be conducted so that her language ability will be globally understood as her starting point. Hereon, her teacher may know to what extent that she can leverage Bella's first language to accelerate her English acquisition. The bilingual assessments will include Expressive and Receptive One-Word Picture Vocabulary Tests (EOWPVT and ROWPVT).

Regular assessments on a daily basis, Bella's writings will be collected in English language art and in math and be evaluated using Process Writing Assessment (PWA) rubric. This authentic assessment will not only monitor Bella's learning in content areas but also her ability to learn through English. Her teacher could thus modify the instructions in terms of content and language in order to appropriately support Bella's academic and literacy development.

On a weekly basis, a one-on-one informal interview will be held on Mondays. The topics will relate to Bella's weekends and knowledge she learned last weeks. By these interviews, the teacher keeps track of Bella's growth on capability of oral English and social interaction. On Wednesdays, running records will be conducted with Bella so that her reading ability will be recorded in terms of word recognition and comprehension. On Fridays, picture books related to topics of the week will be selected as the materials for Bella to tell stories. Her story telling then will be evaluated using WIDA rubric; thus the teacher will be able to monitor Bella's development of English speaking and content understanding.

On a quarterly basis, the WIDA-aligned classroom observational protocol will be implemented so that Bella's performance on class will be regularly tracked. Through the class performance, her listening comprehension and level of integration in the class can be analyzed. With respect to the frequency of this protocol, taken into consideration the relatively slow rate at which one's behavior changes and the assessment burden for the teacher, the observational protocol will not be conducted more frequently than twice per semester. In this vein, Herrera's Level of Acculturation Observation Rubric will also be conducted quarterly in order to grasp Bella's stage on acculturation into the school community.

Final assessments at the end of an academic year, it is required that Bella should take ACCESS as her annual English language development assessment and modified TN Ready in order to measure how she meets Tennessee content standards and state performance indicators in her grade. Aside from the mandatory standardized tests, bilingual assessments used for the beginning phase will be re-implemented so that the teacher can get the insight of Bella's growth or regression on both languages.

Phase	time		assessment	focus
Beginning assessments	At the beginning of academic year		-language use survey -W-APT -Spanish-English bilingual assessments: EOWPVT and ROWPVT	Language proficiency (Spanish and English)
			-sociocultural checklist -level of acculturation observation rubric	Acculturation
Regular assessments	Daily		Authentic assessment with PWA: ELA writing, math writing	Content
	Weekly	On Mondays	One-on-one interview	-Oral English -social interaction
		On Wednesdays	Reading inventory: running records	-reading comprehension -word recognition
		On Friday	Story telling based on picture book (WIDA rubric)	-speaking -sense making
	Quarterly		WIDA-aligned classroom observational protocol	-listening comprehension -integration
			level of acculturation observation rubric	Acculturation
Final assessments	At the end of academic year		-ACCESS -Spanish-English bilingual assessments: EOWPVT and ROWPVT	language proficiency (English and Spanish)
			-TN Ready	content

Figure 1: assessment calendar

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Appendix A

SOCIOCULTURAL CHECKLIST
To be completed by referring teacher(s).

Student/ID#: _Bella_   Date: _9/25_ Age: _5_ Teacher: _____

Sociocultural Factors		Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level		Recent immigrant, refugee, migrant, or resides on reservation
	✗	Does not interact much with majority culture peers or majority cultural group.
		Displays confusion in locus of control.
		Displays heightened stress or anxiety in cross-cultural interactions.
		Oral expression contains considerable code switching.
		Expresses or displays sense of isolation or alienation in cross-cultural interactions
% Checked:		Out of 6 total =
Cognitive Learning Style		Few cognitive learning strategies appropriate to classroom/school. — strategy/think aloud
		Cognitive learning style different or inappropriate in relation to teacher's instructional style
		Easily frustrated or low perseverance in completing tasks.
		Retains learning strategies that are no longer appropriate.
		Displays difficulty with task analysis.
		Displays difficulty with understanding and applying cause and effect.
% Checked:		Out of 6 total =
Culture and Language	✓	Comes from non-English speaking home.
	✓	Comes from a culture or ethnic group different from mainstream America.
		Family emphasis support of family or community/group over individual effort.
		Comes from non-English speaking geographic area.
		Has culturally appropriate behaviors that are different from expectations of mainstream.
	✓	There is no support in the home for bilingual and bicultural development.
% Checked:		Out of 6 total =
Experiential Background		High family mobility.
		Limited or sporadic school attendance.
	✓	Low socioeconomic status.
		Little exposure to subject or content or not familiar with material.
		Disrupted early childhood development.
		Few readiness skills.
		Does not know how to behave ion classroom.
		Different terms/concepts for subject areas or materials and content.
		Uses survival strategies that are not appropriate in the classroom.
% Checked:		Out of 9 total =
Sociolinguistic Development	✗	Does not speak English
	✓	Limited academic language in native language.
	✓	Limited social language in English.
		Rarely speaks in class.
		Speaks only to cultural peers.
	✓	Limited academic language in English.
		Asks a peer for assistance in understanding.
		Appears to know English but cannot follow English directions in class.
% Checked		Out of 8 total =

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Appendix B

Encuesta sobre el uso del idioma del studiante
Student language use survey

El nombre del estudiante   Student's name: _____

La fecha   Date: __10__ / _0 3_ / _2017_

✓	Español Spanish	Inglés English	Casi igual About equal	Código mixto mixed code	Ninguno Nither	N/A
¿Qué idioma parece que tu niño entiende? Which language does your child seem to understand?			✓			
¿Cuál es el primer idioma que tu niño aprendió a hablar? Which language did your child first learn to speak?			✓			
¿Qué idioma habla tu niño con: Which language does your child speak to:		✓				
• Padre Father						
• Madre Mother						
• Hermanos Siblings		✓				
• Abuela Grandmother						
• Abuelo Grandfather						
• Cuidador Caregiver						
• Amigos/compañeros Friends/playmates						
• Otros Other						
¿Qué idioma usa tu niño cuando se divierte su mismo Which language does your child speak when playing by her/himself?		✓				
¿Qué idioma prefiere tu niño cuando ve televisión/ videos Which language does your child prefer when watching television/videos?		✓				
¿Qué idioma prefiere tu niño cuando escucha música Which language does your child prefer when listening to music?		✓				
¿En qué idioma hablan las siguientes personas a tu niño?						

Which language does each of the following people speak to your child?						
• Padre Father	•		✓			
• Madre Mother			✓			
• Hermanos Siblings		✓				
• Abuela Grandmother	✓					
• Abuelo Grandfather						
• Cuidador Caregiver						
• Amigos/compañeros Friends/playmates		✓				
• Otros Other						
¿Qué idioma(s) hablan con más frecuencia las siguientes personas en casa? Which languages does each of the following people speak most often at home?		✓				
¿En qué idioma están los materiales impresos (ej: libros, revistas,periódicos) que recibes en tu casa In which language are most of the print materials (e.g. books, magazines, newspapers) you receive in your home?			✓			
¿Lee en casa tu niño? Does your child read at home?		✓				
• Consigo mismo Usually to her/himself		yes				
• Con otros miembros de la familia To other family members		yes				
¿Hay alguien que lea a tu niño? Si la respuesta es sí, en qué idioma? Does someone at home read to your child? If yes, in what language?		✓	✓			

Appendix C

Figure 4.2 Level of Acculturation Observation Rubric

LOA* Observation Rubric

Student: Bella

Date of Observation: 9/25		Time of Observation: 8:15 AM – 2:30 PM	
Criterion	**Range & Rating**	**Anecdotal Notes**	**Monitor Status****
Level of affect	5 Upbeat 0 Sullen and/or Angry		
Data: 4	5 (4) 3 - 2 - 1 - 0		
Level of interaction with peers of a similar culture and/or language	5 Highly Interactive 0 Withdrawn		
Data: 4	5 - 4 (3)(2) 1 - 0		
Level of interaction with peers of a different culture and/or language	5 Highly Interactive 0 Withdrawn		
Data: 4	5 - 4 (3)(2) 1 - 0		
Communication effectiveness with peers of a different culture and/or language	5 Highly Effective 0 Ineffective	Non-EL talked to her, no response exhaust?	
Data: 2	5 - 4 - 3 (2) 1 - 0		
Level of participation in group learning	5 Highly Participative 0 Nonparticipative		
Data: 4	5 (4) 3 - 2 - 1 - 0		
Level of student engagement with classroom learning activities	5 Highly Engaged 0 Not Engaged	Center I read, chart book to herself after finishing her "fish" (coloring)	
Data: 3	5 - 4 (3) 2 - 1 - 0		
Legend:	* LOA = Level of Acculturation ** Status Range = Enhance, Maintain, or Reduce Monitoring of LOA		

Appendix D

100   CHAPTER 4 Assessment of Acculturation

Handwritten annotations (top):
@ "Could you ask him in Spn?" other walls "work hard,..." [Neutral Ø]
© Only one.
① 1 EL support room w/ deco of $L "Hello"
② translators
don't know where the person is/how →
1 Arabic trslt half day
1 Spn translator on T & R half day

> 50% ELL
> 90% LSES

Table 4.1 Acculturation Environments

Acculturation Experience	School Factors That Contribute to This Experience	School Factors That Limit This Experience
Assimilation	• Requires that only English be spoken ✗ • Mandates strict adherence to a single school uniform ✗ • Celebrates only Christian holidays • Forbids prayer N/A • Allows only specific types of responses during classroom instruction and activities ✗ • Maintains and promotes only Western views on issues (e.g., medicine, the meaning of life, legitimate sources of knowledge) ?	• Supports and incorporates use of the native language ✗ ⊗ + ⅀, other ↳2 *I don't understn* • Allows for variation within the school dress code ✓ *↑ & move on* • Encourages students to learn about and celebrate the holidays of multiple cultures N/A • Allows private prayer (appropriate to the religion of the student) N/A *follow, repeat, move verbal/non-v* • Encourages multiple forms of response during classroom instruction and activities ✓ • Views open-mindedness as an asset to the construction of knowledge N/A
Integration	• Investigates discrepancies between student behavior and expected behavior to determine the crux of the matter as well as the most appropriate course of action ✗ • Recognizes the value of communication in the native language, even if the speakers are able to communicate in English Ø • Encourages students to see themselves as capable of understanding, appreciating, and working from multiple perspectives	*(green/red point)* • Punishes all deviances from behavior that is expected in academic situations *stay on tasks.* • Expects CLD students to speak only in English, especially if monolingual-English speakers are present *Ahmed ⊗* *③ Adryan hesitated to go on in Spn w/ Nessa* • Encourages the perspective that there is only one right way to think, speak, and behave ✗. *Math. How did you get # ▦ 1 count / 2+2 / 3+1 / 1+3 / estimate Different → correct answer. guess*
Rejection	• Allows discrimination based on language, religion, or culture to persist N/A • Encourages students to view differences in customs, behaviors, and so forth, as either good or bad	• Prohibits all forms of discrimination and promotes a climate that embraces difference N/A • Views differences in customs, behaviors, and so forth, as simply differences, with no inherent values attached ? *not fluent at En/ no influence*
Deculturation	*muffins for mom• Donuts for Dad "go home and tell mom & dad you know letter A":* • Encourages CLD parents to speak only English with their children ✗ • Makes few attempts to involve parents in the learning process ✗ • Continues to use a curriculum that offers limited connections to the *family* experiences of CLD students ✗ • Puts forth little, if any, effort to ensure that students maintain ties to their primary culture ✗	• Encourages CLD parents to speak the native language with their children Ø • Promotes parent involvement both at home and within the classroom Ø • Incorporates into the curriculum the cultures and languages of the students ✗ • Encourages students to research and celebrate their primary culture ✗

Handwritten (left margin near Assimilation): announcement in L1.

Appendix E

KINDERGARTEN

|	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	
SPEAKING	• Identify people or objects in illustrated short stories • Repeat words, simple phrases • Answer yes/no questions about personal information • Name classroom and everyday objects	• Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., "Where is Sonia?") • Complete phrases in rhymes, songs, and chants	• Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g., "What will happen next?") • Answer explicit questions from stories read aloud (e.g., who, what, or where)	• Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences	• Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons	

- Use the WIDA can do standards for listening and speaking as an observational protocol, test monthly (or another timeframe that makes most sense for your student (e.g., as needed depending on growth of child).
- Add in for discourse, sentence, and word/phrase level:
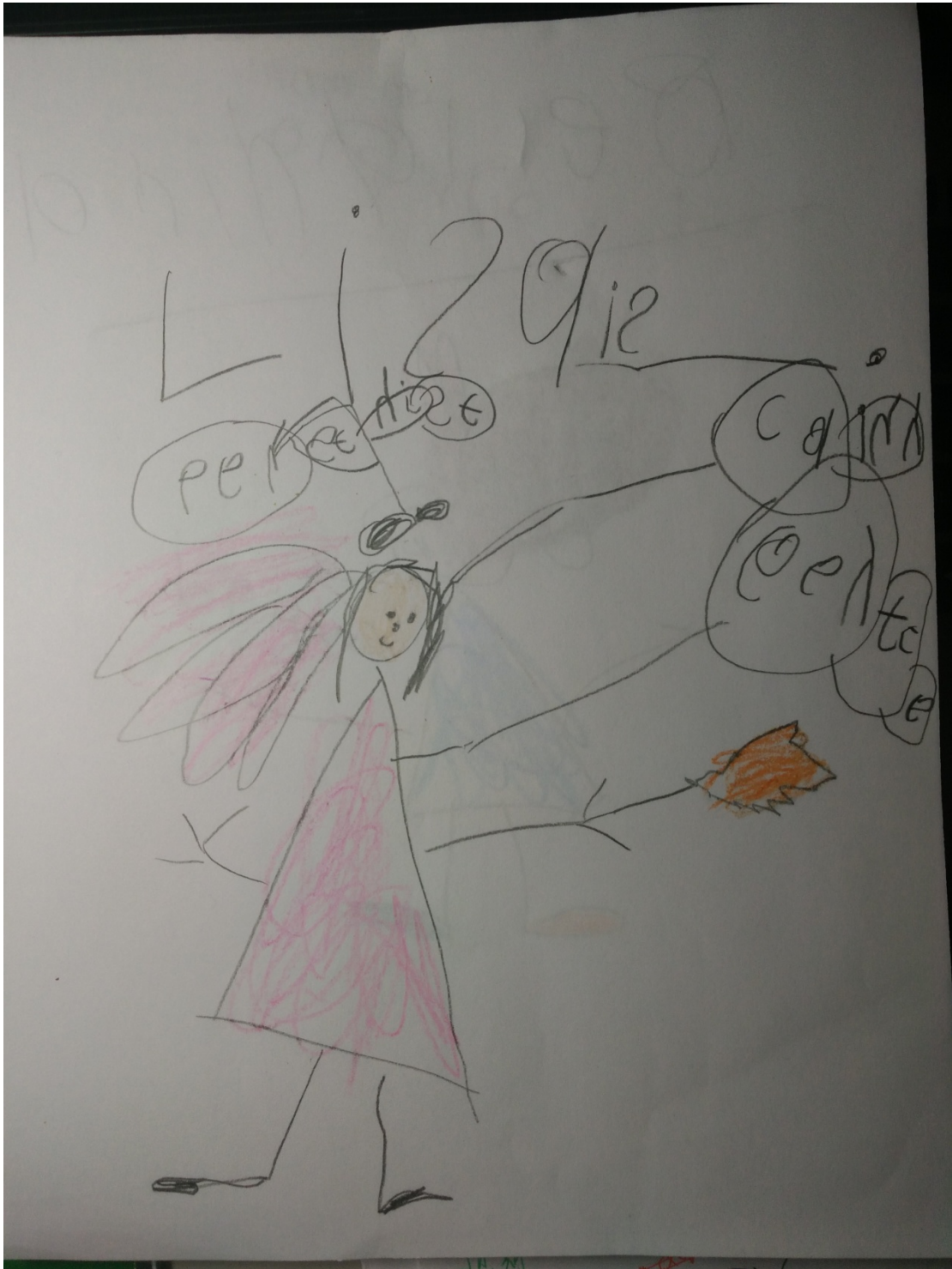
Appendix F

Appendix G

Kindergarten Rubric: Process Writing Assessment   SCORING RUBRIC   Student Name: Bella   Date: _____

Score	Ideas & Content	Organization	Language	Conventions of Print
1 Equivalent ELD Level: Beginning	◦Illustration expresses an idea that may or may not be related to the topic. ◦Writing is absent or minimal and may not be related to illustration. ◦When asked, student may not be able to "read" writing.	◦Explores page with illustrations and/or scribbles. ◦May list words or approximate sentence structure. Illustration may be labeled.	◦Name is not present or written incorrectly. ◦Some randomly copied environmental print may be present.	Spelling: ◦Writing is represented by scribbles, letter shapes or letter strings. Penmanship: ◦Letter formation is incorrect or inconsistent in many cases. Grammar: ◦Upper and lower case letters are used interchangeably and randomly.
2 ELD Level: Beginning	◦Writing or dictated narrative expresses a simple idea that relates to the illustration. (✓)	◦Writing consists of one line of writing or a sentence. (✓) *not understood task*	◦Student spells own name correctly, although capitalization may not be correct. ◦Some meaningfully copied words may be present (i.e. environmental print ✓ relating to topic and illustration).	Spelling: ◦Story is represented by letter strings and/or words. ◦Some phonetic connections for beginning sounds may be present. Penmanship: ◦Many letters are correctly formed. Spacing may still be inconsistent or insufficient. Grammar: ◦Upper- and lower-case letters may still be used interchangeably.
3* ELD Level: Early Intermediate *Grade level by end of year	◦Writing expresses a more complex idea relating to prompt topic. (✓)	◦Writing displays correct ✓ left-to-write and top-to-bottom directionality. ◦Writing consists of two or more lines or sentences. ◦Writing has some logical progression that makes sense. ✗	◦Name is correctly written ✓ as a proper noun. ✓ ◦Sight words and vocabulary words may be meaningfully incorporated into writing. (✓)	Spelling: ◦Beginning/ending sounds show attempt at phonetic spelling. (N/A) ◦Writing includes some correctly spelled CVC words, copied words and/or grade-level sight words. (✓) Penmanship: ◦Most letters are correctly formed, although there may still be a few reversals. ✓ Words are adequately spaced. ✓ Grammar: ◦Student uses mostly lower-case letters. ✓
4 ELD Level: Early Intermediate	◦A clear, complete idea is developed with details.	◦Amount of writing is substantial (four or more lines). ◦Complete sentences develop main idea, although line of thought may wander.	◦Some sentence variety is present. ✗ ◦Descriptive or sophisticated language may add interest.	Spelling: ◦Words are spelled phonetically showing attention to beginning, medial and ending sounds, with conventional spellings for many CVC words and grade-level sight words. Penmanship: ◦Most letters are correctly and neatly printed, using lines appropriately. No reversals. ✗ Grammar: ◦Upper-case letters appear only at the beginnings of words. Capital letters may sometimes be used correctly at the beginning of sentences and proper nouns, and for the word "I." ◦Some ending punctuation may be present.

Appendix H

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Preprimer Level, Oral Passage   **86 Words**

Background Question *Do you have a special friend? What do we mean when we say that someone is a special friend?*

Prompt: *In this story, Jill and Sue are friends. Read this story to find out what they like to do together.*

Jill and Sue Make a Cake

Jill likes to play with Sue. They like to run and jump. They like to ride bikes, too.

One day, they wanted to make a cake. Jill asked her mom if they could make a cake in her house. Jill's mom said no. She did not have time to help.

Jill and Sue went to Sue's house. Sue asked her mom if they could make a cake in her house. Sue's mom said yes.

Jill and Sue made a cake. Sue's mom helped. It was good.

Appendix I

Appendix D   **429**

Comprehension Questions

Inf-1   Who is Jill's friend?
        Sue   *Harmon*

Lit-2   What are two things they like to do together?
        Name two: play, run, jump, play games, ride bikes, bake   *yeah*

Lit-3   What did they ask Jill's mother?
        If they could bake a cake   *does they say*
                                        yes and no

Inf-4   Why couldn't they make the cake at Jill's house?   *out*
        Accept either: Jill's mom didn't have time to help them or Jill's mom said no   *because my birthday*
                                                                                        my sis make a
∨ Lit-5 What did Sue's mother say when they asked to make the cake at Sue's house?   *birthday*
        Yes   *a she say yes.*   *cake for me*

Inf-6   What was said in the story that made you know that Jill and Sue liked the cake?
        It was good   *like cake.*

like   coockie
           cupcake

likes   (oo (hundred)

like   coockie

Background		Word Recognition Accuracy			Comprehension		Rate/Fluency	
Check + or −		# of errors			# correct	Check IND, INST, or FRUS	Adequate/Inadequate + or −	
+	−	0–2	Independent		5½–6	Independent	# of seconds =	
		3–4	Instructional		4½–5	Instructional	# secs/60 =__min/_secs	
		5 or more	Frustrational	*18*	4 or less	Frustrational *(v)*	≤ 6 min, 37 sec?	*+*

Appendix J

Modified Descriptive Review of a Learner

Learner: Bella	Presenter: Sameen Partner: Mary, Lydia	Date: 11/29/17
1. Evidence/Artifacts: Running records: Jill and Sue make a cake 2. Question(s): -How do I enhance B's sense-making from the text that she reads? -How do I support her to generate relevant answers to the question?	3. Context: -Kindergartener, 5yr -Born and bred in the U.S. -Mother language: Spanish (B uses English at home) -level 1 at W-APT(listening & speaking) -relatively easily distracted in whole-class instruction/ low engagement -tends to withdraw from interaction with peers -satisfactory productive English language -one of best readers in class	

4. Description/Data	5. Thoughts/Impressions	6. Actions/next steps
-correctly sounded out 69/86 words -fluent reading -3 times: make a cake→like a cookie, corrected with my help at the 3rd time -too→100 -6 post-reading comprehension questions (3 literal & 3 inferential): 1 correct (lit), 1 relevant (lit), 4 irrelevant -2 pre-reading questions: 1 answered (y/n), 1 non-answered	-lack of reading strategy such as referring to the text when answering questions? -low proficiency at English listening and listening comprehension which inhibited her understanding the questions? -the inadequate productive language to express her answer? -the poor reading comprehension ability? -not know the social norms about conversation?	-Weekly running records/guided reading with focus on understanding instead of word sounding (reading inventory) -Visual aid, lower speaking speed, asking for rephrase, etc to make input comprehensible -social interaction norms & strategies such as asking for elaboration when confused

Appendix D

COMMUNITY LITERACY

Chinese immigrants in Nashville

U.S. Bureau of the Census reported that Nashville-Davidson (balance), Tennessee owned the population of 601,222 till April 1st, 2010 and that Asian alone made up 3.1% of the total number (U.S. Bureau of the Census, 2010). Thus the population of Chinese immigrants in Nashville in 2010 is less than 18,637.

As for occupations and economic conditions, variability comes into picture. A Chinese immigrant couple, Chen's, who moved to Nashville fifteen years ago and work at laboratories in Vanderbilt University, mentioned, when interviewed, that most of their friends work for higher education institutes or local Chinese churches. They enjoy their life free of financial issues. Besides, there are local Chinese restaurants such as Golden Coast and supermarkets typically selling Chinese stuff such as K&S run by Chinese immigrants in Nashville, who share a preference to Chinese and other Asian immigrants as their waiters or cashiers. The couple and their friends, restaurant and supermarkets owners, and employees mentioned above have various occupational, thus various economic backgrounds which contribute to varieties in families where their children as potential ELLs are growing up.

Chinese immigrant Community and literacy resources within it

By illustrating real-life environments where Chinese immigrants shop, dine, network, and participate in cultural activities in Nashville, this section is going to, from the instructor's perspective, discover the literacy resources generally accessible within Chinese immigrant community(Stewart,2014).

Shopping

The first establishment visited on September 10 was a K&S world market, one of the chain grocery markets in Nashville, famous for its typical Chinese stuff and mix of other Asian goods. Aside the entrances of K&S were vintage-style wall paintings of goods from China, Korea, Japan, and America (see image 1), recognized by their packages, and of Chinese ancient delicate items such as china vases, ear-shaped

handled teapot, and paint-veiled candle light(see image 2). Inside the market were dozens of shelves holding goods arranged in order. A feature worth mentioning was that numerous Chinese drinking products with herbs as ingredients that dominate back in China could also be found here, such as Jiaduobao Herbal Tea, Grass Jelly Drink (see image 3), and Nin Jiom Pei Pa Koa, an alternative herbal remedy for sore throat (see image 4). Basically, those herbal drinking products, like other items sold in K&S, were packaged with one side in Chinese and the other side English. Chen's told me that they put K&S on their weekly grocery shopping venues like many of their Chinese friends did. And I did recognize Chinese people at the spot.

Fresh&Fresh International market (see image 5) was the second stop during this field trip and a Korean-run grocery market providing with more literally mixed Asian goods than K&S did. Specifically, lots of products were packaged with three languages, generally Chinese, English, and the language of the original region (see image 6 and image 7).

Dining out

Golden Coast is a popular Chinese buffet restaurant located at West End Avenue, one of thoroughfares in Nashville leading to downtown. When I entered the restaurant, although it was not at specific lunchtime, I saw both people speaking Chinese and people speaking English catered. The owner of Golden Coast is a Chinese immigrant and waitress is a Chinese middle-aged woman who seemed not active under the dim light inside the establishment. In addition to foods, decoration in Golden Coast embodies Chinese elements. For instance, the ceiling is decorated with red lanterns on each of which Chinese characters and a pair of children symbolizing good luck and good fortune are present (see image 8). But contrary to the predominantly Chinese context in K&S world market, fliers and posters of Golden Coast are chosen to be virtually exclusively in English (see image 9).

Networking

Informative networking within Chinese immigrant community is intensively related to VUCSSA (Vanderbilt University Chinese Students and Scholars Association) mailing list. List members send emails in order to sale second-hand stuff, such as used

furniture, used cars, used baby toys, and coupons, to advertise for their club, open positions, or upcoming activities such as the Mid-Autumn Festival on September 17, to ask for advice or help, etc. The members generally receive fifty emails from the mailing list per week. The language used in one email is totally up to the sender, but it is generally in Chinese or in English.

Wechat, an instant messaging app, rather than informative, is designed for people to interact online. Chen's have a Wechat group that consists of family members and both friends in Nashville and in China. They exchange their life experience via texts, pictures, and videos within this group.

Cultural activities

Chinese immigrants basically meet for Mid-Autumn Festival Show and Chinese New Year Gala every year. People within mailing list will receive advertisements and accesses to tickets via emails. Participants are going to have dinner together and watch shows or Galas. During the just past Mid-Autumn Festival Show, artists played the traditional Chinese instrument, Er'hu as well as the piano and violin, performed Sinkiang-style dance as well as modern dance, sang Chinese pop songs as well as bel canto, and performed the Chinese opusculum as well as rap song *0-100*. Some of the programs were performed by children. Besides, there are Arts Alliance of Nashville and The Nashville Chinese School where enrolled adults and children are able to learn Chinese arts and culture (see image 10 and image 11).

Cultural and linguistic strengths

During their shopping, dining out, attending cultural events, ELLs within Chinese immigrant community are daily exposed to enriched literacies both in Chinese and in English, most of times intertwined, which high-potentially equip them with more various perspectives and funds of knowledge than instructors suppose them to possess and to be able to bring to the classroom.

For instance, children buying grocery in K&S might notice those herbal drinking products and try them, even check the ingredients on the packages, or their family members just like herbal drink thus children already familiar with them. Those children may be informed of those herbs' names, tastes, and functions in Chinese or in

English. Furthermore, they are likely to accept or at least know, whether they realize it or not, that the herbal drink generally boasts of relief of internal heat from the perspective of traditional Chinese medicine, which, boldly speaking, implies a whole dimension of yin/yang philosophy.

In addition to the cultural strength children are endowed with in Chinese immigrant community, they are inclined to acquire meta-linguistic awareness (Bialystok, 2001), since they have broad access to multilingual posters or products with real-life different languages, such as Japanese, Vietnamese, and Korean, aside from English and Chinese, annotating for each other. They might gradually collect the sense that different languages share some meanings in different forms. Besides, they might activate or transfer their funds of knowledge constrained originally in Chinese to English (August, 2010).

Furthermore, nuances between contexts might be experienced or surprisingly and rewardingly recognized by Children. Specifically, they might realize that K&S and Golden Coast, both Chinese establishments, presents discrepant ratios of Chinese to English literacy, which could lead to a critical debate over the factors influential to running a business.

Chinese community literacy leveraged in classroom

Including context

Literacy in Chinese immigrant community might be found basic in forms of functions and words: simple word-picture combinations to promote a product, listed ingredients' names followed by prices to inform the customers, etc. Students are capable of understanding them with no proficiency in English so long as they are adequately contextualized. Therefore, for newcomers, I suggest that instructors should teach English in a virtual and familiar context in classroom, thus allowing students to utilize their understanding strategies along with limited English competence. For example, instructor set up a shopping environment with products participants bring from homes and guide students to simulate the real conversation happening between customers and shop assistants. They might deal with color, size, and other concrete concepts in English with realizing that English as a language is practical and useful.

Excluding context

To support students with CALP rather than BICS alone (Cummins, 1984), instructors are supposed to question students about the same product, but gradually necessarily excluding context what student can utilize at very early phase of English learning. Say the herbal drink in K&S, question students what the function of it is. How does it work? What theory or belief is supporting it? Figuring and answering questions deep into abstract concepts, students will have to generate meaning from their funds of knowledge about traditional Chinese medicine or philosophy and convey it in English instead of pointing at a substance saying I want this, and thus Cognitive Academic Language Proficiency improved. In addition, commercial topic can be carried out if students are instructed to give their opinions on why Golden Coast owner prefers English posters to Chinese ones in comparison to K&S owner.

Challenge expected

Instructors' participation in immigrant community could be a hurdle. For those instructors who neither speak Chinese nor understand Chinese culture, it can be hard to get into the community or dig literacy resources from it. Nevertheless, take the hurdle as a scaffold to meaningful relationships with students and with their families. Without authentic views in mind, instructors inquiry immigrant students and treat them and their families as experts. Students may feel satisfied and confident for answering a true question to improve other's knowledge rather than to pass an exam. Their parents if informed by their children will respect instructors for valuing their culture and more likely to support children's learning.

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Appendix

image 1

image 2

image 3

image 4

image 5

image 6

Image 7

image 8

語 文 班	Language Classes
時間： 星 期六上午9:30-11:30 (請參照行事曆) **費 用：** 請 參照註冊表 學生至少四歲方可報名 分班請參照課程簡介	**Time:** 9:30-11:30am on Saturdays (Please refer to the Calendar) **Fees:** Please refer to the Class Registration Form Students must be 4 or older. Please go to Classes for more information.
文 化 班	Culture Classes
時間： 扯鈴(高級班) 中華民族舞蹈:上午8:45-9:30 其它文化班: 上午11:30-中午 12:15 **費 用：** 請 參照課 程 簡 介或文 化 班 註 冊 表	**Time:** Chinese YoYo (Advanced) Chinese Dance: 8:45-9:30am All other Culture Classes: 11:30am-12:15pm **Fees:** Please refer to Classes or Registration Form for details

V01152015

Image 9

2016 Fall Semester Culture Classes
*NCS reserves the right to close classes that are full, and cancel classes due to lack of enrollment.

代號 Code	課程	Classes	地點 Location	費用 Fee (per semester)			年齡限制 Age Requirement	班級人數 Maximum Capacity
				NCS Students	Non-NCS Students			
					Tuition	Facility Fee		
E17	桌上遊戲	Chinese Board Games 11:30 - 12:15	300	Free	$50	$50	6 or above	20
E06	中華文化饗宴	Chinese Culture Sampler 11:30 - 12:15	404	$10	$75	$50	8 or above	12
E18	舞獅	Lion Dance 11:30 – 12:30	Gym	Free	$50	$50	12 or above	16
E14	課後輔導	Tutoring 11:30 - 12:15	407	Free	$50	$50	any age	10
E15	幼兒文化班	Little Culture Club 11:30 - 12:15	405	Free	$50	$50	4-6	20
E05	扯鈴 （初級班）	Chinese Yo Yo Beginner 11:30 - 12:15	Rotunda	Free	$50	$50	7 or above	12

* Full semester payment due on or before the first day of class.
*Enrollment is for the entire semester, no refunds or deductions will be made for withdrawal, voluntary or involuntary unless for medical reasons or if a class has been cancelled.

image10

Image 11

Appendix E

Final Report

Part I Introduction to the learner

Zhen, the participant, 22-year-old, was born in a well-off Chinese family. Her parents are college-educated and willing to support Zhen's academic pursuit. Zhen graduated from one of the top-notched universities in China. After the graduation, she moved to the U.S. for the master's degree in Economics.

Linguistic background

Born and bred in China, Zhen speaks Mandarin as her mother language. In addition to Chinese BICS, the education that she has received equipped her with the established Chinese CALP (Cummins, 1984). Therefore, Zhen has the great funds of knowledge of Chinese both in daily contexts and in academic contexts.

Zhen started to learn English when she was 10 years old and in fourth grade. The national standardized curriculum required fourth-grade student to take one 40-minute English class two days a week. As Zhen entered high school, the average density of English classes increased to two 40-minute sections per weekday. The contents consist of reading, writing, speaking, and listening. However, since English as a subject played an indispensable role in the College Entrance Examination and the grammatical knowledge prejudiced communicative competence in this paper-and-pencil test, Zhen, following the instruction, paid tremendously more attention to grammatical rules than to other aspects of English. What is more, with respect to the language circumstance where Zhen learned English, all of her classmates and English teachers were from China and the instructional language is dominantly Chinese. Consequently, Zhen left her high school as a well-trained English test-taker apt at English grammar.

Waving goodbye to the test-oriented educational climate in the high school, Zhen's English acquisition in the undergraduate school became to depend on self-discipline. Although one English class per week was offered, Zhen's physical and mental attendance to it was not adequately high for her language improvement. Additionally, Zhen's major, the economics had limited connection to English in the Chinese context, and therefore Zhen virtually ceased to invest in English learning at that phase. Nevertheless, in order to apply for American universities to pursue the Masters' degree, Zhen restarted her English training during her senior year in the college, specifically for TOEFL and GRE by resorting to an accomplished English training institution. The extensive template-based training that Zhen received there laid the foundation for Zhen's academic speaking and writing skills to a great extend.

Currently, Zhen is a first-year graduate student in the Economics in the Vanderbilt University. She is taking an academic wiring course offered by the English Language Center on campus.

Socio-cultural background

An apparent socio-cultural shift accompanied Zhen's moving to America on

the August, 2016.

During the 21 years before her moving, the surroundings were homogenously Chinese both at home and in the schools. Moreover, the social-network websites which are popular among native English speakers such as the Twitter, the Facebook, and the Instangram are forbidden in China. Thus, Zhen experienced little authentic interaction with native English speakers. Nevertheless, English, a subject in the College Entrance Examination and the charming decoration on resumes, is valued in Zhen's family and in the Chinese society as a whole. Furthermore, the resource that Zhen required for English learning such as exercise books and English video was affordable to her well-off family; her well-educated parents are obliging to pay for Zhen's academic pursuit including financially supporting her studying in America. This is to say that the predominantly Chinese context allowed Zhen the limited instant authentic English practice but relatively adequate second-handed input so long as Zhen wanted.

After her moving to the U.S. in 2016, the overall surroundings shifted from Chinese ones to English ones. Academically, except for a portion of natives, Zhen's colleagues come from China, India, Kosovo, Japan, and Mongolia and speak English as their second language when necessary. Although the instructions and materials are given in English, the Economics, Zhen's major, is digit-based to a great extend thus requiring established mathematical proficiency rather than English language proficiency to survive. Meanwhile, Zhen's professors are not inclined to assign group work or discussion therefore ceasing the obliged English communication in Zhen's academic context. Should she encounter any problem, Zhen resorts to her Chinese peers with whom she speaks her mother language. In addition, Zhen attempted to participate in an outdoors activity through the emails with the Recreation Center but finally gave up because of an unexpected inflammation. In a nutshell, Zhen is exposed to the English input to some extend on campus however her output, in particular the instant oral response, is limited.

Off-campus, Zhen lives with her Chinese roommate and Chinese neighbors. The apartment manager of Zhen is America with whom Zhen will contact by email only when the rooms need repairing. Grocery stores are another situation where Zhen speaks English in spite of all repetitive small talks. As for Zhen's social networking, she relies on Wechat, a Chinese instant communication app, to keep touch with her family and Chinese friends home and abroad. She also utilizes the Facebook whereas for posting pictures of her homemade food alone. To draw a conclusion, Zhen perceives authentic English input through listening and literacy in her academic field while she is infrequently required to instantly respond, especially in oral English. Additionally, both input and output are limited in daily context.

Personality

Zhen loving proving and improving herself has been one of the top-group students in the schools. She is willing to invest in learning English in order to get good grades in tests and potential opportunities in the future. Currently, in pursuit of the impressive academic performance in the Economics in America, Zhen figures that she should give the priority to English academic writing in addition to the study in the

economic field. Therefore, she has been taking an academic writing course in English Language Center since she arrived at the Vanderbilt University.

Her clarified purpose which motivates her to attend English writing classes simultaneously constrains her oral English acquisition because the classes occupy a noticeable portion of her time when she could have potentially engaged in social activities with her native peers and thus practiced English in an authentic colloquial context. Moreover, her priority on writing skills prejudices her other skills such as speaking skills. When asked the reason why she took the academic writing course instead of the academic speaking course from English Language Center, Zhen claimed that speaking skills like presenting and discussing were not considered as rewarding as writing skills in her field from her point of view. This represented her devaluation on speaking skills to a certain degree especially compared to the writing ones. Furthermore, always being competent leads to her high esteem which hinders her practicing English with native speakers to some extent since she hates to feel failing when making mistakes. In addition, not being able to get the humor of her native classmates due to her imperfect listening and background knowledge deprives her of the expert position that she tends to possess in a Chinese context and thus worsens her experience with her American peers. Consequently, she quits talking with natives unless required.

Part II Description of the learner's oral and written language abilities

Zhen's English abilities will be described and then analyzed from four linguistic perspectives respectively, namely phonology, semantics, grammar, and pragmatics.

Phonology

The context. The three oral samples to be analyzed are Zhen recalling a childhood story in kindergarten, commenting casually on social issues, and reading a piece of transcript of *The South Pacific*, a BBC documentary she watched.

Phonological analysis. Based on her listening performance during interactions, Zhen is free from parsing problems (Jusczyk, 1997) and invariance problems (Byrnes, 2009). She also recognizes and produces vowels such as /æ/, /ɑ/, /ɜ/, /i/, /ɪ/, /u/, /ʊ/ clearly and accurately most of the time. She applies phonological rules to predict the pronunciation of unfamiliar words, regardless of accompanying mistakes, which offer clues for her application (see table 1). An additional strength Zhen processes is her established notion that English polysyllables pronunciation abides by stressing rules, although she stresses inaccurately yet systematically on the second to the last syllables of words whose stress positions remain unknown to Zhen (see table 2), rather than on the third to the last ones which risk fewer mistakes.

Aside from strengths above, nevertheless, Zhen represents noticeable phonological patterns when speaking or reading English. She regularly replaces specific sounds with others. For example, she replaces /v/ in words such as vast and survivor with /w/, /θ/ in three, something, and south with /s/, and /ð/ in this, that, and without with /l/, /d/, and /z/ (see table 3), in which situation variations Zhen produces do not severely hinder understanding. However, she substitutes /tʃ/ in chain and chick with /tr/, which turns the words into train and trick, minimal pairs, and does confuse her audience. Sounds like /v/, /θ/, /ð/, and /tʃ/ are hardly to be found in Mandarin, former three sounds in particular, which do not exactly exist in Mandarin. Thus phonemes rarely sounded in Mandarin imply that neither has Zhen produced them within sentences frequently nor does she urgently need to recognize them when listening. Therefore, such sounds not commonly shared among languages are less easy to acquire for a second language learner like Zhen, according to the Markedness Differerntial Hypothesis (Eckman, 1977). Meanwhile, to fill the vacuum created by non-Mandarin sounds, Zhen resorts to sound categories she has already mastered in her L1, according to the Speech Learning Model (Flege, 1987), thus choosing similar sounds like /w/, /l/,/d/,/z/, /s/, and /tr/ as substitutes. In addition to replacement, Zhen adds a vowel to end a syllable originally ending with consonants. For instance, she adds /ɚ/ to "and" making it /æn dɚ /, and adds /i/ between "endless" making it /en di lis/. Zhen falls into those errors because she transfers (Gass, 2000) Mandarin's phonological rule that one syllable is typically combined with one consonant followed by one vowel into English. Similarly, she transfers Mandarin's tones into English intonation. Since the tone of the last word in Mandarin's questions usually goes /˩/, Zhen pronounces last word in English questions with an unnecessary /˩/ tone in most situations, which contributes to a heavy Chinese accent. Apart from the interventions from her L1, Zhen struggles with allophones. For example, she confuses un-aspirated

/tr/, /p/, and /t/ with aspirated ones (see table 4). Moreover, she sticks to /ðə/ instead of /ði/ before a vowel (see table 5). That these two patterns fossilize (Selinker, 1992) as Zhen's English might be accounted for unauthentic input or lack of explicit and accurate instruction when she was learning English in China. Besides, the categorical perception problem (Jusczyk, 1997) haunts her; thus, she cannot recognize her errors just by exposure to native English speakers. What is more, allophones usually fall into complementary distribution unlikely to create confusion for native ears, and consequently the feedback from audiences that may help Zhen to set a CON, according to Optimality Theory (Prince, 2004), is limited.

Semantics

The context. Two conversations and two writing samples are going to be analyzed in this paper. In the first conversation (C1), the participant, Zhen was prompted to tell her worst memory from kindergarten. The second conversation (C2) was recorded when Zhen was watching a Chinese talk show and commenting on news and social issues mentioned in that show. Both conversations happened in a casual atmosphere after dinner. As for writing samples, the first one (W1) is an email that Zhen actively sent to the outdoor recreation center of Vanderbilt to inquire about a canoe-camping she was interested in after she saw the poster. The second writing sample (W2) is a professional assignment in which Zhen was required to explain mercantilism, an economic terminology.

Word choice analysis. C1 and C2 have lexical densities of 26.21% and 30.62% respectively (see table 6 and table 7), which are notably lower than 40-50%, TTR of a usual text defined not dense (usingenglish.com). These two ratios demonstrate that words in Zhen's recordings were repetitive to a great extent. For example, Zhen turned to "really" virtually every time as the positive adverb of degree. If the degree went higher, she would double or triple the word "really" (see table 8) instead of using its synonyms such as "truly, literally, extremely, etc". This exposed that although capable of naturally pairing the meaning of "really" and the form (Byrnes, 2009), Zhen did not activate the semantic field of "really". In addition to her repetition on words, Zhen sometimes struggled to find accurate words for concepts: for example, she misused words from time to time, using TV to refer to a program or talk show on the Internet. Moreover, she avoided using the exact words, instead describing table cloth as "a towel for the table", siblings as "sisters brothers". Also, Zhen shifted words after sounding onsets for correction (see table 9). Another phenomenon observed was that she choked occasionally when failing to figure out optimal adjectives or nouns (Prince, 2004), such as "rebellious" for teenagers in C1 and "accent" in C2, and could not resume her narration unless the exact word was given. This implies the absence of both meanings and words in her mind. At the level of sentences and paragraphs, Zhen omitted agents or shifted among several agents ambiguously (see table 10). Admitting the low diversity, occasional inaccuracy, and sudden breaking off, Zhen's vocabulary and semantic skills as a whole are adequate to ensure interactions. Her information was conveyed completely and enthusiastically (Peregoy, 2005). Furthermore, she took advantage of metaphors to bring humor as well as meaning into conversations (see table 11).

Regarding Zhen's writing samples, W1 with the lexical density of 67.28% and W2 72.06% (see table 12 and table 13), are measured as two lexically dense texts, according to the density criterion of 60-70% (usingenglish.com). In other words, Zhen rarely repeated words, and thus represented her diverse vocabulary in campus-related and academic contexts. Within the semantic field of outdoor activity (Jackson, 2007), Zhen enumerated waterproof bags, interchange jackets, hiking boots as outdoor equipment. She also mentioned insurance and oaring skills as her concerns. In her economics assignment, apart from terminologies, she showed a comprehensive understanding of synonyms and antonyms by using words such as encourage versus discourage as antonyms, and ban, restrict, discourage as synonyms.

In sum, Zhen proved her ability to use advanced semantic skills such as metaphor to express integrated ideas, although her oral English revealed her potential improvement of the accuracy and number of activated vocabulary.

Influencing factors. Having lived in a Chinese monolingual environment for most of her life, Zhen found little access to authentic daily expressions of English, therefore lacking English input, which consequently led to her insufficient daily vocabulary. Meanwhile, under no circumstances was she forced to connect meanings with English words quickly with instant feedbacks, resulting in her weakness in accurate and immediate diction. Besides, Chinese as Zhen's mother language, partially transferred to English (Gass, 2000), might mislead her word choices and cause chaotic usage of agents. For instance, she misused "TV" to refer to a talk show on the Internet because TV in Chinese has the connotation of any program that can be and has been played on TV no matter which media is broadcasting it right now, and also because there is no indigenous genre like talk shows in Chinese media. As for "sisters brothers", neither a holistic concept like siblings nor a conjunction between "sisters" and "brothers" exist in Chinese. With the agent, Chinese is extremely fluid that its presence depends on contexts, thus Zhen unconsciously left out agents when she believed that implication from the context was adequate. At last, her efficient strategy inclined her to master the words with the broadest meanings and the easiest physical form, such as "really" trumping other adverbs of degree. In addition to the influence from her L1, the economics, Zhen's current major in Vanderbilt University, does not require the various English vocabulary. For example, Zhen's homework is dominantly digit-based and completely independent; therefore, Zhen does not have to frequently write or discuss within groups in English which leads to the lack of practice of choosing words. In the off-campus context, Zhen prefers to hang out with her Chinese peers rather than to attend typical American parties because she struggles with her native classmates' humor without the shared background. Consequently, although seemingly immersed in a predominantly English circumstance, Zhen lives within her Chinese-speaker society who fails to broaden her English vocabulary.

Grammar

The context. The oral sample, selected from the second interview, is a 225-word informal narration which pertains to a telemarketing fraud Zhen encountered. The writing sample is three paragraphs of a response, which Zhen was

required to produce in 45 minute during one of her English writing classes, to a prompt about how leaving tasks unfinished influences a person. The limited time did not allow Zhen to revise or edit her work.

Morphological ability analysis. Signaled by intended pauses, 31 utterances consisting of 280 morphemes emerge from Zhen's 225-word oral sample and contribute to 9.03 as her Mean Length of Utterance (MLU), which indicates a fair amount of morphological information within each utterance (see Table 14). The awareness of affixing different morphemes to add information to roots has evidently developed in Zhen's utterances. For instance, Zhen employs past verbal –ed in talked, and plural -s/-es in persons as inflectional suffixes, and –er in seller, -tion in conversation, and -ing in cheating as derivational suffixes. Furthermore, she represents the knowledge of allomorphs by accurately utilizing plural -s and -es, and the understanding of hierarchical structures via orderly suffixing –ual and –ly to the root act. In addition to bound morphemes, Zhen takes advantage of free ones such as she, he, and the, and contractions like I'm and it's to organize utterances. Apart from those strengths, nevertheless, Zhen omits the past verbal –ed from time to time. Moreover, she leaves out either the plural –ies or the third person singular –s when these two morphemes sequentially come into one sentence, such as "I want to know how company treat...."

Zhen's writing MLU is 15.39, as the result of 354 morphemes per 23 utterances (see Table 15).Words with multiple morphemes, such as non-finishers, unfinished, impressed, upcoming, and laziness, are distinctly increasing, in comparison to her oral language. Her second utterance consists of 42 morphemes, which illustrates her surprising command of morphological units. What is more, the inflectional suffix occasionally omitted ceases in her writing sample.

Syntactic ability analysis. In terms of her oral language, Zhen predominantly organizes her sentences in accordance to a complete subject-predicate-object order. However, she occasionally gives up on one sentence to start another one. This happens when the original sentence is so long that her memory capacity (Fodor, 1975) cannot support her to complete it or when she considers the given information in that utterance sufficient thus additional information being unnecessary. With regard to the linking devices, she logically and grammatically combines language units with words like because, whether, and who. She also replaces noun phrases with pronouns such as they, we, and he. Nevertheless, transition phrases are virtually absent in her utterance due to her speaker-based speech style which lacks the awareness of audiences (Byrnes, 2009). Especially when she enumerates, she refuses to speak say or namely before she jumps to her examples.

This linking gap slightly narrows in her writing; she uses however, honestly speaking, in order to, and as an example as signals to readers. Nevertheless, she still uses no linking words before she introduces her specific cases within one sentence. For instance, "I'm …leaving dozens of unfinished things behind, unfinished books and essays, unfinished handcrafts, unfinished online courses, etc" she wrote. Additionally, in spite of the limited time, Zhen's sentences are complete no matter

how her clauses elongate them. Unfortunately, she did not manifest the variety of sentence structures but stick to the similar word order she repeated in her oral language (Peregoy, 2005). This represents her adequate syntactic knowledge that once rid of memory capacity, she expresses grammatically.

Global grammar assessment. From the global perspective, Zhen's English is adequately intelligible, while her grammatical performances vary from her oral language to the writing one. As far as her oral language's concerned, her sentence structures are not perfectly complete and the tenses of verbs, the past tense in particular, appear challenging for her. As for Zhen's writing, compared to her speaking, the sentences consist of predominantly more information carried by morphemes and feature completion. In addition, her choices of the number and the tense of every verb are accurate. The only grammatical flaw noticed in her writing sample is that she left out a conjunction. The gap between Zhen's grammatical performances in speaking and writing might result from the time Zhen produces the language and the feasibility to revising the product. Instant is the oral language, which allows extremely limited time to organize utterances. Moreover, due to the physically quickly losing of sounds, to review thus to monitor (Krashen, 1985) oral language becomes difficult. Contrarily, the written language maintains solid and therefore easily monitored which explains the higher completion and fewer grammatical errors in Zhen's writing.

Pragmatics

The context. The 700-word oral sample is selected from the second interview which took place in Zhen's living room. I, her roommate and the interviewer, started the conversation when she was watching a Chinese talk show after the dinner. The conversation partly pertinent to the news she brought from the school was between friends and totally informal. In addition, since the talk show was not stopped during the interview, some of our topics were related to Chinese social issues mentioned by the talk show host.

Pragmatics analysis. With the respect to the context types, highly intertwined is this conversation, which concurrently falls into the situational, linguistic, and social category (Mihaliček & Wilson, 2011). With the talk show on as the situational background, Zhen made comments on the different issues in the show; thus our dialogues frequently got involved in random topics prompted by the host instead of topics explicitly related to what we previously discussed. In other words, our interaction depended on situations in some cases. Meanwhile, although starting with the discrete issues, Zhen smoothly and gradually switched the topics to her current life with the linguistic stream, which contributed to a linguistic context. Lastly, as an earnest friend who consciously engaged in my case study, Zhen uttered as much as she could in order to let me enjoy the show and share her experience when collecting ample oral samples. It was Zhen's social personality and our close relationship that motivated her active and unconstrained performance in this conversation.

From the global perspective, Zhen adhered to Grice's Four Maxims (Galloway, 2016) to a great extend, which guaranteed an informative, meaningful, and relevant

conversation. Specifically, Zhen offered quality information and to ensure that her comments also made sense to her audience, she leveraged examples that she considered familiar to her audience as evidence to get the audience connected. For instance, when she introduced the talk show to the interviewer at the beginning of our conversation, she defined the show critical by pointing out the numerous ironic jokes featuring the host's speech and by enumerating the social issues the show concerned. "Like … fake advertisement or… make some nonsense to be a sucker …" she said. In addition to the quality, Zhen expanded dialogues relevantly with her natural topic-shifting technique. Take the dialogue that started with responding to the news about a hotpot restaurant in China and ended up with suggesting a less confusing way to assign homework for example. With focus shifting from Chinese catering, to one classmate related to Chinese and Chinese foods, to the same person's tragicomedy relevant to assignment, to the professor who assigned, and so on, those seemingly irrelevant topics actually connected sequentially. Apart from Zhen's adherence to the rule of relevance, the quantity of her speech was apparently represented by the same instance.   Informed that her audience, me, partly shared her Chinese identity, social group, and school life, Zhen never considered introducing the Chinese cuisine, her American classmate, or the school website for me but immediately referred to them by name. Similarly, her explanation about the talk show's content for me would be discontinued if the host himself gave a perfect example. Contrarily, when it came to the figure with whom I was unfamiliar, Zhen called the name and clarified their relationship. Offering informative yet not redundant information, Zhen suitably helpfully participated in our conversation. This simultaneously evidenced her application of the maxim of manner since she did not obscure our conversation by referring to objects that I would not understand. Nevertheless, it is also on the subject of the maxim of manner that Zhen once fell into the ambiguity. Namely, "I'm gonna miss that guy" she said after she told the story of her male classmate and mentioned the male host of the show for several times. "That guy" became ambiguous since there were two possible referents. Additionally, voluble though she was, Zhen once failed to relevantly respond to me. When I replied and then expected for her following reasoning, she suddenly diverted to a new topic. With the relatively low portion of her following the topics in comparison to it of her leading to new ones, this failure potentially revealed her weakness of being responsive.

Influencing factors. The consensus behind English, Zhen's target language, and Chinese, Zhen's mother language, implies that sincere participants of interactions exchange message to narrow the understanding gap and broaden the total amount of bilateral information. Therefore, unconsciously transferring (Gandara & Hopkins, 2010) the ability from her mother language, Zhen acquires the well-developed notions of speech's quality, quantity, relevance, and manner. As for her infrequent irrelevant response, considering her smooth responding in Chinese, it should hold accountable her imperfect English listening and the non-native interviewer's flawed English speaking rather than the deficiency at the application of pragmatic rules. Moreover, in that Zhen preferably plays the role of expert during Chinese interactions, it can be assumed that a recipient position lacks attraction to her within English contexts.

Part III Assessment and SLA theoretical framework

Overall assessment

With reference to the SLA chart (Peregoy, 2005), Zhen's English proficiency is at level 4(+), High Intermediate Fluency and Bridging Academic Language Stage. Zhen is capable of receiving information and conveying thoughts without much contextualized support. This can be identified during the first interview when she was prompted to retell one of her childhood stories and she achieved the task. The content that both she and the interviewer included was solely pertinent to the past without any temporal reference. In addition, Zhen readily rewrite, appraise, report, contrast and so forth with both formal and inform tones according to specific contexts in English. Meanwhile, one of her writing samples indicated her concision and precision in academic writing. Therefore, her global English ability should be higher than level 4. However, her flawed fluency and colloquial vocabulary failed to enable her English to function as it of her native peers. Thus the level 4(+) should be more accurate than a straight 5.

Zhen's oral English is easily comprehensible; her phonological skills support her meaning conveying. Beyond the communicative competence, she also represented the metalinguistic knowledge when she applied the stressing rules and sounding clusters to predict the pronunciations of strange words. However, her Chinese-style intonation and fossilized sounding patterns contributes to an obvious Chinese accent. What is more, she may not be labeled as a fluent recipient because of her occasional missing or misunderstanding the information from the input.

In terms of semantics, Zhen's performances dramatically vary from her oral samples to the writing ones. Her writing samples depict a writer who easily employs diverse words with complicated meanings to build the statements while her oral lexical density sharply fell down due to her repetitive word choice. Nevertheless, she utilizes strategies such as to explain and to describe to bridge the meanings that she attempts to come across and the vocabulary that she currently possesses. The translanguage (Wei, 2011) that she creates when resorting to these semantic strategies manifests her understanding of the signified. Thus, Zhen is assessed as a proficient writer in both formal and informal manners and a speaker whose cognitive competence makes up for her developing vocabulary.

Parallel to her semantic performances, Zhen's grammatical performances differ between her oral English and the writing one. As far as her oral language's concerned, she does not guarantee complete sentences before she starts new ones. In addition, the tenses of verbs harass her, especially the past tense. Without the similar category in her mother language, it is difficult for Zhen to develop the awareness of the conjugation and therefore she occasionally produces sentences with relatively chaotic tenses of verbs. However, her self-correction remedies these errors to the extent that they do not harm the understanding. As for Zhen's writing, compared to her speaking, the sentences consist of informative morphemes and embody the completion. Moreover, the number and the tense of every verb are accurate; she rarely

makes grammatical mistake in her writing sample.

With reference to the Grice's Maxims, Zhen globally abides by Grice's Four Maxims (Galloway, 2016) to a great extent, which guaranteed the informative, meaningful, and relevant conversations. Zhen offers quality information that she believes and to ensure that her comments also make sense to the audience, she utilizes examples. In addition to the quality, Zhen sticks to the maxim of relevance with her natural topic-shifting technique. In addition, the quantity of her speech was abundant and not redundant. What is more, the manner of Zhen's speech is clear. Even though the pronouns that she uses sometimes confuse her audience, she makes the clarification once she realizes the potential ambiguity. Assessed as a recipient, she exposes the flaw in the adherence to the maxim of relevance because of her developing English listening ability and her preference to lead the interactions rather than to follow ones.

As for the context types, she smoothly engages in situational, linguistic, and social conversations. She completely understands when a topic is interrupted by an emergent situation and readily responds to it. Moreover, her speech is naturally well-organized in a manner that her words support consistent meanings instead of randomly popping up. At last, she takes the social status into consideration when participate in conversations and chooses words and tones based on the position that she occupies.

SLA theoretical framework

Interlanguage Hypothesis. I draw upon the Interlanguage Hypothesis to holistically consider Zhen's English. The interlanguage is an emergent dynamic language system the L2 learner constructs that moves forth and back between the L1 and L2. The interlanguage like other languages abides by phonological, semantic, and grammatical rules. Most of those rules come from L2 learner's generalization about the target language (Selinker, 1992). This hypothesis is productive especially when I explained the phenomenon that Zhen regularly misapplied phonological rules (see table 1). Zhen actually learned those specific sounding rules from L2 and generalized them into her interlanguage rules. Furthermore, within the Interlanguage Hypothesis, there is the Fossilization, which proposes that for some adults, the interlanguage will fossilize and not develop any further which results in non-native proficiency. In Zhen's case, her randomly missed plural –s/es and the third person singular –s/es imply the tendency of her interlanguage to cease to develop at the point short of full identity with English.

Contrastive Analysis Hypothesis. The Contrastive Analysis hypothesis (Eckman, 1977) suggests that when analyzing the second language acquisition, the variants created by L2 learners can be traced to their L1s. The similarities and differences between L1 and L2 contribute to the facilitation and interference for L2 learning. This hypothesis patches the Interlanguage Hypothesis's omission to hold accountable the L1 with learning the target language. With reference to this hypothesis, I explained most of Zhen's pragmatic abilities including her adherence to

Grice's Maxims and the SVO structure. On the other hand, the transfer from L1 results in inaccuracy such as Zhen's tone-like intonation. Furthermore, I view two specific theories under this Contrastive umbrella, namely Markedness Differerntial Hypothesis (Eckman, 1977) and the Speech Learning Model (Flege, 1987). The former focuses on how common a form is in the world's languages; the more common structure is in many languages, the easier it is to acquire for most L2 learners (Galloway, 2016). The latter claims that whether speakers perceived differences in L1 and L2 determines if a separate speech category will be established; the greater the distance between L1 and L2, the more likely it is that a new speech category will be formed (Galloway, 2016). These two theories together explained the phonological hurdles between Zhen and native pronunciation. Specifically, Zhen usually produces /w/, /l/ or /d/, and /z/ or /s/ to replace /v/, /θ/, and /ð/ because the replaced sounds are unique in English and they sound similar to the alternates Zhen turns to. Thus, according to the two theories mentioned above, the accurate sounds are hard to acquire while the established L1 categories are welcoming. Consequently, Zhen produces the substitutes rather than the accurate ones.

Optimality Theory and Monitor Hypothesis. The Optimality Theory (Prince, 2004) parallels producing language to choosing the optimal candidate. There are three major procedures during the choosing, namely GEN, CON, and EVAL. GEN is to generate a list of all possible outputs as candidates from the input that the language learner has ever got. CON is to give the necessary criteria as constraints that exclude out the "bad" options from the list generated from the previous procedure. EVAL is to choose the optimal candidate based on the constraints (Galloway, 2016). This theory puts the input into a fundamental position which sets up the criteria for the output. The inner choosing process described by this theory when connected to the Monitor Hypothesis (Krashen, 1985), which focuses on self-correction after the optimal candidate comes up, supports my analysis on Zhen's unintended pausing and rephrasing.

Part IV Specific instructional plans for the learner
Phonological skills

Due to Zhen's phonological weakness, she does require explicit instruction to clarify the rules to pronounce allophones and put stresses. Two English pronunciation classes from English Language Center will be considered sufficient to make her realize the productive rules that she has been omitting. To overcome her categorical perception problem (Jusczyk, 1997), she needs informing of the articulations of sounding patterns which may reduce her threshold to perceptively differentiate sounds. In addition, pronouncing practices, such as reading sounding patterns she tries to circumvent within different sentences, can be helpful, because it will force her oral muscles to get used to English and to be prepared for sounding English sounds. Then she has to be consciously monitor (Krashen, 1985) herself when speaking English, in particular when encountering the sounds that she could not articulate. It is observed that some native speakers tend to repeat the word in the accurate pronunciation when responding if they notice the errors that the non-native speaker makes. Zhen should

pay attention to the feedback in this interactive form which may sufficiently improve her acquisition (Byrnes,2009).

Semantic skills

Since Zhen is in America for her master's degree, she can observe and simulate the natives' diction when talking with them in real-life contexts, thus acquiring practical semantic knowledge as well as the ability to select forms for her meanings immediately. Besides, she can attend an ELC speaking course for periodical professional instruction and differentiation of confusing words she comes across. In addition to the diction, Zhen needs to extend her vocabulary. To draw on the words with which she is already familiar, she can use *Thesaurus.com*. This website provides a great range of synonyms with noting the relevance and tones. It will be rewarding to look up synonyms for alternatives when writing. The colloquial synonyms presented will simultaneously enrich Zhen's repertoire of oral English. In order to free the vocabulary from her specialized field, Zhen can watch English talk shows such as The Tonight Show Starring Jimmy Fallon during her leisure time considering her interest in talk shows. The host's speech contains a great number of daily lexes usually pertinent to the politics, entertainment, and other genres. During the interview section, a celebrity with the different background will be invited thus bringing the audience the exposure to different registers. At last, the social networking website such as the Facebook on which Zhen is following her classmates and within a group can be utilized as a window to the authentic Internet English. Zhen will acquire creative metaphors of words through the memes.

Grammatical skills

Demonstrating the adequate grammatical knowledge in her writing, Zhen does not require a morphological or syntactical course. However, she can diversify her sentence structures by reading materials in genres not limited to her profession such as fictions and even comics thus collecting flexible sentence structures. In addition, to bridge her writing and her readers, a transition-phrase sheet may come as a reminder and reference. With respect to the oral language, to strengthen the utterances' completion, Zhen can watch TV serials such as *Friends* to get hints for starting informative yet length-controllable sentences. In addition to sentence structures, Zhen has to consciously pay attention to the number and the tense of verbs she chooses when speaking. According to how Zhen performed during the interviews, she is likely to be a fast speaker with loose grammars; she has to constantly correct her ungrammatical expressions. Thus to slow down with cautions on verbs may not noticeably decrease the amount of her conveyed information but clarify her utterances.

Pragmatic Skills

To improve the mutual information exchange during conversations in which Zhen will be involved, she should consciously release the room for others' speech by following others' reasoning instead of shifting topics once she finishes her talk. Nonetheless, meaningful responses also depend on perceptibility which requires the concurrent intervene of phonology, semantics, grammar, and cognitive strategies.

Therefore, Zhen should be aware that the remarkable progress may not be made on a short-term basis. Before she acquires the proficiency described above, when encountering confusing expressions, Zhen can explicitly ask for the explanation or repetition by "excuse me" or "pardon"; thus accomplished are the meaningful interactions instead of the superficial social small talk.

Part V Critical Reflection

From the holistic perspective, I come to realize that those seemingly abstract second language acquisition theories can instruct the specific analyzing practice. Some of the theories such as input hypothesis (Krashen, 1985) and interlanguage hypothesis (Selinker, 1992) are familiar to me due to the SLA courses that I took during my undergraduate study. Nonetheless, they used to be tedious and unrewarding to me as merely the ink on the paper. It is through this case study that I have my first taste of applying those theories to analyzing and assessing one's language abilities. This case study not only specifies my understanding to each isolated theory, but also informs me to weave theories into a net according to the practical connections between them. For my future work, I will keep developing the interdependent relation between my case studies and the theories I learned.

As far as the analysis's concerned, I learn to identify the strengths from errors. The fundamental notion of it is language learners' funds of knowledge with which they do not start from scratch. It is based on their mother languages and what they have known about their target languages, English in this case, that their second language proficiency develops. Thus the majority of language they produce, whether accurate or not, should be reasonable and traceable rather than random and chaotic. For example, Zhen applies one sounding rule to predict a word which irregularly pronounced. She made an error but explicitly presented what she had acquired. That is to say, the error a learner makes is highly likely from the overgeneralization of rules from L2 or L1. If it is from L2, the facilitator should identify the rules that the learner acquires but inaccurately applies in the specific situation and then enhance the learner's comprehension towards this rule by explicit clarification. If it is from L1, analyze the factors in the specific context that potentially leads the learner to link her L1 and then differentiate the L1 and L2 conditions.

Apart from analyzing samples, I become well aware that the assessment outcomes largely depend on the contexts. Therefore to ensure a reliable assessment, as many as language samples that concern various topics and happen in different situations should be collected. The performance gap emerges when the affective filter declines or rises and when the contents become strange or familiar. This meanwhile implies to me that as a prospective language teacher, I am suppose to equip students with the language repertoire of various topics and well-rounded language abilities to the extent that I can so that they may not fell into dilemmas such as when they can write a perfect professional reflection within one field while find it impossible to orally recommend a good movie they just watched.

What is more, I was introduced to the tools such as MLU, TTR, and SLA chart to facilitate my analysis. With the quantitative reference, I learn to describe one's language performance in a more objective manner than I used to. In addition, I can quickly come up with a general idea about one sample by interpreting the data those tools produce. I will resort to them whenever I need to describe or assess a language sample.

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Appendix

Table 1: The application of a pronouncing rule

Word	IPA	Zhen's pronunciation
Camouflage	/ˈkæm əˌflɑʒ/	/ˈkæm əˌfleɪʒ/
frigate	/ˈfrɪgət/	/ˈfrɪgeɪt/

Table 2: Zhen's stressing

Word	Accurate stressing position	Zhen's stressing position
albatross	/ˈæl bəˌtrɔs/	/æl ˈbəˌtrɔs/
predator	/ˈprɛd ə tər/	/prɛˈdə tər/
thermocline	/ˈθɜr məˌklaɪn/	/θɜr ˈməˌklaɪn/
voyager	/ˈvɔɪ ə dʒər/	/vɔɪ ˈə dʒər/

Table 3: The replacement of /θ/ and /ð/

Replaced th sound	Word(s)	Replacing sound
/ð/	this	/l/
/ð/	these	/l/
/ð/	that	/d/, /z/
/ð/	they	/d/
/ð/	the	/z/
/ð/	without	/z/
/ð/	within	/z/

/ð/	with their	/z/
/ð/	there	/z/
/ð/	whether	/z/
/ð/	known then as	/n/
/θ/	three	/s/
/θ/	thousand	/s/
/θ/	south	/s/
/θ/	something	/s/
/θ/	third	/s/

Table 4: Allophones

The aspirating sound replacing its un-aspirated allophone	Words
/tr/	Australia, distracted
/p/	despair, experienced
/t/	chopsticks

Table 5: Inaccurate sounded *the*s

words	IPA
the equator	/ðə ɪˈkweɪ tər/
the open ocean	/ðə ˈoʊpən ˈoʊʃən/

Table 6: Text Content Analysis of C1

Total Word Count:	1545
Total Unique Words:	405
Number of Sentences:	96
Average Sentence Length:	16.09
Lexical Density:	26.21%

Table 7: Text Content Analysis of C2

Total Word Count:	1398
Total Unique Words:	428
Number of Sentences:	111
Average Sentence Length:	12.59
Lexical Density:	30.62%

Table 8: "Really" in C1

Total number	15
Double really	2
Triple really	1

Table 9: Words changing

Sounds	Original words	Corrected words

toldecided	tol	decided
sfour	s	four
hshe	h	she
legarm	leg	arm

Table 10: Examples of agents shifted and omitted

The agent shifted	The agents omitted
She is, there is….	When I'm…and (I) just….
Their pa, my cousin….	In the third year (I) just started to….

Table 11: Metaphor

Word combinations	Signified
a new husband	a recently popular athlete
a granny's chair	a rocking chair with the gray and green cover

Table 12: Text Content Analysis of W1

Total Word Count:	162
Total Unique Words:	109
Number of Sentences:	13
Average Sentence Length:	12.46

Lexical Density:	67.28%

Table13: Text Content Analysis of W2

Total Word Count:	136
Total Unique Words:	98
Number of Sentences:	7
Average Sentence Length:	19.43
Lexical Density:	72.06%

Table14: The data of the oral sample

Total Words	225
Utterances	31
Morphemes	280
MLU	9.03
Morphemes per word	1.24

Table 15: The data of the writing sample

Total Words	257
Utterances	23
Morphemes	354
MLU	15.39
Morphemes per word	1.38

Appendix F

WHEN THE MIST FALLS

LEARNING GOALS

Goals	How They are Supported	How to Promote Learning
Higher-order Thinking •Logical thinking skills •The ability of observation •Argumentation	(1)Players are divided into three sides with different conditions to win. •The burglary team wants to steal the Arkenstone •Smaug, Sauron and Agoz want to protect the stone (2)Information gap: players take actions based on their different functions and their winning goal. •Bilbo wants to steal the dragon •Bard wants to kill the dragon (3)Information gap forces each player to figure out what happens when the mist falls. (4)Players will need to judge the authenticity of other players' speech.	Before game starts, give players references on strategies of each side.
	In order to identify the role of others, players need to observe others' behavior and their way of expressing.	Encourage players to observe others' behavior after they open their eyes instead of while they are closing their eyes.
	(1)At the end of each lap, players take turns to share their opinions. (2)Players should give reasons for their judgment in order to convince others. (3)Players need to defend themselves when suspected by others.	(1) Emphasize the importance of giving reasons for players' argumentation. (2) Set time control for each player's speech (no longer than 5 minutes) so that they have to try hard to structure their speech.

English Language Proficiency •Paraphrase skills	(1)The host will be given script to follow (read and present). (2)Template of language structures given to each player. (3)Players organize their way of expressing in English consciously.	Given players templates that they can refer to for their speech. The template provides structures for different roles.
	(1)Players will need to paraphrase others' speech in order to make judgment on that.	
	(2)Players need to use either direct reference or indirect reference to paraphrase others' speech.	

INSTRUCTION

BACKGROUND

The burglary team (Bilbo, Gandalf, Thorin) seeks chance to steal the Arkenstone from Smaug the Dragon.

The Dragon, Azog, and the Eye of Sauron protect the Arkenstone from being stolen and want Thorin dead.

Bard tries to save his home by killing the disturbed Dragon.

SET UP

This game is best applicable for eight people.

Estimated time: 30-40 minutes

1.Designate the host.

2.Seven players each draw one role card, one reference card and keeps the cards to themselves.

3.Number card stands in front of each player.

GAME END

The game is over, when

1.Bilbo gets the Arkenstone. The Burglary team wins.

2.Bilbo dies and Thorin dies. The Dragon, Azog, and the Eye of Sauron win, and the burglary team loses.

3.Bard kills the Dragon before Bilbo gets the Arkenstone. Bard wins, and everyone else loses.

INSTRUCTION FOR THE HOST

Lap 1

1. "The mist falls."

2."Everyone close your eyes and uncover your role cards to the host."

The host records everyone's role.

"Cover your role cards."

3. "The Eye of Sauron, open your eyes. See through the mist and identify one. "

The Eye of Sauron chooses one player and the host sign whether the chosen player belongs to the burglary team or not.

"Close your eyes."

4. "The burglary starts. Bilbo open your eyes and choose one to steal."

Bilbo chooses any player including himself to steal from.

→If he doesn't choose the Dragon.

"Bilbo close your eyes."

→If he chooses the Dragon, the host plays the alert.

Alert: ""

Once the alert is on, Bilbo closes his eyes and Smaug the Dragon opens its eyes.

> "Smaug the Dragon chooses one player to burn. Smaug close your eyes.
> "Bard the Bowman, open your eyes. You have the last Black Arrow to kill the Dragon."
> Bard can choose one to shoot but he doesn't have to.
> "Bard, close your eyes."
>   →If Bard kills the Dragon,
>   "The mist clears. Game is over and Bard is the only winner."
>   →If Bard fails to recognize and kill the Dragon, the game goes on.
>   "Bard, close your eyes."

5. "The mist clears. Everyone open your eyes."

The host announces who is dead and the dead one gives his last words. The immortal ones would not be dead. The safeguarded one(s) would not be dead in this lap.

6.The host announces whom is stolen from.

→Attention! If it is the Dragon, the host doesn't make any announcement. Let the dead one choose the player on h7is right or left as the first one to speak. Then every player but the dead one rotates to speak. If there's no one dead in this lap, the host will choose the player on his right or left as the first to speak.

→If it is not the Dragon, the stolen one chooses the player on his right or left as the first one to speak. Then every player but the dead one rotates to speak.

Lap 2

1. Do Lap 1.1 and Lap1.3

2. →If the Dragon is not awake, go to Lap2.3.

→If the Dragon is awake, "Smaug the Dragon open your eyes."

> "Smaug the Dragon chooses one player to burn. Smaug close your eyes.
> "Bard the Bowman, open your eyes. You have the last Black Arrow to kill the

> Dragon."
> Bard can choose one to shoot but he doesn't have to.
> "Bard, close your eyes."
>   →If Bard kills the Dragon,
>   "The mist clears. Game is over and Bard is the only winner."
>   →If Bard fails to recognize and kill the Dragon, the game goes on.
>   "Bard, close your eyes."

3. "Azog, open your eyes and slay one. Close your eyes."

→If Azog chooses the Dragon, and the Dragon is not awake yet, Azog disturbs the Dragon and wakes it. Do Lap2.2.

→If Azog doesn't choose the Dragon.

> "Gandalf, open your eyes. This player is attacked, would you safeguard him?"
>   ★ If Gandalf has chance(s) to safeguard, the host signs to him who is attacked.
>   Gandalf signs whether he safeguards this player or not.
>   ★ If Gandalf has no chance to safeguard, the host signs nothing.
>   "Gandalf close your eyes."

4. "The burglary starts. Bilbo open your eyes and choose one to steal from."
Bilbo chooses any player including himself to steal.

Attention: if it is Bilbo who disturbs the Dragon, he must close his eyes immediately he hears the alert. And he could not steal in the next lap. During the lap after the next lap, Bilbo can successfully steal the Arkenstone from the Dragon and the Burglary team wins.
If it is Azog who disturbs the Dragon, it won't influence Bilbo's action and if Bilbo chooses the Dragon to steal from, he can succeed and the Burglary team wins.

5. Do Lap1.5 and Lap1.6

Lap 3
1. Go to Lap 2 till player(s) win(s).

Template

Attitude	· I agree with No.(1/2/3/…) player because… · I disagree with No.(1/2/3/…) player because… · I partly agree with No.(1/2/3/…) player. But I don't agree with what he/she said about… · I am on the (protector/burglar) team. The only thing that I want to do is… · I suspect that…because…
Direct & Indirect Speech	· No.(1/2/3/…) player said that… · According to No.(1/2/3/…) player… · No.(1/2/3/…) player misunderstood my words. What I meant is that…, but what he/she said is that…
Reasoning	· I think that…because… · I don't think that… because… · The way No.(1/2/3/…) player talks is different than the way he/she used to talk, so I suspect that… · You cannot say…just because… It can also be… · I highly doubt that No.(1/2/3/…) player belongs to the (protector/burglar) team, because…
Other	· I suggest everyone should… · Let's focus more on… instead of on… · I think what happened last night is… · I think the (protector/burglar) team is about to win. · I think No.(1/2/3/…) player and No.(1/2/3/…) player are on the same side.

List of items

Bilbo Baggins the Burglar

I AM GLAD THAT I HAVE SHARED IN YOUR PERILS.

Steal from anyone when the mist falls, but if you disturb the Dragon, find cover and wait till the end of next lap.

You win if the following is true:
You get the Arkenstone.
You survive.

Gandalf the Gray Wizard

WHY BILBO BAGGINS? PERHAPS BECAUSE I AM AFRAID, AND HE GIVES ME COURAGE.

You have two chances to safeguard another. Immortal. When attacked, you are immediately dragged away from the Middle Earth and cannot come back till the end of next round.

You win if the following is true:
Bilbo gets the Arkenstone.
Bilbo survives.

Thorin Oakenshield the Dwarf

IF MORE PEOPLE VALUED HOME ABOVE GOLD, THIS WORLD WOULD BE A MERRIER PLACE.

You win if the following is true:

Bilbo gets the Arkenstone.

Bard the Bowman

KEEP IT SECRET. KEEP IT SAFE.

The last Black Arrow: after the Dragon sets out to ruin, you can shoot. Don't miss. This is the last Black Arrow you have.

You win if the following is true:
The dragon dies.

Smaug the Dragon

REVENGE? I WILL SHOW YOU REVENGE!

Burn one per round since disturbed.
Only the Black Arrow can kill you.

You win if the following is true:
You, alive, keep the Arkenstone from being stolen.
Thorin dies.

Eye of Sauron
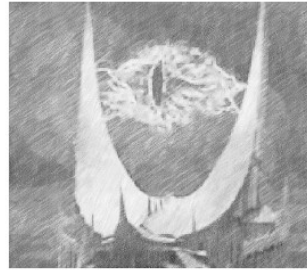
......

See through the mist and identify one.
Immortal. When attacked, your sight gets veiled and will not recover till the end of next round.
You win if the following is true:
The Dragon, alive, keeps the Arkenstone from being stolen.
Thorin dies.

Azog the Pale Orc

I DON'T WANT EXCUSES. I WANT THE HEAD OF THE DWARF-KING!

Kill one per round.

You win if the following is true:

The Dragon,alive, keeps the Arkenstone from being stolen.

Thorin dies.

Reference Card

Bilbo Baggins the Burglar: Steal from anyone when the mist falls. If you disturb the Dragon, find cover and wait till the end of next lap. You win if you get the Arkenstone and survive.

Gandalf the Gray Wizard: You have two chances to safeguard another. Immortal. When attacked, you are immediately dragged away from the Middle Earth and cannot come back till the end of next lap. You win if Bilbo survives and gets the Arkenstone.

Thorin Oakenshield the Dwarf: You win if Bilbo gets the Arkenstone.

Bard the Bowman: You have only one chance to kill the Dragon after the Dragon is disturbed. You win if the dragon dies.

Smaug the Dragon: Burn one per lap since disturbed. Only the Black Arrow can kill you. You win if you are alive, keep the Arkenstone from being stolen, and Thorin dies.

Eye of Sauron: See through the mist and identify one. Immortal. When attacked, your sight gets veiled and will not recover till the end of next lap. You win if the Dragon lives, keeps the Arkenstone from being stolen, and Thorin dies.

Azog the Pale Orc: Kill one per lap. You win if Thorin dies and the Dragon keeps the Arkenstone from being stolen.

Appendix G

INDIVIDUAL PAPER

Introduction

Vocabulary plays a crucial role in the process of reading comprehension, according to

the Lexical Quality Hypothesis (Perfetti & Stafura, 2002) and the schema-theoretic reading

system (Adams & Collins, 1986). Statistically, Snow's study presented that 5-year-olds'

vocabulary score predicted reading outcomes through the elementary years. Longitudinally,

this capability of reading to learn serves as a necessary requirement to academic achievement

(Snow, 2007). This is to say, a productive vocabulary learning environment at young age

contributes to academic outcomes later on. However, admitting the importance of vocabulary,

children whose home language is not English often risk incompetent English vocabulary

performance compared to their peers when they attend school (Hoff, 2006). What is worse,

taking the Matthew Effect into the consideration, the English language competency gap

persists and enlarges (Snow, 2007).

To counteract the gap mentioned above, articles about intervention programs which

proved effective adult-child interactive practices for children's vocabulary learning had been

published. This project will look at a video of preschool book sharing with ELLs and evaluate

the teacher's instruction by coding, analyzing, and compare it with effective instructional

practices introduced in previous articles. Afterwards, the potential adaptations of the

instruction and the learning environment as a whole will be discussed.

Research question

To what extent does the teacher in the video use effective instructional practices for

ELLs' English development in Preschool? Specifically, what is the frequency of a certain

instructional practice? What is the ratio of a certain instructional practice to other practices?

Method

Data

The original video was twelve-minute. The section we looked at was from 0:45 to 9:50,

which recorded a book-sharing activity named *Let's talk about it* in a preschool in Nashville,

Tennessee. The book they talked about was *The Dragon and The Knight* and the objective of

this section was that students learned the target words, namely talon, scales, nostril, and

incisors. The students were English language learners. It could be seen that there were

colorful pictures besides English words on the wall and a house-shape toy on a desk. The

teacher sat on a chair in front of the class with all her students sitting on the rug facing to her.

Coding system

We separated this nine-minute video clip into fifteen-second segments for transcribing

and coded them by utterances, our unit of analysis. We identified utterance by natural pause,

based on Crookes's definition that "an utterance is a unit of speech under a single breath

group or intonation contour that is bounded by pauses on either side (Crookes, 1990).

Keep in mind the previous readings about productive adult-child interaction to children'

language development, we watched this video clip and looked for instructions which fell into

those productive discourses, such as defining target words, offering contexts for target words,

repeating target words, asking for known information about target words, and so forth. With

respect to those discourses for which we were looking, once the teacher used one of them, we

labeled it with a code and it occurred that this code would show up more than once. This is to

say, the teacher was highly likely to be adopting this type of instruction for teaching vocabulary instead of accidentally uttering it. For example, at 1:00, the teacher said "can anyone tell me what these are". This is the first time in this video when she asked a question where she expected her students to know that the teacher knew the answer and was purposefully asking them to answer. We coded this utterance as QUKN, question or request for information where the speaker knows the information that is being asked for.

In addition to those instructional practices which explicitly fitted in our expected and general categories, this video clip presented several instructional patterns customized for ELLs. For example, when teaching the new word, scales, at 1:45, the teacher sounded out scales, while pointing to a picture of the exact part of the dragon's body. We label this as DEFT, providing a definition for a word or explaining what it is. In addition to the verbal definition, which the teacher adopted to teach incisors at 3:00 (line 78), the teacher introduced target words by presenting pictures to students. Also, the teacher would act out or gesture to illustrate the target word, which we coded as ACTO. At 1:00, the Teacher held up hands in shape of talons to act out the target word.

Holistically, we coded by four categories, namely Vocabulary Instruction, which referred to patterns the teacher teaches target words, Interactive Instruction, which referred to patterns the teacher gives feedback, Behavioral Management, and others. We created three codes and modified codes in TELL Coding Manuel to build a codebook matching our project. To clarify, one utterance did not contain more than one code. See our codebook and transcript in appendix.

Findings

Instructional utterances

Among the total 178 utterances in this video clip, there are 54 VORP, the most frequent

code. VORP, labeled in figure 1 as use of target word, is when the teacher or a student repeats

the target word that has been defined. VORP typically follows the definition, and is not the

definition itself. For example, at 3:15, the teacher let students repeated the target word,

incisors, after she gave the definition of incisors. Then she repeated incisors once. In

comparison to other utterances in this video, the teacher repeated or let students repeat the

target words in the most frequent manner. On average, the target words were reiterated every

3.3 utterances. Second to VORP is QUKN, which appeared 27 times. This shows that the

teacher asked questions about target words and expected students' responses per 6.6

utterances on average. In addition to these two types of instructional utterances, the teacher

used DEFT seven times and ACTO four times. Accumulatively, the instructional utterances

made up more than half of the utterances the teacher used in class (see figure 1).
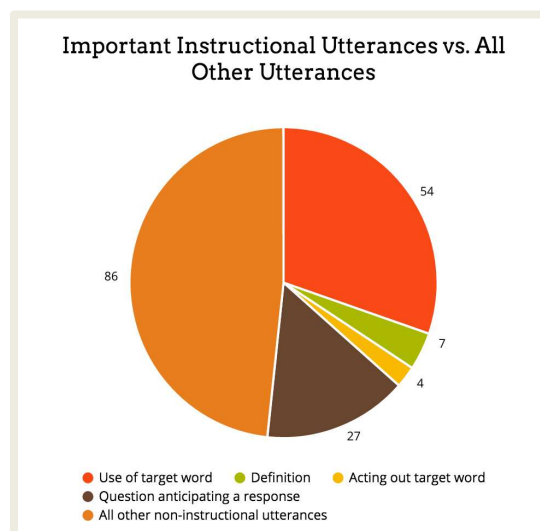
Figure 1

Counting by length, among the 590 seconds of the video clip, ACTO took up 148

seconds, around 25% of the whole section. DEFT, 84 seconds, contributed to 14% of the

length of this video. Two other instructional utterances, namely QUKN and VORP, were

twenty-two second and eleven second, occupying 4% and 2% of the section, respectively (see

figure 2).
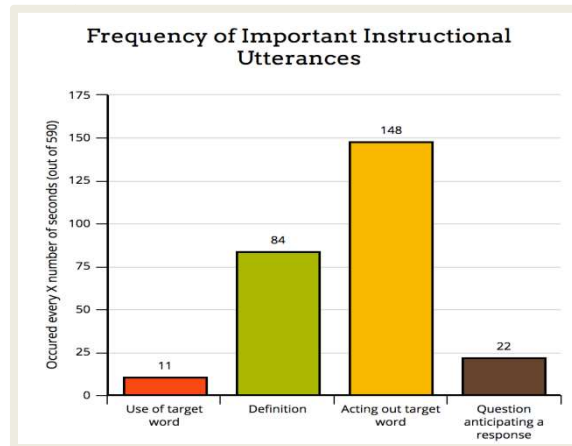
Figure 2

Anti-instructional utterances

In terms of utterances that take away from instruction, ASKA appeared sixteen times,

CONT thirteen times, QURH four times, and INAU once. These four codes altogether made

up around 19% of utterances in this video (see figure 3).
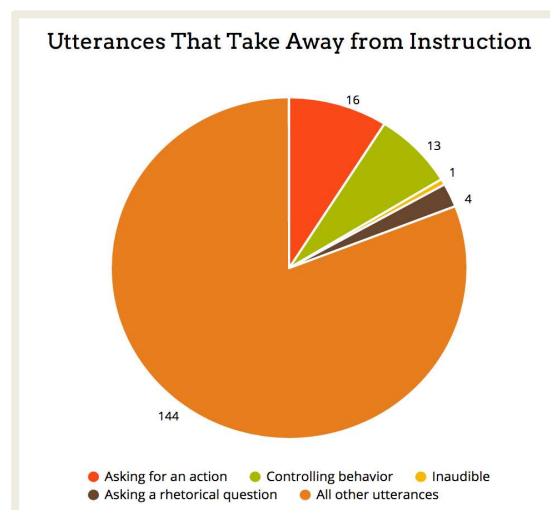
Figure 3

Overall, the instructional practices we evaluated took up slightly more than half of

utterances in the class. Within instructional practices, utterances containing target words and asking questions about target words occurred considerably more often than providing definitions and acting out the target words. In addition, there are many types of utterances that occurred in classrooms on a daily basis. Instructional ones might be easily drowned out by other utterances and events.

Implications

We evaluate the class in this video beneficial for ELLs' language development to a great extent because the teacher designed this book-sharing activity in a way that followed the practices which has been proved or argued as effective methods in previous articles.

From a holistic perspective, more than 80% of utterances in this video were instructional or interactive versus less than 20% directory. Significantly higher ratio of "non-regulatory speech", as a property of quality input, better supports children's language development (Hart and Risley, 1995, as cited in Hoff, 2006).

From a detailed perspective, looking at the manner in which the teacher introduced target words, aside from verbal explanation, the teacher utilized pictures. This decision was superficially reducing students' input, but by visual aid, the teacher actually secured ELLs' understanding of her instruction. Put differently, she adhered to the comprehensible input for her ELL students, which according to Krashen's input hypothesis, leads to second language acquisition (Krashen, 1985). Moreover, she acted out the target words and thus brought her students more global concepts which might contribute to children's fluency of reading comprehension later on, according to the schema-theoretic reading system (Adams & Collins, 1986).

Also, the teacher presented a strong inclination to ask students questions during book-sharing. By doing so, she was more likely to engage students and built joint attention. According to Dickinson's review, research shows those children maintain long periods of joint attention have stronger productive vocabularies (Dickinson et al., 2012). Furthermore, among the questions that the teacher asked were predominantly known-answer questions. This instructional strategy prepares children for school where they will encounter such questions. Getting familiar with this interactive pattern might help them fit in academic environment later on (Heath, 1982).

Overall, this preschool book sharing with effective instruction may serve as a buffer against the Matthew Effect for ELLs who highly risk limited English proficiency when entering school. (Snow, 2007)

Adaptations

The instruction with adaptations in this video could also support ELLs in their elementary years. Considering ELLs relatively low English proficiency, verbal-based instructions could be enhanced by multimedia (Silverman and Hines, 2009). For instance, video related to learning objectives could be adopted in class. Moreover, for ELLs with first language proficiency, the translation might be employed for conceptual learning (Jimenez et al., 2015).

As for improvement in this specific class, the teacher might change the physical arrangement of classroom which in the video presented the metaphor of hierarchy (Conteh and Riasat, 2014). The teacher could occasionally join children on the rug or let children sit in a circle so that more peer interaction might emerge. With respect to the instruction itself,

following questions such as "what do we call these right here" at 3:30, the teacher might subsequently ask questions such as "what can the dragon do with this" to elicit children's further understanding (Wasik, 2006).

Limitations

The project's evaluation on effectiveness of the instruction in this video is completely based on observation to the video and previous articles. Our criteria hinges on whether the teacher's behaviors match effective discourses suggested in previous articles. There is no pre-test or post-test to provide evidence that ELLs in this class gained in language development and to what extent they gained. What is more, children's language performances in the video are too obscure to serve as evidence. They went forth and back between correct and inaccurate or inaudible answers when asked about target words, by which we should not judge whether individual learned the words or not.

Conclusion

In order to evaluate to what extent the teacher in the video use effective instructional practices for ELLs' English development in Preschool, this project coded and analyzed the utterances which the teacher utilized. Compatible to effective instructional practices introduced in previous articles, teacher's discourses in this video such as reiterating target words, asking known-answer questions, and offering definition of target words, implied productive language teaching for high-risk children. Also, enhanced with multimedia and first languages, this instruction could be utilized in ELLs' elementary years or in even advanced academic contexts.

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Appendix

"Let's Talk About It" Codebook Rubric

Vocabulary Instruction	**ACTO**	<u>**Acting-out**</u>: Actions or gestures that the teacher makes to illustrate the target word.	1:00 (gesturing for claws)
	DEFT	<u>**Definition:**</u> The teacher directly provides the definition of a word to students or labels a picture, an object, or a concept.	0:45 The teacher points to the picture which reflects the target word.
	VORP	<u>**Vocabulary repetition:**</u> The teacher or a student repeats the target word that has been defined, and is being used in the lesson, out loud. This only follows the definition, and is not the definition itself.	1:00 (line 14) S: Talons
	QUKN	<u>**Known-answer question**</u>: Question or request for information where the speaker knows the information that is being asked for. May include fill in the blank questions.	1:30 (line 22, 23) T: What do we call the outside of the alligator?
Interactive Instruction	**ASKA**	<u>**Ask for an action**</u>: Question or command which requests that child or children do or	1:00 (line 11) T:...can anyone tell

		say something, gives instructions or directions.	me what these are?
	CLAR	**Clarification request**: A comment or questions that shows listener failed to understand or hear, and a request for the speaker to repeat or rephrase what he or she just said.	1:30 (line 29) T: What, Marvey?
	CORR	**Correcting**: Question, statement or response that corrects a previous utterance. Must provide correcting information and not just evaluate if previous utterance is right or wrong.	3:00 (line 74) T: They're like his teeth but they have another name.
	EXPD	**Expanding**: Rephrase with slight correction or expansion. The child's meaning is retained but cast into a more comprehensible and conventional format.	6:00 (line 173) S: Nostril. T: And we have nostrils.
	CHOR	**Choral response**: A group of two or more children responding to a question in union, or reciting a known text, poem or saying. This code is used when children recite a	3:00 (line 73) S: Teeth

		word that is not the correct vocabulary word, or when it is said before knowing the definition.	
	EVAL	**Evaluating**: Question, statement or response which encourages evaluation, which can be negative or positive.	5:30 (line 156) T: Very good.
	EXPL	**Explaining**: Question, statement or response which elicits explanation, such as a motivation or cause. Typically includes a linking word such as "so" or "because."	1:00 (line 15) T: They're like his claws. So you can go like this
Behavioral Management	**CONT**	**Controlling**: Question, statement or response which seeks to control actions or behaviors. Focus is on controlling or correcting behavior and not giving activity-related instructions.	2:15 (line 50) T: Do you need to go sit in the back?
	ATTN	**Attention-getting**: Question or state which calls or directs attention to the speaker, or gives attention to another speaker.	1:15 (line 18) T: Alright, something else that the dragon has, this isn't an alligator,

			but it has something on it.
Others	**QURH**	**Rhetorical question**: A question used with the intent of making a point indirectly; no response is expected.	5:45 (line 161) T: You know what I want you to think about?
	INAU	**Inaudible**: Entire or part of the utterance is unintelligible. Can include laughs, coughs, etc.	

Transcript

Line	Time	Speech	Relevant gestures	Coding
1 2 3 4 5 6 7	0:45	T: We have been reading the story about the knight and the dragon, and we've been talking about some of the different parts of the dragon. And we know that this is the dragon	Pointing; Circling key objects on board with finger	ATTN EXPL
8 9 10		T: Some of the different parts that we talked about were the dragons...		EXPL
11 12 13 14	1:00	T: ...can anyone tell me what these are? They're called talons. Say that with me. All: Talons		QUKN ASKA CHOR
15 16 17		T: They're like his claws. So you can go like this, these are talons.	Teacher holds up hands in shape of claws, some students join in	DEFT ACTO
18 19 20 21	1:15	T: Alright, something else that the dragon has, this isn't an alligator, but it has something on it.	Points to picture of scales	ATTN
22 23 24 25 26 27	1:30	T: What do we call the outside of the alligator and these things right here that are on the dragon? What do we call those that helps keep him safe?	Points to picture of dragon on front of book.	QUKN QUKN
28 29 30 31		S: Armor! T: What, Marvey? S: (unintelligible) T: Scales.		CHOR CLAR INAU VORP
32 33 34	1:45	T: Very good Marvey, those are his scales. They're what keep him safe. Mmkay?	Pointing again at the scales on the picture of the alligator	EVAL DEFT
35 36 37 38		T: And we know that the dragon also has some other parts to him.		ATTN
39 40		T: Ok, I'm gonna stop	Look at student	ATTN
41 42 43	2:00	T: And wait for my friends to put their hands in their lap and sit down the right way. Mindful.		ASKA CONT CONT

44 45 46 47 48		T: Crisscross applesauce. Ms. Bolton's gonna stop until we're ready to listen.	Points to student sitting on the carpet	
49 50 51 52 53	2:15	T: Okay? (unintelligible student name) Do you need to go sit in the back? Then you need to put your hands in your lap and listen please.	Teacher models placing hands in her lap.	QURH CONT
54 55		T: Now this is Ms. Bolton's turn.		CONT
56 57 58 59 60 61	2:30	T: So your eyes need to be looking up here and you need to be listening. K? You need to be showing respect. T: Boys and girls we talked about the scales.	Points to her own eyes when saying the word "eyes"	CONT QURH CONT ATTN VORP
62 63 64 65 66 677 68 69	2:45	T: And we talked about his talons. There were some other things in the story that the dragon talked about. Some other body parts. So we're going to look our book. We know we mentioned the tail...	Opens book and points to parts of the dragon, including the tail	EXPL VORP
70 71 72 73 74 75 76 77 78 79 80	3:00	T: What about what's in his mouth? Does anyone remember what... S: Teeth... T: They're like his teeth but they have another name. Think about that? S: Dragon T: It is a Dragon and those are his teeth, but they're called incisors.	Points to dragon's incisors; points to her head in a thinking motion; points to dragon's incisors	QUKN CHOR CORR CHOR CORR DEFT
81 82 83 84 85	3:15	S: Incisors! T: Incisors. Can you show me your incisors? Show me *your* incisors...Those are your incisors; your teeth.	Shows incisors; points to incisors	VORP VORP ASKA VORP VORP
86 87 88	3:30	T: Also, he has his incisors, Julian, and then Julian what do we call these right here? What?...Alexis, what do we call these right here?	Points to object on book	VORP QUKN ATTN

89 90				CLAR QUKN
91 92 93 94 95 96 97	3:45	S: Nose. T: That's part of his nose but what are those holes? S: Fire! T: Well he does blow fire out of them, but those are called nostrils.	Points to nose; points to nostrils; makes flame motion with her hand	CORR QUKN CHOR CORR ACTO
98 99 100 101 102 103 104 105	4:00	S: Nostrils. T: Can you find your nostrils? Put your fingers right here on your nostrils. Don't put em inside, just put em right there. Those are your nostrils. These are his nostrils. Okay? So we have some different things	Touches nostrils;	ASKA ATTN DEFT VORP
106 107 108 109 110 111 112 113 114	4:15	T: that we're going to put on our web today. This is going to be all about the parts - Julian, you may move back with Ms. Thompson. Thank you. - We have all the parts of the dragon we're going to talk about and we're gonna fill in our webs.	Closes book; points at dragon web	ATTN CONT EXPL
115 116 117 118 119 120	4:30	T: The first thing that Ms. Fulton has...hmm there's a word here... S: Teeth. T: You're right but what do we call the teeth?	Picks up dragon's incisors and displays it to the class	QUKN CHOR CORR
121 122 123 124 125 126 127 128 129 130 131 132	4:45	T: We said they're called something special. They're called... S: Nostrils. T. They're not nostrils. Incisors. S: Incisors T: Incisors. So I'm going to put a piece of tape on here.. S: Nostrils! T: So I'm going to put a piece of tape on here	Shows her incisors; tapes incisors picture to the web	QUKN VORP CORR VORP VORP VORP VORP VORP VORP

133 134 135 136 137 138 139 140	5:00	T: and I'm going to put up here, the incisors. And you can see.. T: Alexis, you can go back and sit with Ms. Thompson again. We're not talking about lunch right now, we're in the middle of talking about the dragon.	Points to Alexis and then points to the back of the room, showing the student where she can go sit.	ATTN VORP CONT
141 142 143 144 145	5:15	T: Boys and girls if you look at the big picture up here you can see his big incisors. Well, the next thing is what somebody just mentioned	points to the picture on display	ATTN VORP
146 147 148 149 150 151 152 153 154 155 156 157 158	5:30	T: What are the red dots that we've talked about? S: ... T: That is where the fire blows out but what do we call them? S: ... T: What are they called right here? But they have a name, what are they? Nnn... S: Nostril. T: Very good, nostril, good job, that's where the fire blows out.	points to her nose while asking nods to children's answers points to who got the answer	QUKN CLAR QUKN QUKN VORP EVAL VORP
159 160 161 162 163 164 165 166 167 168 169 170	5:45	T: And I'm supposed to know that the fire blows out there, but you know what I want you to think about? Instead of the fire coming from them. S: Nostril. T: I want you to think about.. S: Nostril. T: I want you to think about the word nostrils, okay, that's what I want you to think about.	points to her head while speaking; continues her question after distraction; sticks the picture on the board when finished	QURH VORP VORP VORP
171 172 173 174 175 176	6:00	T: So we're going to put that up the .. so we have incisors S: Nostril. T: And we have nostrils. Let's see what else we have.	points to the corresponding pictures; nods while repeating the words	ATTN VORP VORP VORP EXPN
177	6:15	T: What do you think this would be?	holds the picture up	QUKN

178 179 180 181 192 183 184 185 186 187		S: … T: Oh I'm gonna let my friends raise their hands quietly, Pablo. S: … T: It does go back there, but it has a name, I would like to hear the word. Someone we haven't heard from.	while asking; points to pablo while saying his name; nods to pablo's answer	CONT ASKA ASKA
188 189 190 191 192 193 194 195	6:30	T: Joseph can you help us? What's that called? S: … T:Julie can you help him out? S: Tail. T: A tail, it's a tail and you show me where his tail would be.	points to her back when asking where tail is; puts the picture up on board	ASKA QUKN ASKA EXPN ASKA
196 197 198 199 200	6:45	T: So we're going to put his tail up here, there's his tail. We talked about these, what are these?	holds up the picture; make a hand gesture similar to the picture	ATTN DEFT ACTO QUKN
201 202 203 204 205	7:00	T: Azoo do you remember what these are called? S: … T: Is your name Azoo? What are they? What are these?	points to Azoo and wait; shakes head while getting interrupted	ASKA QUKN QUKN
206 207 208 209 210 211 212 213 214 215	7:15	T: Michelle? S: … T: That's right but i want the word, i want you to be able to tell me what they are S: … T: You're right Michelle they're at the end, that's very good. But what's.. what are they called?	nods while speaking; points to whoever is answering	ASKA EVAL ASKA EVAL QUKN
216 217 218 219 220 221 222	7:30	T: Joseph? Benneth could you help him? S: Nostril. T: Hmm.. do those look like his nostrils? S: No. T: No. I'm glad you remember that	points to head when saying remember; points to picture on board when saying nostrils	ASKA VORP VORP QURH

223 224		word, but these are not nostrils.		VORP
225 226 227 228 229 230	7:45	T: Julia what are these? They're t-talons. S: Talons. T: Talons, they're talons. So once again boys and girls there's another word.	holds hand gestures while introducing the word; puts up the picture	ASKA ACTO VORP VORP VORP DEFT
231 232 233 234 235 236	8:00	T: I want you to remember talons. So I'm going to put in right up here. And now we have one more left. We look up here. And these are all the spots that on the	points to her head; points to her mouth;	VORP ATTN ASKA
237 238 239 240 241 242 243 244 245 246	8:15	dragon. What do we call? S: Nostril, nostril. T: Are these his nostrils, Mitchell? S: No. T: These are not his nostrils. These spots on him. What're they called? S: Nostril, two. T: No.	shakes her head; points to one child; shakes her head;	QUKN VORP QUKN VORP VORP VORP QUKN VORP EVAL
247 248 249 250 251 252 253 254 255 256	8:30	T: Boys and girls, where are his nostrils. Here are the holes right here. So how many nostrils does he have? S: two. T: Two. That is all. Two nostrils. I'm so glad you remember that word but we're talking we are talking about these.	points to her nostrils, to pic of nostrils; gesture of two; shake head; points to her nostrils, to her head; points down; points to pic on the board, to the pic held in her hand;	QUKN DEFT VORP QUKN VORP VORP EVAL
257 258 259 260 261 262 263 264	8:45	T: What are these? What are these spots? S :ee.thee. T: Joli. They are on his body, just like the alligator has that were used are used to protect them. What are these spots on him?	points to pic of scales; reaches the pic of alligator and shows it; points to pic of scales	QUKN QUKN CHOR ATTN EXPL QUKN
265 266 267	9:00	T:What are all these? S: Scales. T: Scales. Very good. They are scales.	[c points at pic of dragon on the board] pastes the pic of scales	QUKN VORP VORP

268 269 270		They protect him. So I'm going to put that right there.	to the board;	VORP ATTN
271 272 273 274 275 276 277 278	9:15	T: So with this goes, these are all parts of the dragon. And what we're gonna continue to learn about these parts. But we have the incisors, which are the teeth. Say that with me. S: Teeth.	points and shows her teeth; points to pic of incisors on the board;	ATTN VORP ASKA CHOR
279 280 281 282 283 284 285 286 287	9:30	T: Incisors. Incisors. S: Incisors. T: We have these... S: Teeth. T: Nostrils, nostrils. S: Nostrils T: This is the nostril. His tail. S: Tail T: Talons. Those are his talons.	points to pic of nostrils; touches her nostrils; points to the pic of tail; points to the pic of talons; gesture of talons;	CORR VORP VORP VORP CORR VORP VORP VORP VORP VORP
288 289	9:45	T: And then all over his body, he has scales.	points to pic of scales	VORP
	9:50			